



**WILLIAM A. MORRIS INTERMEDIATE SCHOOL 61**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 31R061**

**ADDRESS: 445 CASTLETON AVENUE SI. NY 10301**

**TELEPHONE: 718-727-8481**

**FAX: 718-447-2112**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 61      **SCHOOL NAME:** William A. Morris I.S. 61

**SCHOOL ADDRESS:** 445 Castleton Avenue SI NY 10301

**SCHOOL TELEPHONE:** 718-727-8481      **FAX:** 718-447-2112

**SCHOOL CONTACT PERSON:** Marygrace DiForte      **EMAIL ADDRESS:** mdifort@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rosanne Kipp

**PRINCIPAL:** Richard J. Gallo

**UFT CHAPTER LEADER:** Patricia Mezzacappa

**PARENTS' ASSOCIATION PRESIDENT:** Christopher DiForte

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 604

**NETWORK LEADER:** Greg Jaenicke

**SUPERINTENDENT:** Erminia Claudio

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Richard J. Gallo	*Principal or Designee	
Patricia Mezzacappa	*UFT Chapter Chairperson or Designee	
Christopher DiForte	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marygrace DiForte	CBO Representative, if applicable	
Alexandra Simeone	Member/	
Rosanne Kipp	Member/	
Lizabeth Ziznewski	Member/	
Judy Guthrie	Member/	
Christine Roos	Member/	
Kim Lipari	Member/	
Debra DiForte	Member/	
Bernadette Ross	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.

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William A. Morris Intermediate School 61 is a barrier free school whose population includes 1268 general and special education students. With a student population that is racially, ethnically and socio-economically diverse, we seek to engage all students actively in their learning and promote respect for difference. Two thirds of the student population lives in an economically disadvantaged community. Nearly one third of these students reside in a federally subsidized housing project. We are a school In Good Standing in accordance with NCLB rulings. Our goal for the past several years has been to increase the number of students achieving Levels 3 and 4 on all State Reading and Math Assessments. This year's target is to decrease the percentage of students who have scored at level one and level two as measured by the state tests.

**IS 61 is a Magnet School of Arts & Letters through Museum Studies and is organized into three Academies; Academy of Community and Environmental Studies, Academy of Invention and Exploration and the Academy of Media and Broadcasting. Each Academy consists of a team from each grade. All classes are grouped homogeneously in all core curricula areas. An administrator, a Magnet Resource Specialist and a guidance counselor are assigned to each Academy with the assistance of team leaders. Each team, within each Academy consists of four or five classes in which a Magnet Resource Specialist, the team leader and the teachers work collaboratively to write and implement curriculum that is aligned to the academies and themes, as well as the English Language Arts Core Curriculum standards (May 2005) and the Common Core State standards 2010, with regards to curriculum and the social needs of students. All students with disabilities as well as ELL students are part of the Academy organization.**

**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					
<b>School Name:</b>	I.S. 061 William A Morris				
<b>District:</b>	31	<b>DBN #:</b>	31R061	<b>School BEDS Code:</b>	353100010061

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.6	92.8	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					94.4	94.0	TBD		
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	447	461	427		55.0	53.9	69.1		
Grade 7	419	461	473						
Grade 8	409	402	442	<b>Students in Temporary Housing: Total Number</b>					
Grade 9				(As of June 30)	2007-08	2008-09	2009-10		
Grade 10					40	63	TBD		
Grade 11				<b>Recent Immigrants: Total Number</b>					
Grade 12				(As of October 31)	2007-08	2008-09	2009-10		
Ungraded	29	28	21		17	14	7		
<b>Total</b>	<b>1304</b>	<b>1352</b>	<b>1363</b>						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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	128	124	117	Principal Suspensions	84	75	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	23	48	Superintendent Suspensions	42	42	TBD		
Number all others	108	112	96						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	63	82	87	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	7	7	31	(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	92	102	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	30	31	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	11	8	TBD
	8	7	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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	99	TBD
American Indian or Alaska Native	0.6	0.4	0.5	Percent more than two years teaching in this school	73.9	74.5	TBD
Black or African American	38.6	38.9	38.7	Percent more than five years teaching anywhere	54.3	52.0	TBD
Hispanic or Latino	29.5	33.3	34.4				
Asian or Native Hawaiian/Other Pacific Isl.	4	4.8	4.8	Percent Masters Degree or higher	87.0	90.0	TBD
White	27.3	22.6	21.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.8	92.5	TBD
Multi-racial							
<b>Male</b>	44.4	44.7	45.1				
<b>Female</b>	55.6	55.3	54.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</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)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

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

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	W
<b>Overall Score</b>	61.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	31.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	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?
- 

An overall review of the results of the New York State tests found that 33.8% of students scored at performance levels 3 and 4 in ELA. 38.8% of students scored at performance levels 3 and 4 in math. Currently, 16.6 % of students scored Level 1 in ELA and 14.1% scored Level 1 in math. A review of the NY state report card showed at present, AYP has been achieved in all subgroups in Math. AYP has not been met in the following subgroups in ELA: Black, Hispanic, Students with Disabilities, ELLs and Economically Disadvantaged. 62.3% of ELLs scored at performance level 1 in ELA and 12.4% scored at performance level 1 in math. The school is in Good Standing. We also received 0.5 additional credit for Closing the Achievement Gap on our Progress Report because we showed proficiency gains in CTT (ELA) We continue to be in good standing in science.

We concluded that improved student achievement resulted from many initiatives that were implemented through use of Federal Magnet Funding Title I funding and school-wide programs. These initiatives included:

- Implementation of the new Common Core State Standards in Literacy and Math 2010
- Continue curriculum mapping work and professional development
- Focused implementation of research based instructional strategies for ELLs
- Using data and authentic assessment of student work to drive instruction
- Standards based lessons integrating technology to support and motivate students through project based learning
- Ongoing professional development to support the workshop model
- Improvement of school climate and further enhancement of the team organization and the Academies of our school
- Implemented technology based programs such as READ 180, Voyager Learning Literacy and Math programs
- Continue the instructional model and programming of the ESL program (coteaching)
- Academic Intervention Service provided through a pull-out model
- Magnet Thematic Project Based Learning

We also believe that other causes for underperformance are inconsistencies in classroom assessments and curriculum alignment with the standards from the English Language Arts Core Curriculum, May

2005 and the Mathematics Core Curriculum MST Standard 3, PreK-12, March 2005. Many of the standards in this document are vaguely worded which leads to inconsistent implementation practices in a school. (Thomas B. Fordham Institute – The State of State Standards-and the Common Core- in 2010) We have identified this in our needs assessment and our priorities. Both classroom assessment, and curriculum alignment with the new Common Core State Standards will continue to address these problems through professional development during and after the school day, workshops, team meetings, curriculum meetings and literacy and math planning periods.

### **Accomplishments of William A. Morris Intermediate School 61**

- ❖ Math school accountability - met AYP targets
- ❖ Science AYP continually being met
- ❖ Using data to drive instruction, set goals & differentiate instruction
- ❖ Cohesive curriculum/thematic units -Collaboration with Teams and Departments
- ❖ Creative Programming-Implementation of Academies, Teams, Math and Literacy Blocks while maintaining Non-Core Subjects
- ❖ Restructured into Small Learning Communities –Academies
- ❖ Federal Magnet Grant –Magnet Specialists
- ❖ Continuation of the Role of Deans and Team Leaders
- ❖ Continuation of the Workshop Model
- ❖ Continuation of updating Classroom libraries in Math, Literacy, and Science appealing to student interests, with a gender (male) specific focus based on AYP subgroups in ELA
- ❖ On-going Professional Development in all curricular areas
- ❖ AIS
  - READ 180
  - Small Group Instruction 5x/week
  - After School Tutorial-Math, Literacy, Science and Social Studies
  - Voyager Learning Math and Literacy programs
  - 21<sup>st</sup> Century Grant, Life Designs Program
  - Soar to Success
  - Climbing the Ladder of Success
  - Learning Through Investigations – Criminal Justice/Specialized High School/Cranial Crunch Preparation
- ❖ Parent Resource Center
- ❖ Community Based Organizations
  - School Wide Book Fair
  - School wide Recycling Program established
  - 21<sup>st</sup> Century Grant
  - Goodhue Center
  - St. George Theater of Staten Island
  - Carnegie Hall Music Program
  - Snug Harbor Cultural Center
  - Ellis Island
  - NYC Tenement Museum
  - The Metropolitan Transit Authority
  - Alvin Ailey Summer Camps
  - New York Hall of Science
  - Brooklyn Center for the Urban Environment
  - American Museum of Natural History

- Title II D Technology Grant –Life Grant, PEARLS
- Teachers Academy
- Intrepid Sea, Air and Space Museum
- New York City Zoos
- Victory Bank Project
- Brooklyn Aquarium
- Urban Advantage Program
- Turn 2 Foundation/Jeter’s Leaders
- Silver Lake Head Start
- Alan Kivlehan Chapter of Korean War Veterans
- Thomas J. Tori Vietnam War Veterans
- Staten Island Care Center Nursing Home
- NYSSMA Adjudication Festival for Instrumental and Vocal Music
- Spring Musical (A school production which is fed by all curricula areas)
- Autism Speaks
- Project Homefront
- American Cancer society
- Leukemia/Lympoma Society
- March of Dimes
- YMCA Leaders Club
- Civic Kids Initiative

**We find the following as Significant Aids for Improvement:**

- ❖ Support from Children First Network Cluster 6, Network 604/609
- ❖ Magnet Schools Assistance Program (MSAP)
- ❖ Staff is Innovative, Progressive and Adaptable
- ❖ Supportive Proactive Administration
- ❖ Small Learning Communities-Academies and Teaming
- ❖ An Assistant Principal overseeing each Academy
- ❖ A Guidance Counselor for each Academy
- ❖ Office of Student Safety and Development consisting of school Deans
- ❖ Emphasis on Safe, Nurturing, and Secure Learning Environment (Bullying)
- ❖ Continued Emphasis on the Principals of Learning: Organizing for Effort, Establishing Clear Expectations, Accountable Talk and Academic Rigor in a Thinking Curriculum
- ❖ Teachers Demonstrate High Expectations for All Students
- ❖ Classroom Environments are Conducive to both large and small Group Instruction
- ❖ Curriculum Planning, Thematic Units, and Pacing Calendars
- ❖ Data Driven Instruction
- ❖ Periodic Assessments, Portfolio Assessment
- ❖ Observations
- ❖ School and Classroom Policies are Evident
- ❖ AIS Instruction
- ❖ Morning and Afternoon C.H.A.M.P.S. Program
- ❖ Intensive Professional Development in the Understanding in Use of Specialized Instructional Strategies to Meet the needs of Special Populations, including customization of curriculum
- ❖ Inter-visitations

- ❖ On-Going Professional Development for our ELLs
- ❖ Use of the Arts across curriculum to improve academic progress
- ❖ SAPIS
- ❖ New Teacher Mentoring program

**We find the following as Significant Barriers for Improvement:**

- ❖ School Climate
- ❖ Parental Involvement
- ❖ Neighboring Areas - Federally Subsidized Housing Projects
- ❖ Two of our Three Feeder Schools are designated as Title I
- ❖ Student Stability Rate
- ❖ Limited outreach to ELL parents (language barrier)
- ❖ Local Community Involvement
- ❖ Extracurricular Activities

**Improvements we are working on:**

- ❖ Technology
- ❖ Parent Involvement
- ❖ Community Relations
- ❖ Monitoring systems – ELA and Math Benchmarking
- ❖ Monitoring special programs
- ❖ Use of data throughout all curriculum areas
- ❖ Additional Professional Development

## 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.

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### **1. ELA:**

To maintain and continue to improve overall instructional strategies in order to decrease the number of students performing at Level 1 in ELA. By June 2011, the number of students performing at level 1 in ELA will decrease by 3 % as measured by state test results

### **2. School Wide Improvement:**

To establish 12 teams working directly with data and the inquiry process, whose leaders are now part of the instructional team, in order to achieve school-wide improvement. For 2010-2011, 100% of team teachers will engage in the inquiry process to bring more students into the sphere of success.

### **3. Technology:**

To increase teacher capacity with technology to support curriculum and instruction which will enable our students to be literate in the 21<sup>st</sup> Century. 100% of teachers who have SMARTBoards and computers will engage in professional development around differentiating instruction with technology.

### **4. Common Core:**

Interdisciplinary units will be used to unwrap the Common Core State Standards (CCSS) across multiple grades in each academy that reflect the theme of the academy. Teachers will expand existing interdisciplinary units through curriculum mapping and aligning the units with the Common Core State Standards.

### **5. ELLs/SWDs:**

To maintain and continue to improve overall instructional strategies with particular focus on English Language Learners (ELLs) and Students with Disabilities (SWDs). By June 2011, the number of ELL students and SWDs performing at level 1 in Math will decrease by 2 % as measured by state test results

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To maintain and continue to improve overall instructional strategies in order to decrease the number of students performing at Level 1 in ELA By June 2011, the number of students performing at level 1 in ELA will decrease by 3 % as measured by state test results</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Target population – All students who achieved level 1 on the New York State ELA Test.</li> <li>2. Responsible Staff - Full time literacy coach for the 2010-2011 school year.             <ul style="list-style-type: none"> <li>❖ Model and share best practices, support teachers by intervisitations, assist in lesson plan development, classroom rituals and routines</li> <li>❖ Provide professional development</li> <li>❖ Continue to support reading and writing workshops</li> <li>❖ Implement Writing Benchmark 3x a year in all Literacy classes</li> <li>❖ Continue gender research initiatives (gender specific materials)</li> <li>❖ Implementation Year 1 of Common Core State Standards 2010 (Literacy/SS/Sci/Math)</li> <li>❖ Provide support and resources for social studies and science teachers for Literacy Wednesday</li> </ul> </li> <li>3. Responsible Staff –Teachers will use 25<sup>th</sup> teaching period to             <ul style="list-style-type: none"> <li>❖ use nySTART, State Test Item Analysis, ARIS, Scantron Performance Series, ACUITY periodic assessments, on demand writing benchmarks, classroom performance and portfolios to track student progress in literacy for all four marking periods.</li> <li>❖ Analyze learning styles (Howard Gardner’s profile) and plan differentiated instruction</li> <li>❖ Identify Level 1 students (holdover students and those who should have gone to summer school but weren’t notified until August) through inquiry process during team meetings and give support using AIS.</li> <li>❖ will use formal and informal assessments to improve classroom instruction and measure student progress</li> <li>❖ differentiate instruction and employ varied teaching styles through the use of data</li> </ul> </li> </ol>

	<ol style="list-style-type: none"> <li>4. Responsible Staff – 5 Teachers will <ul style="list-style-type: none"> <li>❖ use literacy intervention programs and assess students’ literacy skills within given benchmarks throughout the year. (Voyager Passport and Journeys, Read 180)</li> </ul> </li> <li>5. Responsible Staff – ESL teacher will <ul style="list-style-type: none"> <li>❖ Follow an altered schedule by using the push in/pull out model</li> </ul> </li> <li>6. Responsible Staff –Teachers will <ul style="list-style-type: none"> <li>❖ differentiate instruction and employ varied teaching styles (Differentiation manuals in core subjects)</li> <li>❖ use formal and informal assessments to improve classroom instruction and measure student progress</li> <li>❖ increase the use of technology (SMART Boards, ELMOs, overhead projectors) to support instructional strategies</li> </ul> </li> <li>7. Responsible Staff –Teachers will <ul style="list-style-type: none"> <li>❖ Teach in after school per session programs such as Soar to Success and Learning through Investigation</li> </ul> </li> <li>8. Responsible Staff – 2 CTT Teachers will <ul style="list-style-type: none"> <li>❖ Expand CTT classes to all 3 grades</li> </ul> </li> <li>9. Responsible Staff –REWARDS teacher will <ul style="list-style-type: none"> <li>❖ Implement year one of Striving Readers Grant to Level 2 7<sup>th</sup> graders</li> </ul> </li> <li>10. Implementation- Fall 2010 and to be continued throughout the 2010-2011 school year</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ol style="list-style-type: none"> <li>1. Inquiry Team and Data Specialist per session</li> <li>2. \$98,491 for literacy coach</li> <li>3. 35,000</li> <li>4. Literacy coach and 4 special ed/ ELL ELA teachers</li> <li>5. ESL teachers</li> <li>6. Differentiation Manuals \$6400</li> <li>7. MSAP federal funds (after school per session programs: Soar to Success, Learning through Investigation)</li> <li>8. 2 CTT teachers</li> <li>9. REWARDS Teacher</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• NYS ELA test results indicate a 3% decrease in students performing at level 1.</li> <li>• Acuity Periodic Assessments and NYS ELA exam data are analyzed at literacy planning periods.</li> <li>• Minutes from literacy planning periods</li> <li>• Classroom visits and lesson plans indicate use of data</li> <li>• Assessment and inquiry process binders</li> <li>• Teacher informal or formal observations</li> <li>• Voyager Passport and Journeys monitoring system (Vport) – Monthly and quarterly data collected from Voyager Vport system.</li> <li>• Periodic Review four marking periods through department and Instructional Team Meetings.</li> </ul>

	<p>Student progress will be monitored by Principal, Assistant Principals and Teachers</p> <ul style="list-style-type: none"><li>• Analysis of Scantron and Writing Benchmarks in ELA</li><li>• Student Portfolios/eportfolios</li><li>• Striving Readers state monitoring in REWARDS program</li><li>• Quarterly collection of standards based work</li><li>• Monitor AIS in a 3 month cycle</li><li>• Team minutes</li><li>• Instructional Team minutes</li></ul>
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**Subject/Area (where relevant):** School Wide Improvement:

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To establish 12 teams working directly with data and the inquiry process, whose leaders are now part of the instructional team, in order to achieve school-wide improvement. For 2010-2011, 100% of team teachers will engage in the inquiry process to bring more students into the sphere of success.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Target Population- Team Leaders and teams</li> <li>2. Responsible staff – coaches, data specialist, original Inquiry Team members             <ul style="list-style-type: none"> <li>❖ provide Professional development</li> </ul> </li> <li>3. Responsible staff – Teacher teams will             <ul style="list-style-type: none"> <li>❖ identify students who did not make a year’s progress in either ELA or Math.</li> <li>❖ identify students, target population and long and short term goals.</li> <li>❖ analyze target population conditions of learning, design and implement an instructional change strategy and evaluate their progress.</li> <li>❖ design and implement a system-level change strategy.</li> <li>❖ design and use curriculum that promotes in-depth learning and “real world” student-directed projects bimonthly</li> <li>❖ use themes through which students will create Essential Questions reflecting the students’ interests, strengths and learning to direct instruction and curriculum planning within the academies</li> <li>❖ collaborate during weekly team meetings and share during Academy meetings, which supports teaching and learning</li> </ul> </li> <li>4. Responsible staff – coaches, data specialist, original Inquiry Team members             <ul style="list-style-type: none"> <li>❖ provide Professional development</li> </ul> </li> <li>5. Responsible staff – computer and media specialist will             <ul style="list-style-type: none"> <li>❖ be available to assist students and teachers in benchmarking using Scantron Performance Series</li> </ul> </li> <li>6. Implementation – Fall 2009-10 –Twelve teams with a Liaison for each, were created throughout our three Academies. For Fall 2010, the twelve teams will meet without the initial support from the Liaison who attended weekly meetings.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. \$190,148 for coaches, data specialist \$72,530, Per session for Inquiry Team bi-monthly meetings MSAP federal funds</li> </ol>

**Indicators of Interim Progress and/or Accomplishment**

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

- Weekly team meetings
- Agendas and minutes (following the “4 i” protocol) of meetings with Inquiry Team Liaisons will show stages in the Inquiry Process
- Focus walkthroughs quarterly
- Review of teacher lesson plans/unit plans quarterly
- Team Inquiry Binders will be shared at Academy Lunch and Shares
- Formal and informal observations
- Classroom visits
- Student displays
- Class and Academy trips
- All twelve teams will cycle through the Inquiry Process three times during the school year

**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase teacher capacity with technology to support curriculum and instruction which will enable our students to be literate in the 21<sup>st</sup> Century. 100% of teachers who have SMARTBoards and computers will engage in professional development around differentiating instruction with technology.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Target Population- Teachers</li> <li>2. Responsible Staff – Teachers will             <ul style="list-style-type: none"> <li>❖ increase use of technology (SMARTboards, ELMOs, overhead projectors) to support instructional strategies.</li> <li>❖ continue Voyagers Journeys, Passport and V-Math programs to analyze benchmarks</li> <li>❖ continue Scholastic READ 180 program to analyze benchmarks</li> <li>❖ implement monitoring with Keystone program for ELLs</li> <li>❖ implement use of TORCH curricula in Special Ed Science and SS classes</li> </ul> </li> <li>3. Responsible Staff - Full time math and literacy coaches for the 2010-2011 school year will             <ul style="list-style-type: none"> <li>❖ provide professional development on analyzing and using data in the classroom and implementing differentiated instruction in the classroom using technology</li> <li>❖ share Marshall Memos-research based articles on variety of topics (learning styles, gender based learning, technology, etc.) with staff</li> <li>❖ provide professional development to teachers in the use of ARIS, nySTART, Scantron Performance Series, Acuity, by attending DOE workshops, Webinars and Training, Acuity and Scantron webinars, and coaches' and data specialists' Lunch and Learns</li> <li>❖ Model and share best practices, support teachers by intervisitations, assist in lesson plan development using SMART Boards</li> </ul> </li> <li>4. Responsible Staff –Administrators will             <ul style="list-style-type: none"> <li>❖ Arrange professional develop by SSO/CFN 604/609 and DOE</li> <li>❖ work with teachers on using technology in instruction</li> </ul> </li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>2. Keystone materials, TORCHes, Voyager licenses, Read 180 licenses, SMARTBoards</li> <li>3. \$190,148 for coaches</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Agendas and minutes of meetings with Magnet Specialists and Coaches</li> <li>• Teacher informal and formal observations and walkthroughs show differentiated instruction including technology</li> <li>• Review of teacher lesson plans/unit plans exhibit use of differentiated strategies which consider</li> </ul>

	<p>students' needs</p> <ul style="list-style-type: none"><li>• Teacher Assessment Binders/efolders</li><li>• Data training provided by CFN cluster support specialists, Webinars, Lunch and Learns</li><li>• Assessments are differentiated by learning styles</li><li>• Quarterly review of technology inventory</li></ul>
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**Subject/Area (where relevant):** Common Core

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Interdisciplinary units will be used to unwrap the Common Core State Standards (CCSS) across multiple grades in each academy that reflect the theme of the academy. Teachers will expand existing interdisciplinary units through curriculum mapping and aligning the units with the Common Core State Standards.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Responsible Staff –Magnet Specialists, Coaches and Teachers will <ul style="list-style-type: none"> <li>❖ utilize the programmed common planning periods within the Academy structure</li> <li>❖ collaborate during team meetings within the Academy structure</li> <li>❖ attend Academy meetings with Assistant Principal</li> <li>❖ meet as teams and continue to develop theme based projects and units of study that align with academy’s focus, utilizing the resource area previously created by Magnet specialists</li> <li>❖ design curriculum that promotes in-depth learning and “real world” student-directed projects</li> <li>❖ use themes through which students will create Essential Questions reflecting the students’ interests, strengths and learning to direct instruction and curriculum planning within the academies for each of the four marking periods.</li> <li>❖ develop a shared responsibility for students’ literacy development through the CCSS</li> <li>❖ engage in collaborative communication within the Academy structure which supports teaching and learning</li> <li>❖ expand the resource area of the thematic units for the academy</li> <li>❖ provide professional development on templates and software (Atlas Rubicon) for curriculum mapping</li> <li>❖ revise some current student tasks to align with CCSS</li> <li>❖ analyze student interdisciplinary work and create interdisciplinary portfolios</li> </ul> </li> <li>2. Implementation- Fall 2009 and continuing throughout the school year 2010-2011</li> <li>3. Partnerships with community-based organizations</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. Federal Magnet Funding, MSAP federal funds : Magnet Specialists \$217,590</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Monthly agendas and minutes of meetings</li> <li>• Focus walkthroughs every marking period</li> <li>• Review of teacher lesson plans/unit plans</li> <li>• Academy Binders containing interdisciplinary units will grow quarterly</li> </ul>

	<ul style="list-style-type: none"><li>• Formal and informal observations all year</li><li>• Classroom visits</li><li>• Student displays</li><li>• Class and Academy trips</li><li>• Community based organizations</li><li>• Performances three times a year</li><li>• Increased student achievement four times a year based on report cards</li><li>• interdisciplinary portfolios</li><li>• Team CCSS binders</li></ul>
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**Subject/Area (where relevant):** ELLs/SWDs

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To maintain and continue to improve overall instructional strategies with particular focus on English Language Learners (ELLs) and Students with Disabilities (SWDs). By June 2011, the number of ELL students and SWDs performing at level 1 in Math will decrease by 2 % as measured by state test results.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Responsible staff – Math coach             <ul style="list-style-type: none"> <li>❖ provide Professional development</li> <li>❖ model and share best practices, support teachers by intervisitations, assist in lesson plan development and development of classroom rituals and routines</li> </ul> </li> <li>2. Responsible staff – Teachers will             <ul style="list-style-type: none"> <li>○ use varied instructional strategies in all classrooms</li> <li>○ use technology (SMARTboards, ELMOs, overhead projectors) to support instructional strategies</li> <li>○ use periodic assessments, classroom performance and portfolios to track student progress in math</li> <li>○ provide supplemental instruction in an afterschool program</li> <li>○ use math intervention programs (Voyager’s V-math) and assess students’ math skills within given benchmarks throughout the year.</li> <li>○ will track outcomes of Voyager V-Math and Impact Math units</li> <li>○ will use formal and informal assessments to improve classroom instruction and measure student progress</li> <li>○ use item analysis from ARIS to meet students’ needs</li> <li>○ differentiate instruction and employ varied teaching styles through the use of data</li> <li>○ provide books in native language to support students</li> <li>○ identify Level 1 students (hold-over students and those who should have gone to summer school but weren’t notified until August) through inquiry process during team meetings and give support using AIS</li> </ul> </li> <li>3. Responsible staff – ESL teachers will             <ul style="list-style-type: none"> <li>○ provide professional development to all teachers on instructional strategies and how they impact ELL subgroups</li> <li>○ provide analysis of data from the 2010 NYSESLAT.</li> </ul> </li> <li>4. Responsible staff – administration will             <ul style="list-style-type: none"> <li>○ restructure Special education so that teachers will be subject and grade specific</li> <li>○ hold parent involvement workshops (ARIS, Acuity, VMath, Engrade) and Family Fun nights</li> <li>○ implement a single Math ELL teacher for all three grades, trained in ESL strategies</li> </ul> </li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> <li>1. \$98,491 for math coach</li> <li>2. Tax levy, Voyager Math licenses</li> <li>3. ESL teachers</li> <li>4. ELL math teacher</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increased student achievement</li> <li>• Student work</li> <li>• Use of formative assessment tools</li> <li>• Weekly periods of mentoring support</li> <li>• Best practices shared by Academy teams</li> <li>• Formal and informal observations</li> <li>• Lesson Plans</li> <li>• Focus walkthroughs</li> <li>• Monitor Voyager program with VPort</li> <li>• NYS Math test results indicate a 2% decrease in the number of ELLs and SWDs scoring in Level 1.</li> <li>• Acuity Periodic Assessments and NYS math exam data are analyzed at math planning periods.</li> <li>• Minutes from math planning periods</li> <li>• Classroom visits and lesson plans indicate use of data</li> <li>• Assessment data</li> </ul>

## **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	201	167			15	0	0	4
7	208	196			12	5	3	8
8	230	202	30	30	18	4	6	5
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>We use a variety of Literacy AIS services at I.S. 61</p> <p>Our Literacy teachers use:</p> <ul style="list-style-type: none"> <li>Ramp Up - 6<sup>th</sup> grade remedial classes/school day</li> <li>Read 180 - 8<sup>th</sup> grade ELLs/Special Education/targeted pullout students/school day</li> <li>Voyager Learning – Special Education/school day</li> <li>Small Group Instruction – all grade/ school day</li> <li>Soar to Success – all grades/after school</li> <li>Climbing the Ladder to Success – all grades Special Education/after school</li> <li>Keystone –ELLs</li> <li>CARS and STARS – identify and assess a student’s level of mastery with each of the 12 reading strategies</li> </ul>
<b>Mathematics:</b>	<p>We use a variety of Math AIS services at I.S. 61.</p> <ul style="list-style-type: none"> <li>Scantron Performance Series - all grades/school day/extended day/after school</li> <li>Soar to Success – 7<sup>th</sup> and 8<sup>th</sup> grades/after school</li> <li>Voyager Learning V-math – Special Education all grades/school day</li> <li>Prentice Hall Intervention Skills Kit – all grades/school day/extended day/after school</li> </ul>
<b>Science:</b>	<p>An after school tutorial program services all students in order to prepare them for the State Science Performance and Written exams will begin in the spring.</p>
<b>Social Studies:</b>	<p>An after school tutorial program services all students in order to prepare them for the State Social Studies Written exams will begin in the spring</p> <p>Cranial Crunch/all grades/after school</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Throughout the school day this program targets all students and provides an opportunity to address concerns such as adolescent daily struggles, educational neglect, child abuse and suicide. The counselors work closely with school personnel in providing behavior management Tier I intervention strategies to classroom teachers. They are responsible for facilitating the high school process for our eighth grade. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	Throughout the school day the school psychologist targets all at risk students who are in need of counseling and facilitates the referral to the Committee of Special Education. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.
<b>At-risk Services Provided by the Social Worker:</b>	The Social Worker provides services to all at risk students who are in need of counseling and/or referral to the Committee of Special Education. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.
<b>At-risk Health-related Services:</b>	This program targets all at risk students who are in need of other health related services. This program allows students to deal with a variety of issues facing adolescent students and their families. Through PPT meetings, our SBST, SAPIS and Guidance Counselors provide support to at risk students and families.

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) 6,7,8      Number of Students to be Served: 30 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_  
Number of Teachers 2      Other Staff (Specify) 1 Assistant Principal

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

**Section III. Title III Budget**

School: William A. Morris Intermediate School 61

BEDS Code: 353100010061

<b>Allocation Amount:</b> \$15,000.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> 1. Per session 2. Per diem	\$9,978.00	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>  2 Teachers X 4 hours per week X 25 weeks .
<b>Purchased services</b> 1. High quality staff and curriculum development contracts.		<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> 2. Must be supplemental. 3. Additional curricula, instructional materials. Must be clearly listed.		<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	\$3522.00	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>  Voyager Learning products
<b>Travel</b>		
<b>Other</b>	\$1500	Parent Involvement Activities
<b>TOTAL</b>	<b>\$15,000.00</b>	

### 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**

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

Home Language surveys were used to determine the types of languages spoken at IS 61. We have determined that 83% of our ELLs are Spanish speaking. The other 17 % of ELLs create a population of other languages such as Tamil, Yoruba, Arabic, Bhili, Urdu, Chinese, Bengali, and Tagalog.

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.

Our findings indicate a need for a Spanish bilingual translator. This service will ensure that the parents of or ELLs will be informed about all school activities in their native language and that parent involvement would increase. Spanish Bilingual translators are available to translate during the school day, if necessary and to meet with parents, teachers and supervisors to discuss academic and or behavioral concerns. If a translator is needed for a language other than Spanish, we tap the resources in our building, for that translator, if we are unable to provide the necessary language, we turn to the Translation and Interpretation Unit.

The availability of these services was discussed at faculty conferences, Academy, PPT, SLT and PTA meetings.

## Part B: Strategies and Activities

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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.

Three Spanish bilingual paraprofessionals work with the Parent Coordinator and Assistant Principals (AP) of ELLs to ensure all school notices, including curriculum, state exams and after school programs are sent home in the native language. Our bilingual paraprofessionals are allocated a minimum of two hours per week for written translations. They use the school calendar for notices sent to parents and also meet with the AP and teachers of ELLs on a bi-weekly basis.

ESL teachers coordinate official bilingual notices provided by the Board of Education for parents.

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

In our school bilingual paraprofessionals provide oral interpretation at all school functions as well as monthly PTA meetings. In addition, they attend all Parent Teacher Conferences and serve as translators for teachers of ELLs. They translate orally at IEP conferences as well as parent conferences requested by teachers. They maintain telephone logs of all of their contacts with Spanish-speaking parents. They also translate telephone calls received by the General Office.

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>.

We are currently fulfilling this regulation through our oral interpretation and written translation services. In addition to Spanish, our Parent Coordinator is able to provide and translate important parent notices, signs, safety plan procedures, and Parent Bill of Rights in several other languages as requested. Our translation and interpretation unit maintains records and files of all notices and contacts with parents in a variety of languages.

**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:	\$679,056	33,901	\$712,957
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6791	\$339	\$7130
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$33953	*	\$33953
4. Enter the anticipated 10% set-aside for Professional Development:	\$67906	*	\$67906

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
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.

We use the following strategies to attract highly qualified teachers to our school:

- a. We go to Hiring Halls to collect resumes and interview candidates
- b. Administration checks Open Market online
- c. We collaborate with local schools and universities
- d. We ask for references from our Network

There are 110 staff members, 108 of which are highly-qualified. Both classroom assessment and curriculum alignment will continue to be addressed through professional development during and after the school day through workshops, team meetings, curriculum meetings and literacy and math planning periods. (Lunch and Learns, Webinars, Online Tutorials, DOE & ICI workshops)

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - 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.
3. Instruction by highly qualified staff.
  1. 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.
  2. Strategies to attract high-quality highly qualified teachers to high-need schools.
  3. Strategies to increase parental involvement through means such as family literacy services.
  4. 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.
  5. 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.

6. 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.
7. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$679,056	✓	Please see our action plans
Title I, Part A (ARRA)	Federal	✓			\$33,901	✓	In Section VI
Title II, Part A	Federal	✓			TBD	✓	
Title III, Part A	Federal	✓			TBD	✓	
Title IV	Federal	✓			TBD	✓	
IDEA	Federal	✓			\$4,999,334	✓	
Tax Levy	Local	✓			\$7,603,401	✓	

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **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>

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### **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.)
  - We have 27 Students in Temporary Housing
2. Please describe the services you are planning to provide to the STH population.
  - Through PPT meetings and weekly Team meetings, our SBST members, SAPIS representative and Guidance Counselors provide support to the Students in Temporary Housing. Interviewing students to find out their needs to ensure their daily school success.

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 061 William A Morris					
<b>District:</b>	31	<b>DBN:</b>	31R061	<b>School</b>		353100010061

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.6	92.8	91.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	427	404	421				
Grade 7	473	425	403				
Grade 8	442	481	429				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	21	19	12				
<b>Total</b>	<b>1363</b>	<b>1329</b>	<b>1265</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	94.4	94.0	94.6

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	55.0	69.1	68.8

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	40	63	32

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	17	14	7

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	124	117	99	Principal Suspensions	84	75	106
# in Collaborative Team Teaching (CTT) Classes	23	48	72	Superintendent Suspensions	42	42	52
Number all others	112	96	74				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	92	102	100
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	30	31	17
# receiving ESL services only	82	87	TBD				
# ELLs with IEPs	7	31	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	11	8	24

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
	8	7	41	% fully licensed & permanently assigned to this school	100.0	99.0	100.0
				% more than 2 years teaching in this school	73.9	74.5	83.0
				% more than 5 years teaching anywhere	54.3	52.0	67.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	90.0	88.0
American Indian or Alaska Native	0.4	0.5	0.8	% core classes taught by "highly qualified" teachers	88.8	92.5	98.3
Black or African American	38.9	38.7	37.5				
Hispanic or Latino	33.3	34.4	36.8				
Asian or Native Hawaiian/Other Pacific	4.8	4.8	5.1				
White	22.6	21.3	19.8				
Male	44.7	45.1	47.4				
Female	55.3	54.9	52.6				

#### 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

<b>SURR School (Yes/No)</b>		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:

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>				WD	
<b>Overall Score:</b>	31.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data				WD	
School Environment:	3.9	Quality Statement 2: Plan and Set Goals				WD	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				WD	
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				WD	
Student Progress:	19.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: PART B TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT  
COMPACT**

*NCLB requirement for all Title I schools*

**1. School Parental Involvement Policy**

**I. General Expectations**

- A. William A. Morris Magnet School for Arts and Letters through Museum Studies agrees to implement the following statutory requirements:
1. 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.
  2. 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.
  3. The school will incorporate this parental involvement policy into its school improvement plan.
  4. 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.
  5. 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.
  6. 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—
    - a. that parents play an integral role in assisting their child’s learning;
    - b. that parents are encouraged to be actively involved in their child’s education at school;
    - c. 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.
    - d. 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**

- A. William A Morris Magnet School for Arts and Letters through Museum Studies will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
1. The establishment of a sub-committee of the PTA to work with the School Leadership Team in developing a School Parental Involvement Plan.
  2. William A. Morris will have an active PTA and School leadership Team and will conduct monthly meetings of said committees to discuss parent involvement activities.
  3. A Leadership Team representative will give monthly reports to the general membership of the PTA.
- B. William A Morris Magnet School for Arts and Letters through Museum Studies will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
1. Will make the most recent school report card available upon request and inform parents at General membership PTA meetings, and in the PTA newsletter, which is mailed home, on how to access it online.
  2. Will discuss school wide standardized test results at PTA and School Leadership Team meetings.
  3. Will discuss schools plan of action with regard to improving overall test scores for students in need of improvement at PTA meetings, parent orientation night, and parent workshops.
- C. William A Morris Magnet School for Arts and Letters through Museum Studies 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:
1. Will conduct parent workshops in the areas of math, science, and social studies to guide parents as to how they can help their child succeed in their academic performance.
  2. A parent room will provide a space for parents to come and access resources that can aid their child's academic progress while informing them of upcoming events.
  3. There will be a lending library of resource materials including books on parenting, academic support, adolescent issues and personal reading in place in the parent room and available to all parents.
  4. Computer access will allow parents to use online and off line resources for personal enrichment and to support their child's development.
  5. A PTA bulletin board, placed in the main lobby, will be updated on a weekly basis to reflect upcoming events and pertinent information.
  6. A PTA newsletter will be sent out 5 times a year to assist in keeping parents abreast of school activities and events.
  7. An automated phone message will be used for announcements and daily to advise parents of absences and lateness.
  8. Parent Coordinator will provide parents with ARIS log-in information to assist parents in keeping informed of their child's academic progress.
  9. Parent Coordinator will make an email distribution lists by class to help increase parent/school information sharing.

D. William A Morris Magnet School for Arts and Letters through Museum Studies will coordinate and integrate Title I parental involvement strategies with parental involvement strategies by:

1. A Title I parent committee will meet monthly to discuss and plan how Title I funds will be used to support and increase parental involvement.

E. William A. Morris Magnet School for Arts and Letters through Museum Studies 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.

1. The Parent Coordinator in conjunction with the PTA Executive Board will create an evaluation tool in the form of a written survey. This survey will include suggestions for workshops and preferred hours for such workshops. The survey will be translated for our ELL parent population.
2. The survey will be distributed to all students via backpack. A reminder to complete and return the survey will be included in the PTA newsletter, which is mailed home to all students.
3. The Parent Coordinator will be responsible for collecting and tracking the survey responses.
4. The results of the survey will be reviewed and analyzed by the Parent Coordinator, School Leadership Team, PTA Executive Board and The Title I Parent Involvement Committee.
5. The results of the survey will be disseminated to parents at the PTA meeting and in the monthly newsletter that is mailed to every student's home. Future activities will reflect survey findings.
6. A subcommittee of parents representing special needs and ELL students will outreach to parents of these subgroups to develop a plan and evaluate activities for parent involvement that reflect their specific needs.
7. Translators will be available at parent workshops, PTA meetings, parent/teacher conferences, and during the school day for individual conferences.
8. To encourage parental involvement, babysitting services and metro cards can be provided to parents upon request.

F. William A Morris Magnet School for Arts and Letters through Museum Studies will build the school's 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:

1. 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 –
  - a. the State's academic content standards
  - b. the State's student academic achievement standards

- c. 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:
  - d. In conjunction with the PTA we will hold a parent workshop in early fall with the emphasis on academic standards and student achievement. Dissemination of data from the school report card and most recent assessments will be discussed.
  - e. Prior to State and City assessments we will provide parent workshops in the following content areas; Impact Math, Literacy, Social Studies and Science.
  - f. At the beginning of the school year a Curriculum night will be held to provide parents with information about content area standards, instructional strategies, AIS services and special academic programs.
  - g. Parents will be invited to attend District, Regional and Citywide conferences, workshops and informational meetings.
  - h. The Parent Coordinator will provide this information to parents in the form of notices, newsletter, PTA meetings and postings on the parent information board.
  - i. Through the use of the ARIS Parent link, parents can keep abreast of their child's academic progress and attendance.
2. 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:
- a. Holding workshops in the area of math with hands on computer work, which will instruct parents as to how they can assist their child's academic progress.
  - b. Students will participate in the Acuity ELA and Math assessments. In conjunction with the PTA, parents will be taught how to access the Acuity website to get their child's test scores and have access to the actual tests and answers, to promote the parent reviewing the test and answers with their child.
  - c. Family Literacy and a Family Math Night will be programmed to inform parents about resources and strategies to support their child in these content areas.
  - d. Prior to science and social studies fairs and eighth grade assessments, parent workshops will be held to help parents support their child's participation and achievement.
  - e. Technology and Internet safety workshop will be held to inform parents of Internet resources and safety.
  - f. Parents will be encouraged to participate in the Urban Advantage Science program with their child by way of using free family vouchers at 7 different New York cultural venues.
  - g. Conduct a workshop on the use of the ARIS Parent link
  - h. Supply parents with ID numbers and temporary passwords for ARIS so that they can gain access to the program.
3. 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:

- a. Having monthly PTA and Leadership team meetings where open dialogue is encouraged between parents, principal, parent coordinator and teachers.
  - b. To increase communication and encourage working with parents as equal partners, school staff will be encouraged to ask parents to assist and volunteer in such activities as; the spring musical, rehearsals, plant sale, book fair, class trips to museums, becoming mentors, tutors and presenters supporting the thematic academy structure.
  - c. Asking local community based organizations such as Staten Island Mental Health, Health Plus, St. George Public Library, LensCrafters, Children's Aid Society, and local health Clinics, to provide services and programs to assist school staff and parents. These programs include; social service's, medical needs, childcare, after school services, academic support and enrichment services.
4. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with 21<sup>st</sup> Century Life Designs after school program, Children's Aid Society, Staten Island Mental Health, and Urban Advantage. The school will conduct other activities, such as monthly Family Fun Night, which encourages parents working with their children with hands on activities, and gives opportunity for conversation between parents and school staff. Parents are invited into school periodically to view culminating interdisciplinary projects done by their child's academy.
5. 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:
- a. All PTA meetings are announced with a flyer sent home with the children. In addition, our automated telephone system is used to call parents with regard to student lateness and absences, along with announcements of upcoming events including but not limited to PTA meetings.
  - b. Most notices sent home are translated into Spanish for our ELL parent population.
  - c. When necessary, phone calls are made home with the use of a translator to relay information to our ELL parent population.
  - d. The PTA newsletter is mailed home to all students and includes submissions from all administrators, a calendar reflecting upcoming special events, meetings, testing, workshops, etc. is included.
  - e. The PTA newsletter will be translated for our ELL population.
  - f. All notices are posted on the parent information board, which is located outside the main office, and also in the main lobby of the school.
  - g. Parent Coordinator will conduct parent outreach in the form of telephone calls to encourage student participation in school activities and after school academic support.

- h. E-mail distribution lists will be used to disseminate information with regard to school events and student activities.
- i. Translation phone service is used when necessary to accommodate non-English speaking parents when a translator is not available in school.
- j. In person translation services can be arranged for meetings such as, IEP meetings, team meetings, or disciplinary meetings when needed.

### **III. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by The Title One Committee. This policy will be adopted by William A. Morris Magnet School for Arts and Letters through Museum Studies on 11/04/2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

Date of annual review: October 2011.

## **2. School-Parent Compact**

William A Morris Magnet School for Arts and Letters through Museum Studies, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010 - 2011

### **I. Required School-Parent Compact Provisions**

A. School Responsibilities: William A. Morris Magnet School for Arts and Letters through Museum Studies will:

1. 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: Through Academy structure and teaming, teachers provide interdisciplinary instruction that is thematic in nature. In addition SES services are provided to eligible students, along with many AIS services and numerous after school academic enrichment programs.
2. Hold parent-teacher conferences bi-annually, during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall after the first report card and in the spring after the third report card.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - a. The school will provide reports via mail in the form of progress reports four times a year.

- b. The parent coordinator will distribute ARIS parent link passwords and Student ID numbers as needed to enable parents to access the site.
  - c. The parent coordinator will keep lines of communication open between parents and teachers.
  - d. Team leaders will contact parents as necessary regarding their child's progress.
  - e. The automated phone system will be used to alert parents of their child's attendance along with announcing upcoming school events.
  - f. Teachers are encouraged to use En-grade as a means of keeping parents informed about classroom academic progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - a. Will have the parent coordinator be available in the main office during school hours and by cell phone with voice mail at all hours.
  - b. The parent coordinator will schedule individual parent/teacher conferences and phone conferences upon the request of a parent or teacher.
  - c. Team Leaders can arrange a team conference with parents when necessary.
  - d. Will have staff and teachers available at Parent /teacher conferences, Open School Week, during orientation and information nights.
  - e. Email for Parent Coordinator/parent/teacher contact is encouraged when appropriate.
  - f. Parents can contact teachers via email with their concerns.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - a. will encourage and welcome parents to attend class during Open School Week in the fall;
  - b. will invite parents to attend school trips and participate in student activities during and after school;
  - c. invitations for parents to participate in class, grade and content area trips and activities will be sent out by teachers, Parent coordinator, team leaders and administrators;
  - d. the above information will also be disseminated to parents at the monthly PTA meetings;
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way through the School Leadership Team, Title I Parent Involvement Committee and the PTA Executive Board.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way through the School Leadership Team, Title I Parent Involvement Committee and the PTA Executive Board.
8. 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.

9. 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.
  10. 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.
  11. 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.
  12. Provide parents with necessary information to view academic progress on ARIS parent link.
  13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
- B. Parent Responsibilities: We, as parents, will support our children's learning in the following ways:
1. Supporting my child's learning by making education a priority in our home by
    - a. making sure my child is on time and prepared everyday for school;
    - b. monitoring attendance;
    - c. talking with my child about his/her school activities everyday;
    - d. scheduling daily homework time;
    - e. providing an environment conducive for study;
    - f. making sure that homework is completed;
    - g. monitoring the amount of television my children watch;
  2. volunteering in my child's classroom;
  3. participating, as appropriate, in decisions relating to my children's education;
  4. promoting positive use of my child's extracurricular time;
  5. participating in school activities on a regular basis;
  6. staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
  7. reading together with my child every day;
  8. providing my child with a library card;
  9. communicating positive values and character traits, such as respect, hard work, and responsibility;
  10. respecting the cultural differences of others;
  11. helping my child accept consequences for negative behavior;
  12. being aware of and following the rules and regulations of the school and district;
  13. supporting the school discipline policy;

- 14. express high expectations and offer praise and encouragement or achievement
- 15. serving to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**C. Optional Additional Provisions**

- 1. Student Responsibilities: We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
  - a. come to school ready to do our best and be the best;
  - b. come to school with all the necessary tools of learning- pens, pencils, books, etc.;
  - c. listen and follow directions;
  - d. participate in class discussions and activities;
  - e. be honest and respect the rights of others;
  - f. follow the school's/class rules of conduct;
  - g. follow the school's dress code;
  - h. ask for help when we don't understand something;
  - i. do our homework every day and ask for help when we need to;
  - j. study for tests and assignments;
  - k. read at least 30 minutes every day outside of school time;
  - l. get adequate rest every night;
  - m. use the library to get information and to find books that we enjoy reading;
  - n. give our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT (S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(Please note that signatures are not required.)**

**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 <b>Jose Ruiz</b>	District <b>31</b>	School Number <b>061</b>	School Name <b>William A. Morris</b>
Principal <b>Richard Gallo</b>	Assistant Principal <b>Marygrace Diforte</b>		
Coach <b>Cheryl Schafer</b>	Coach <b>Rosanne Kipp</b>		
Teacher/Subject Area <b>Elizabeth Erraji/ ESL</b>	Guidance Counselor <b>Christine Cusato</b>		
Teacher/Subject Area <b>Steve Rose/ ESL</b>	Parent		
Teacher/Subject Area <b>Angela Bergen</b>	Parent Coordinator <b>Kim Lucchesi</b>		
Related Service Provider	Other		
Network Leader <b>Greg Janaeke</b>	Other		

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>1269</b>	Total Number of ELLs	<b>101</b>	ELLs as Share of Total Student Population (%)	<b>7.96%</b>
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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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- The first step is for the secretary to notify the ESL teacher, Elizabeth Erraji. The ESL teacher meets the parent in the office, and conducts the interview to determine preliminary LAB-R eligibility. The formal initial assessment is administered if English proficiency in reading and writing is in doubt. The teacher requests an on-demand writing piece from the student on a given question or topic, and the student is asked to read a paragraph and answer 3 comprehension questions. We administer the NYSESLAT each year, and group students within their class the following year according to their Reading and Writing levels.
  - At the time of student registration, the ESL teacher then administers the HLIS survey and offers the parent our bilingual school Welcome Packet, which contains translated NYSESLAT brochures, school year calendar, Parent Program Selection Survey, and the ELL Parent Guide. The parent is then taken to view the ELL Parent Welcome video. If the parent speaks Spanish, further explanation of the 3 choices are given orally. In other languages, the Translation and Interpretation Unit is utilized if there is no staff member available who speaks that language. Contact information is also given for Mrs. Erraji at the school if there is a further need for consultation.
  - In September of each year, once the data analysis of each child's performance on the NYSESLAT has been completed, the ESL teachers create bilingual entitlement letters and send them to the home. We also maintain copies in each student's file. We always have parents fill out the Program Selection Survey on the day of registration to avoid delays in receiving that information.
  - After administering the LAB-R, a hand score is recorded, and if the student is eligible for ESL services, the ESL teacher notifies both the Testing Coordinator, Madonna Powers, and the Programmer Sharon Feldman, and that student is immediately placed in an ESL class. Following placement, the appropriate entitlement letter is sent home in both English and the native language.
  - The trend has been in favor of ESL, the program that is offered at our school. Many parents have told me in conference that they prefer their children to receive instruction in English only to "speed up" their child's acquisition of English. Over the past few years, roughly 70% of Program Selection Surveys identified ESL as their first choice.
  - Our program model, ESL, is aligned with parent requests. All parents have accepted the entitlement and transition letters sent home informing them of their child's placement into our ESL program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														

Self-Contained							1	1	1					3
Push-In							2	2	2					6
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	25
SIFE	9	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	29

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30	6	3	40	2	15	31	1	7	101
<b>Total</b>	<b>30</b>	<b>6</b>	<b>3</b>	<b>40</b>	<b>2</b>	<b>15</b>	<b>31</b>	<b>1</b>	<b>7</b>	<b>101</b>

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

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs) K-8										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL

	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs) 9-12</b>											
<b>Number of ELLs by Grade in Each Language Group</b>											
	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							34	15	35					84
Chinese							0	1	0					1
Russian							0	0	0					0
Bengali							2	0	0					2
Urdu							0	1	0					1
Arabic							4	4	1					9
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							1	2	1					4

## 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
TOTAL	0	0	0	0	0	0	41	23	37	0	0	0	0	101

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. How is instruction delivered?

a. Organizational Models:

The ESL organizational models implemented at I.S. 61 are a blended program of co-teaching with ELA teachers in a CTT model and direct ESL instruction. All ELLs receive 360 minutes of ESL instruction per week. One full time ESL teacher co-teaches with the sixth, seventh and eighth grade general education literacy classes 8 periods per week. The other full time ESL teacher co-teaches with Special Education teachers of ELLs in Literacy and Social Studies classes. He provides services to the ESL students in Special Education.

b. Program models:

Our students are grouped heterogeneously by grade. The classes attend core subjects and ESL together, but are separated for non-academics.

2. How do we ensure that mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How is explicit ESL instructional minutes delivered in each program model as per CR Part 154

The general education ESL teacher co-teaches with the 6th, 7th, and 8th grade literacy ESL cohort classes 8 periods a week.

For ELLs in Special Education, the ESL teacher co-teaches with the Literacy teachers of ELLs in each grade.

ELA is delivered to ELLs in blocks of two periods per day for a total of ten. The last two literacy periods are delivered on Wednesdays in special classes called "Literacy Through Science" and "Literacy Through Social Studies."

3. How are the content areas delivered in each model?

Math is delivered in blocks of two periods over five days which add up to eight total periods. Social Studies and Science are delivered in one period per day each, plus the additional Literacy period which applies to each of those content areas. Vocabulary is taught in English

with the use of bilingual textbooks in the math and social studies classroom. Bilingual glossaries are provided to the students as well.

Instructional approaches and methods used to make content comprehensible and enrich language development: Our instruction is also data driven, and utilizes many ESL methodologies including TPR, modeling, and direct method. With our Special Education students, the balanced literacy approach is incorporated, as well as direct instruction of vocabulary and constant reinforcement of academic language. Academic language is planned for the school in several different ways through a balanced literacy program that uses the workshop model. The school day begins with the students hearing a “word of the day,” which is given with its definition and spelling, during the morning announcements. All academic classes are set up for the workshop model, in which the desks are set up in groups of four or six. The ELA class is given in blocks of ninety minutes. This class is broken up into two components. The reading workshop, which begins with a mini lesson, may be followed by a read aloud, shared reading, guided reading, or independent reading. The writing workshop, during the second half of the block, encompasses modeled writing, as well as shared, guided, and independent writing. We use the “Four Square” writing model which is a very visual graphic organizer which makes the writing process more comprehensible for ELLs.

The workshop model takes many things into consideration in order to be effective. In the reading workshop, we focus on appropriate book selection (as well as guidelines for abandoning a book), a classroom environment, in which furniture is arranged so that students can sit comfortably and see the book he/she is reading, and classrooms which are print rich, and have many materials so that students will be engaged and immersed in the story they are reading.

In the writing workshop, classroom environment is equally important. The teacher begins by modeling strategies in the mini lesson. The texts produced during modeled writing should be displayed in the classroom, and wide ranges of books are used as exemplars for good writing. The approach toward balanced literacy is designed to improve student outcomes. There are a number of supports for the classroom teacher such as professional development, as well as the literacy coach.

The general education ESL teacher provides direct ESL instruction 8 periods per week to the 6th, 7th, and 8th grades. As part of the co-teaching model, the ESL teacher provides lessons in vocabulary, grammar, pronunciation, reading strategies, oral fluency, text previews, and class projects which supplement and connect with the content being taught during ELA instruction. ESL teachers address students’ individual needs through differentiated instruction within the co-teaching model.

4. How do we differentiate for ELL subgroups?
  - a. Instructional Plan for SIFE:

At William A. Morris Intermediate School 61, a small number of our ELLs are SIFE students. For these students, we try to provide assistance in areas in which they may have deficiencies, in collaboration with guidance counselors to assist their transition into the school and classroom setting. We often use laptop computers, along with several computer programs, such as “Step by Step” and “Side by Side” which address fluency and basic literacy skills that students with interrupted formal education often lack. Listening and writing skills are addressed, as well as answering questions about instructional videos that require student response.

We have also purchased other instructional materials and supplies such as audio visual materials, books with accompanying tapes, graphics and stationary supplies to be used in the classroom, as well as to provide lower income students with the essential school supplies they require.

By using resources such as ARIS, NYSTART, Acuity, and ELA/ELL assessment results, we can see the strengths and weaknesses of individual students, and plan instruction accordingly.

- b. Plan for newcomers:

We have approximately thirty newcomers at I.S. 61. We address their needs by the following: We always invite our newcomers to participate in our after school programs. We offer computer and laptop assistance, where they can use special software geared at increasing English language proficiency.

Contact with mainstream teachers is also a large part of our newcomer plan at I.S. 61. The ESL teacher provides mainstream teachers with training and ESL resources, as well as specialized materials such as picture dictionaries, and simplified textbooks related to the topic they are teaching.

The co-teaching model allows the ESL teacher the opportunity to take a small group of newcomers for specialized mini lessons to teach the basics, such as ‘survival English’ for brand new students. We try to assign a ‘buddy’ to our newcomers within the first week, which is a responsible classmate who usually speaks the same native language.

The ESL teacher also provides the mainstream teacher with learning strategies for the lesson they are doing as often as possible. These strategies may differ between new arrivals, and ELLs who have been in the country for several years. They are provided with activities that are more content embedded as well as cognitively less demanding for newer students.

Our Parent Coordinator is always available to the parents of our newcomers, and often provides an orientation to our newly arrived ESL students by familiarizing them with the physical design of the building, showing them various locations such as the Main Office, nurse, gym, auditorium, cafeteria, etc... We also provide translators for parents, at our Parent Teacher conferences.

Yet another key role of the parent coordinator is co-organizer of the ELL Parent Workshop hosted at our school. During this workshop, parents are invited to our school for one of two sessions (morning or evening). We provide general information regarding the ESL program, as well as more specific details on the nature of each classroom's curriculum. Translations of documents and interpreters are provided for each language. Parents are given the opportunity to ask questions about the workings of the classroom and additional resources provided to each child.

Finally, we work with our first and second year students in a self contained group during our extended day time. Bilingual textbooks in math, social studies, and literacy are provided to scaffold instruction.

c. Plan for 4-6 year ELLs

We try to address the individual needs of our 4-6 year ELLs by utilizing the NYSESLAT data to find the strengths and weaknesses of each student.

By using resources such as ARIS, NYSTART, Acuity, we can see the strengths and weaknesses of individual students, and plan instruction accordingly.

When looking at the NYSESLAT scores of our 4-6 year ELLs, we determined that most of them scored at the advanced level. However, Reading/Writing scores were lower than Listening/Speaking. We are utilizing several instructional interventions to address this, including:

- 4-Square Writing Method in all 3 grades; this has now been extended to Special Education ELLs.
- Frayer Model vocabulary instruction method in all 3 grades; this has now been extended to Special Education ELLs.
- Use of more Spanish language materials, including library books, dictionaries and subject glossaries, and bilingual texts in Math and Science, to boost literacy skills in the native language
- Keystone text and workbooks in all 3 grades and a blended Read 180 computer and Lexile level tracking system for 6<sup>th</sup> and 8<sup>th</sup> grade ELLs

These strategies will give them that extra 'push' needed to score proficient on the NYSESLAT. Our 6<sup>th</sup> and 8<sup>th</sup> grade ELLs, which include a total of 34 ELLs serviced for 4-6 years, are making great strides with the "READ 180" program, which (in conjunction with the Keystone text) is a system that tracks Reading Lexile scores through leveled independent reading books, and an individualized computer program that assigns activities in reading comprehension, vocabulary, spelling, and grammar. We hope this will prevent these students from becoming Long Term ELLs.

d. Plan for Long-Term ELLs:

Our plan for LTE includes a variety of strategies. Upon closer analysis of their NYSESLAT and ELA scores, we determined that a majority of our Long Term ELLs were testing at higher proficiency levels in Listening and Speaking than in Reading and Writing. We are currently in the process of analyzing the NYSESLAT and ELA data to determine which questions (and hence, which specific literacy skills) were more problematic for ELLs across the board. This will in turn inform our instruction and test preparation to include more emphasis on those skills in our academic planning and curriculum mapping.

For our sixth and eighth grade ELLs, we utilize an excellent program called "READ 180". This program is the curriculum for the Literacy class to which the E.S.L. teacher pushes in. "READ 180" is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development.

The program meets the needs of struggling readers whose reading achievement is below proficient level. It also directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. These are skills with which all our Long-Term ELLs seem to require the most help. We use Blended Read 180 Lexile/SRI assessment program incorporating Keystone.

For our ELLs, we have purchased a new literacy curriculum called Keystone. We use the Frayer model for academic vocabulary instruction.

e. Plan for ELLs in Special Education:

In the Special Education ELLs classroom, the ESL teacher gives as much support as possible so that we can move these students to the transitional stage. ESL methods and techniques are often used to help these students succeed.

The ESL teacher is always available to answer any questions these students may have, and often spends ten to fifteen minutes of the period, working with these students individually, or in groups.

There are a mixture of read alouds and shared reading. During shared reading, many cognitive strategies including interactive reading and predicting are used. This helps to prepare our special needs students for the NYSESLAT. Within the writing component, book talks, editing techniques and story webs are modeled.

Since some of our ELLs with special needs have difficulty with speech, we incorporate strategies to help with pronunciation, such as having students mimic the teacher and showing lip and tongue position when enunciating words.

Our plan for long term ELLs this year is to move student receiving service 4 to 6 years up one level in the NYSESLAT by using differentiated instruction, and other special interventions.

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

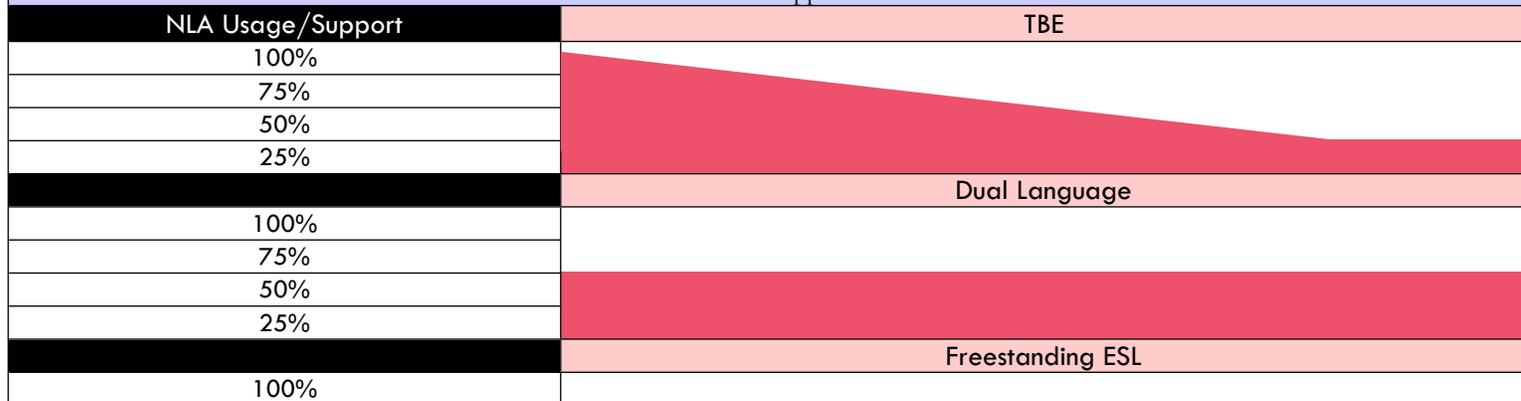
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

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

### 5. Targeted intervention programs and services for ELLs in ELA, math and other content areas:

We are able to determine the level of literacy for the Spanish-speaking students using the results of the Spanish Language Assessment Battery (LAB). Of our seventy four Spanish speaking ELLs, the results of the Spanish LAB range from 1-99 percentiles. These scores help us to determine whether or not a student having difficulty with reading is due to deficiencies in language or comprehension, if their Spanish LAB score is in the lower range.

Using this data, we can help to drive instruction by focusing on our Beginner ELLs in ELA and Math. This can be achieved in many ways. Currently, we have several programs in place to help students with reading and math. There are several opportunities afforded to all of the students with a special focus on our long term ELLs at William A. Morris Intermediate School. We offer tutorial services in math and literacy. We have a special after school program called, "Climbing the Ladder to Success", which is geared for remediation and improvement in math and literacy with a recreational program which incorporates the Arts. This program runs twice a week for two hours each day.

In addition, our ELA and other content teachers work collaboratively in many ways with the ESL teacher, besides professional development meetings. This assists them in becoming acquainted with ESL strategies and techniques. This is achieved by the ESL teacher attending team meetings, as well as meetings held by the literacy coach for literacy teachers. In addition, the ESL teacher meets informally with classroom teachers on a regular basis. Class and student observations are held routinely by the ESL teacher in the content area classroom. Teachers are always welcome to visit the ESL teacher's office and borrow materials and books (separated by subject) from the ESL resource library.

6. Plan for continuing transitional support for former ELLs (up to 2 years after):

After ESL students reach proficiency level on the NYSESLAT, they are kept in an ESL class where their academic performance is continually monitored. We also work with their guidance counselors, as team leaders, subject teachers, and assistant principals.

The ESL teacher observes former ELLs in addition to students still eligible for ESL services in their content area classrooms. He or she also offers extra materials, resources, and supports to the teacher of that content area if the need arises. Some materials and resources may include native language resources, the addition of visual representations of information, and the sharing of ESL techniques in the classroom such as TPR.

If it becomes evident that transitional students are struggling in any of their academic classes, we then come up with a plan to help the students through A.I.S. services, tutorial services (when available), or a conference with the assistant principal as to whether an inter-grade transfer is necessary.

7. Keystone

Keystone is a literacy curriculum program designed specifically for ELLs, in order to accelerate students' language acquisition and reading comprehension skills. The system includes six thematic units composed of four related readings: of the four readings, two are fiction, and two are non-fiction, related to one of the four core subject areas. Prior to reading a story, students complete preparatory activities designed to accelerate academic vocabulary through explicit instruction, develop word study and transferable reading skills, and practice grammar and writing. Student progress is assessed through a Pre- and Post-test, 6 Unit tests, and exams given after each reading.

8. N/A

9. Equal access/After school Program

We extend an invitation to our ELLs to participate in any of our after school programs. One program that is open to our ELLs is called "20th Century, Life Designs." In this program, students meet at the end of the school day for a quick snack, and then attend two periods of activities. Life Designs runs Tuesday through Friday, with alternating Mondays, 3:00-5:30pm. The students are offered many choices in the program such as Art, Step, Mad Science, gym, and even Magic. They can also go to homework help where they can do their homework with a teacher in the room to assist them. We also have a program called "Soar to Success" which allows students access to the Read 180 program mentioned above in order to increase literacy skills. Another program we offer is called Climb the Ladder to Success, which runs two days a week for two hours a day. One supervisor and two teachers run the program, which focuses mainly on Literacy, as well as the Arts. Finally, we have a program called Academy Challenge, which also runs two days a week for two hours. As part of this program, academies compete in academic challenges in a classroom setting. Some of our ELLs participate in these programs.

10. What instructional materials are used to support ELLs (including content areas)?

Instructional materials include the Keystone curriculum, the Read180 program, bilingual materials in Social Studies, Math, and Science, the Building Bridges and Keys to Learning series (for beginner ELLs), 4-Square Writing method, Frayer Model vocabulary folders, and Academic Conversation worksheets.

11. How is NL support delivered in each program model?

Support materials include dual language and Spanish textbooks for Math. In Social Studies, students are given supplemental Spanish, Arabic, and Chinese chapter summaries. The Science textbooks in each grade contain bilingual glossaries, as well as Spanish workbooks and chapter summaries. Students are given access to bilingual Chinese, Spanish, and Arabic dictionaries and state exam glossaries in their core subject classrooms. In Literacy classrooms, students have access to oral clarification or direction in Spanish and French in the classroom by ESL teacher. The Keystone curriculum provides Spanish summaries of each story in a Unit; these are distributed to beginner and intermediate students before reading. Prior to each vocabulary/grammar lesson, explanations and equivalents in Spanish/French are researched for presentation in class to beginner and intermediate students.

Teacher looks up vocabulary and types up brief explanations in Spanish, explains vocally in both languages, allows students to write in Spanish and grades technical writing with the assistance of a Spanish speaking teacher and school translator. Using our Laptops, (we have seven laptops designated for the ESL program) teachers and students use "Google Translate" to get various words from the lesson that a student does not understand, translated into their native language.

12. How do required services correspond to ages/grade levels?

The Keystone curriculum, a literacy program designed for ELLs, is geared toward a middle school demographic. Each reading selection is based on the accepted reading levels of middle school students. The specific skills taught in each level of the Keystone curriculum (The "Building Bridges" level is utilized in 6th grade, Level A for 7th grade, and Level B for 8th grade) correspond to the NYS standard ELA curriculum. For our special Education ELLs, the Voyager Journeys: Beginnings program is utilized to introduce our sixth graders to the basic literacy skills required in middle school. Designated for our 7th grade curriculum is the Voyager Journeys I (the next level after Beginnings). Finally, our eighth graders work through the higher level units of the "Read 180" program.

13. Newly enrolled ELLs before school year begins?

At the time of registration, the ESL teacher provides a Welcome Folder with important documents in the native language (see Part II). Secretaries are also available to parents when they register, before the school year begins. They can address any questions or concerns an ELL parent may have. If the Secretary cannot resolve an issue, he/she can always call the ESL teacher, or a supervisor.

The ESL teacher and School Programmer meet in August to identify newcomers in order to compose a schedule for administration of the LAB-R exam. The ESL Teacher then attempts to contact parents in order to schedule an orientation meeting.

14. Language electives offered to ELLs include Spanish, Italian, and French.

**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.

1. Describe PD plan for all ELL personnel at the school:  
Professional Development is ongoing. ESL teachers meet with subject area, Special Education and common branch teachers and Paraprofessionals at the start of the academic year in order to disseminate bilingual classroom materials for math, social studies, and science. Also distributed is a notice of all resources available to ELL students and teachers; this notice is given to teachers as well as assistant principals and supervisors.

We also send many of our staff members to outside workshops throughout the year, where they receive professional development in different areas. We also turnkey ESL workshops to other staff members, including supervisors, and support personnel.

Our Pupil Personnel secretary attends workshops that address many ELL related issues such as Home Language Surveys, exam error reports, and readmitting ELLs.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
ESL teachers coordinate with administrators, team leaders, guidance counselors, and magnet specialists to notify teachers of 6th and 8th graders which of their students are receiving ESL services. We also discuss the subgroup of each student (SIFE, Long-Term ELL, newcomer, or special needs status) and how that may affect their articulation from 5th to 6th and from 8th to high school. Guidance counselors of ELLs remain in contact with the teachers to share information about personal problems these students may have with their transition.

3. Describe the minimum 7.5 hours of ELL training for all staff

The teaching staff at William Morris is given many opportunities to attend professional development, pertaining to ELLs, throughout the school year. Training by the ESL teacher is ongoing, and most teachers have their mandated 7.5 hours of ESL training. All ESL workshops attended by ELLs personnel only is then turn-keyed to team leaders and assistant principals, who are able to relay the information to the rest of the staff through academy and team meetings. Mainstream teachers are encouraged to infuse these strategies and insights gained.

## 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:

1. Parent Involvement:

We involve parents in the Literacy curriculum by sending home bilingual Spanish/English letters to parents of ELLs informing them of the content and theme of a particular unit the class is currently working on, as well as suggestions on how they can help their child.

In addition to notices, a parent orientation is offered at the beginning of the school year, during which ESL Teachers are available to answer questions and give valuable information about important events and tests each student must take at the beginning of the year. With our Title I funding, we now utilize our bilingual paraprofessional for translation services. She is available to make phone calls to many of our Spanish speaking parents. She works once a week, for two hours after school, and assists any teacher who needs to make a home contact for any reason. She calls parents to notify them of any meetings such as parent teacher conferences, as well as orientations.

Kim Lucchesi, our Parent Coordinator is available to help our parents of ELLs with any questions pertaining to the health requirements needed to attend any New York City public school. She helps to distribute information with regard to health insurance, as well as the availability of preventative health clinics in our area. Our Parent Coordinator can also help parents if translation services are needed such as for parent conferences or IEP meetings. This can be done through three way phone calls with a member of the translation unit, or by arranging for a translation unit member to visit the school.

Additionally, our school hosts monthly Family Fun Nights, during which parents, relatives, and friends of our students are invited for food and family-oriented activities they can participate in with their child. Several members of the faculty attend the events, and 3 of our bilingual staff members attend to assist with translation for any families who require assistance in Spanish.

2. Workshops for Parents:

Local community organizations often send bilingual notices to our Parent Coordinator regarding local events that are coming in the neighborhood. For example, The New York State Council on the Arts offered a Mexican Day of the Dead celebration in October. We sent out notices on behalf of that organization to our ELL parents. We forwarded notices from The New York City Bar Justice Center, which is offering workshops on dealing with immigration. We also notify parents of any workshops offered by the Office of English Language Learners, and send out information regarding the Dial-A-Teacher program offered by the United Federation of Teachers.

Yet another key role of the parent coordinator is co-organizer of the ELL Parent Workshop hosted at our school. During this workshop, parents are invited to our school for one of two sessions (morning or evening). We provide general information regarding the ESL program, as well as more specific details on the nature of each classroom's curriculum. Translations of documents and interpreters are provided for each language. Parents are given the opportunity to ask questions about the workings of the classroom and additional resources provided to each child.

Our school has also entered into a new CBO partnership this year with the YMCA. The program offers outreach to parents which provide bilingual workshops on community services such as legal services, immigration information, and employment.

3. Evaluating Parent Needs:

At parent teacher conferences, the ESL teacher surveys each parent on what things they feel need improving in our school. A major concern was the need for translated notices from the school. If the Board of Education does not provide a standard translation of necessary

documents, the ESL teacher translates them. Items such as progress reports, notices about school events or trips, and phone calls regarding behavior are all done in the native language if necessary. The ESL teacher and/or a bilingual Spanish-speaking Paraprofessional who works at our school assist in these things.

4. How do your parental involvement activities address the needs of parents?

We are aware that the diverse cultural backgrounds we service in our community often are at a disadvantage due to a language barrier. The wide variety of translation services we are providing help our parents stay involved in the academic progress of their children. We acknowledge that immigration and other issues beyond the academic arena may also be a concern, which has led to our notifying parents of other events and services in the community. For example, in addition to translated informational brochures, our Arab and Asian newcomer families are given a copy of the ALBETAC's Directory of Asian Community Based Organizations, which gives parents a listing of organizations in specific language communities and the services they provide.

## 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)							6	8	4					18
Intermediate(I)							10	5	11					26
Advanced (A)							23	8	13					44
Total	0	0	0	0	0	0	39	21	28	0	0	0	0	88

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							2	3	1				
	I							1	1	2				
	A							18	10	4				
	P							17	7	27				
READING/ WRITING	B							3	4	5				
	I							12	8	13				
	A							22	9	16				
	P							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6		14		5		0		0	19
7		21		9		0		0	30
8		13		14		1		0	28
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	11		7		3		0		21
7	10		19		2		0		31
8	11		16		2		2		31
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, 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?

For our other ELLs (including speakers of languages other than Spanish), informal classroom assessments are used, such as conferencing and the Writing and Reading Assessment Profile (WRAPS).

2. What is revealed by data patterns across proficiency levels and grades?

\*\*\*Please note that two students from 7th and 8th grade have received no score for the past 3 years and therefore were excluded from our data analysis; for three 7th graders we used old NYSESLAT scores (two from 2009 and another from 2008).

Overall, as has been the trend for the past few years, far more students who are still entitled to services are scoring proficient in Listening and Speaking than Reading and Writing (51 students compared with only 1). In addition, we have only one ELL scoring a level 3 on the ELA, and no level 4 students. This shows that we need to continue to focus a great deal of attention on literacy skills.

However, it was interesting to note that of the 93 students whose scores we analyzed, 51% scored Advanced on the Reading and Writing section, an increase in comparison with last year's 42% of students scoring at an Advanced level. Also, when only comparing our 7th and 8th graders this year to last year's, we see a 5% increase this year in the number of students scoring Advanced in Reading and Writing. Our goal on last year's Language Allocation Policy was to increase student performance on the NYSESLAT proficiency levels by 5%, and we are proud to say that we have achieved that goal.

This data leads us to believe that the Reading and Writing interventions we have implemented in the Literacy classroom are truly having a positive impact, and increasing the levels of our students.

3. How will patterns across the four modalities affect instructional decisions?

Interventions this year for Reading and Writing will be expanded to Special Education ELLs and include:

- 4-Square Writing Method in all 3 grades; 4-Square Writing Method differentiated for Special Ed. students
- Frayer Model vocabulary instruction method in all 3 grades; Frayer Model differentiated for Special Ed. students
- Use of more Spanish language materials, including library books, dictionaries and subject glossaries, and bilingual texts in Math and Science.
- Keystone text and workbooks in all 3 grades and a blended Read180 computer and Lexile level tracking system for 6th and 8th grade ELLs

Continuation of our Listening and Speaking interventions this year:

- In literacy classes, more exercises utilizing dictation and note-taking, and practice listening exercises from both the ELA and NYSESLAT exams
- The implementation of "Academic Conversations," a strategy introduced by Jeff Zwiers and Marie Crawford (from a study published by the Association for Supervision and Curriculum Development in April 2009) in all 3 grades. This is basically an updated version of "Accountable Talk" designed for students of ESL. This technique was endorsed at the ESL professional development workshop in June of 2008. The article can be accessed here:

<http://www.ped.state.nm.us/QualityAssuranceSystemsIntegration/dl09%20/ELL%20Summit/How%20to%20Start%20Academic%20Conversations>

4. Description of Analysis and Use of Data from Periodic Assessment of ELLs

a. Patterns across proficiencies and grades:

Our eighth graders scored the highest in Listening and Speaking, with 80% scoring proficient, and 12% scoring Advanced. A handful of students scored below that. This was not surprising, considering 54% of these students are Long Term ELLs. Seventh grade saw a higher percentage of Advanced (48%) than Proficient (33%) since 60% of students are either Long Term ELLs or regular ELLs. The grade with the highest percentage of Newcomers is our 6th grade, at 22%. Only 45% were deemed proficient in Listening and Speaking, with the majority placing Advanced. These scores, although the lowest of the three grades, are considerably high for a group with so many newcomers. This bodes well for the next 3 years.

In Reading and Writing, our 6th grade scored highest (not unusual for classes with many students in the Newcomer and ELL subgroups) at 58% Advanced and 32% Intermediate. These are promising numbers so early in the middle school career. Both the 7th and 8th grade had more students scoring Advanced than Intermediate. In both cases, there was more than a 10% difference.

Although we are beginning to close the gap between Listening/Speaking and Reading/Writing proficiency on the NYSESLAT, our students are still lagging behind somewhat in Reading and Writing. Our goal is to increase student performance in Reading and Writing by an additional 5% this

year. We would like to see more Advanced students moved up to the Proficient level, and more Intermediate students to the Advanced level.

Using differentiated instruction and grouping based on these proficiency levels in the content area classrooms, we plan to accomplish these goals by focusing our attention on reading and writing skills, such as comprehension, making inferences, and using context clues.

b. How are school leadership and teachers using the results of the ELL Periodic Assessments?

We are still in the process of drilling down the test item analyses to further specify needed interventions for Reading and Writing on a more individualized basis. We have established patterns across grades and subject areas thus far.

We plan on informing content area teachers of these results and provide suggestions as to the types of skills and questions each student needs extra assistance with.

c. What is the school learning about ELLs from the Periodic Assessment?

In General Education:

- 38 of our 7th and 8th grade students were tested. 89% of those students are predicted to be at or above standard. In 6th grade, of 28 students tested, 89% are also assessed at or above standard.

- Among all 66 students tested, 89% are considered at or above standard in Listening, 78% for Writing, and 72% for Reading.

In Special Education:

- Of the 10 6th and 7th graders whose data we have access to (there is currently no data available yet for 8th grade special education) we have 100% of 6th graders and 66% of 7th graders assessed at or above standard.

- In 6th grade, we have a breakdown of the percentage of students at or above standard in 3 target modalities: 71% for Reading, 57% for Writing, and 100% in Listening.

- 7th graders were assessed at 28% for Reading, 66% in Writing, and 66% in Listening. We are attributing this in part to the fact that one of the three students is a newcomer who still struggles with Listening and Speaking skills in addition to a learning disability.

We expected to see higher levels in Reading than in Writing, so this is something we will be sure to note, and hope that vocabulary and reading instruction in our various textbook systems will address the needs of those students who are below standard.

We hope to individualize instruction even further for our special education 7th graders, who are struggling the most. Our goal is to increase the General Education scores to 80% in all categories by the 2011 NYSESLAT, and to increase 20 to 15 percentage points in Special Education.

6. Describe how you evaluate programs for ELLs.

We evaluate the success of our program for ELLs by looking at the scores on the ELL Periodic Assessments, NYSESLAT, and ELA as a quantifiable means of gauging student progress.

### 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.

## Additional Information

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## Part VI: LAP Assurances

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

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

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		