



HERMANN RIDDER IS 98

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (12/ BRONX/ 12x098)
ADDRESS: 1619 BOSTON ROAD, BRONX, N.Y. 10460
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 98 **SCHOOL NAME:** Hermann Ridder JHS

SCHOOL ADDRESS: 1619 Boston Road, Bronx, N.Y. 10460

SCHOOL TELEPHONE: (718) 589-8200 **FAX:** (718) 589-8179

SCHOOL CONTACT PERSON: Zelia Connell **EMAIL ADDRESS:** zconnel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Frank Quinones

PRINCIPAL: Claralee Irobunda

UFT CHAPTER LEADER: Carmen Parilla Padilla

PARENTS' ASSOCIATION PRESIDENT: Dalkey Martin

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Myrna Rodriguez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. **Chancellor’s Regulation A-655 requires a minimum of ten members on each team.** Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Claralee Irobunda	*Principal or Designee	
Carmen Parilla Padilla	*UFT Chapter Chairperson or Designee	
Dalkey Martin	*PA/PTA President or Designated Co-President	
Dulce Reyes	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>	
	CBO Representative, if applicable	
Luz Castro	Parent Association	
Ilka Reyes	Parent Association	
Cheryl Ann Doyle Barran	Teacher	
Jennifer Crawford	Teacher	
Frank Quinones	Children’s Aid Society	
Sheree Crane	Teacher	

(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.

The mission of Intermediate School 98 is to challenge all students to gain the academic, social, and emotional skills needed to reach high academic standards. By addressing individual student's needs, harnessing the creative skills of our teachers, and actively involving parents in the educational process, we expect that our students will become good citizens of the school and of the community.

Our goal is to provide a stable environment for students where they can pursue their interests through the academic program and through enriched after-school programs provided by a partnership with the Children's Aid Society. We pursue high standards and provide quality professional development programs for our staff members. The Principles of Learning for Effort-Based Education (organizing for effort, clear expectations, fair and credible evaluations, recognition of accomplishment, academic rigor in a thinking curriculum, accountable talk, socializing intelligence, self-management of learning, learning as apprentice) guide our instructional program. The classroom environments that embody the Principles of Learning through sustained and targeted effort help to build our students' abilities. We stress a team concept to help ensure success for all concerned parties, students and teachers alike. This concept is translated into reality with regard to school scheduling, teacher assignment, and block programming. *TEAM*, is an acronym for, *Together Everyone Achieves More*. We are aware of the academic, social and emotional "mountains" that must be scaled, and strongly believe that we will continue to succeed in achieving our goals. We accept the responsibility and work hard on a daily basis to achieve this.

We are especially proud that our school received a grade of "A" on the Progress Report three consecutive years (2007 to 2010), and a Quality Review rating of "Well Developed" in 2008. We are also very proud that our Lego Robotics Team participated in the Asian Open Tournament in Tokyo, Japan in April 2008.

The 2010-2011 school years will be the fifth year of our academy structure. We will continue with three vertical academies with grades 6 – 8. Each of the three academies has a distinct theme; The Exploratory Academy; Academy of Visual and Media Literacy; and the Academy of Environmental Science and Technology. The assistant principals serve as the academy directors. They, along with a team of teachers, plan, execute and oversee the operations of their respective academy.

An Advisory Committee allows for the non-academic needs of the students to be addressed in the course of the school day. It helps to create a consistent, cohesive program that puts all school community members on the same page.

Overview of Instructional Programs and Special Initiatives

- Early morning sustained silent reading
- Curriculum Maps for ELA
- Impact Mathematics (Grades 6-8)
- Balanced Literacy (Grades 6-8)

- New York State Coach – Test Preparation for Mathematics and ELA
- After-school Enrichment Programs
- Volunteer Tutors for ELA and Mathematics
- Class Link Consultant and Data Specialist
- Saturday Achieve Now Academy Program

Strategic Collaborations and Partnerships

- Children’s Aid Society
- High School for Excellence Tutors
- High School of Performance and Stagecraft Tutors
- Bronx International High School Tutors

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

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

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

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)			

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

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

In order for the children of IS 98 to achieve the standards at their developmental levels, the IS 98 staff offers many services. The academy structure allows for students' social and academic needs to be addressed. The students will benefit from small group and one-on-one attention in order to assist them in building communication skills, while fostering opportunities for students to function within teams. They will also learn how to problem solve, to think creatively and to act for personal development. Professional development, conducted by school administrators, staff developers and coaches, Specialists from our Network, consultants and other personnel, will continue to be provided. As a result of the data gathered from the NYStart, Scantron Professional Series, Acuity, ARIS and teacher assessments, we have been able to identify the areas in which our students need extra assistance in order to meet and exceed the standards at their developmental levels.

According to our 2009-2010 School Report Card the number of students, in Mathematics, achieving level 1 was 9%; the number of students achieving at level 2 was 50%; the number of students achieving at level 3 was 31%; the number of student achieving at level 4 was 10%. The trend over the last two years shows a decrease in those performing at levels 1 and 2 and an approximate 10% increase of those performing at level 4.

Our 2009-2010 School Report Card the number of students, in English Language Arts, achieving level 1 was 9%; level 2 was 50%; level 3 was 31%; and level 4 was 10%. The trend over the last two years shows a significant increase of students' performance at level 2 and a 50% decrease of those performing at level 3. We were unable to keep the gains made in school calendar year 08-09.

Based on the data, there is a tremendous need to decrease the number of students performing at levels 1 and 2 and to increase the number of students performing at levels 3 and 4.

We will continue to conduct Learning Walks based upon the Principles of Learning led by IS 98 staff members, Network 608 staff, and Class Link Consultants. These Walks have given us new insights while reinforcing what we already know is taking place. With this in mind, IS 98 has focused and will continue to focus on what has proven to be successful, while emphasizing those areas deemed in need of improvement. Academic Intervention Services (AIS) has been and will continue to be provided during the day, after school and on Saturdays. IS 98 also adheres to the Balanced Literacy approach to education. The *Point of Entry Model (POEM)*, which is based on the Workshop Model, is

followed with regard to the planning and execution of lessons. This allows our teachers to follow the *To, With, By* philosophy, which stresses modeling of skills and activities, students working in small cooperative groups as well as individually, and many opportunities for students to share. It also allows for differentiation of instruction with regard to the activities that students must complete.

The school would have been in the fifth year of Restructuring because of our English Language Arts performance in previous years in three of our sub-groups. However, this year our school's NCLB/SED accountability status is Restructuring (advanced). Three groups previously cited from our school demographics were the Hispanic or Latino, the Limited English Proficient and the Economically Disadvantaged students. There were several intervention programs implemented according to our SMART goals. Resource materials were purchased geared to improve the literacy skills of these students. Class Link consultants were hired to train and work with Literacy teachers to enhance their capability to differentiate literacy instruction specifically for these students. During Ninth Period/Extended Day, these students were in groups according to their specific areas of deficiencies, for example some were in our READ 180 program, while some were in the Corrective Reading Direct Instruction, an SRA program and still others were receiving targeted instruction from their teachers.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be **SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.**

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: By June 2011, our ELA teachers will work on increasing student progress through increased efforts to differentiate instruction across all the grades by 3%. The number of ALL students who perform at Level 1 and Level 2 in ELA will decrease by 3%. The number of ALL students who achieve a Level 3 or Level 4 in ELA and Mathematics will increase by 3%.

Goal 2: By June 2011, our ELA teachers will become more effective in using data to track student progress, identify student needs, and provide more guided instruction especially for lower functioning students. Our goal is to increase the number of teachers by 60% who will be able to show evidence of understanding and analyzing data to track student progress, identify student needs, and be able to use the data to plan for individual student needs.

Goal 3: By June 2011, we will expand the expertise of our Data Inquiry Team (DIT) so that the members are better able to identify and track cohorts of students. Throughout the school year, we will meet as a faculty monthly to focus on the work of the DIT and to share in their experiences. Our goal is for the DIT to be able to more effectively target and track cohorts of students as will be evidenced by 50% of targeted students who should be making yearly progress in ELA and Mathematics.

Goal 4: By June 2011, we will increase parental involvement by 10%. We will provide parents the opportunity to actively participate in their children's learning and school activities. We will make a greater effort to provide parents with pertinent information in order to involve them more in the daily operation of the school. We will continue to provide Saturday workshops for parents in the areas of computer skills, and English as a Second Language (ESL).

Goal 5: By June 2011, we improve student involvement in the community by 10%. Our goal is to increase our students' community service and participation in academically linked out-of-school activities such as tutoring, and reading to students of Kindergarten to Grade Three in the nearby Elementary school.

Goal 6: By June 2011, we will improve the proficiency rate of students in the following sub-groups by two percent (2%):

- Hispanic or Latino
- Limited English Proficiency
- Economically Disadvantaged.

- Utilize content curriculum maps and pacing calendars that teachers created to guide instruction.
- Establish and ensure the use of standards-based rubrics.
- Utilize the Workshop Model of instruction to target students' needs.
- Differentiate instruction based on content process, and product according to a child's needs.
- 90-minute teaching blocks will be used.
- ELA and Math tutoring sessions offered.
- Establish SES after-school program that focuses on the needs of our students.
- Use of Resource Room teacher and Tutors as intervention specialists to service the bottom third of our students in ELA and Mathematics. Utilize the push-in and pull-out method for additional intervention.
- Mainstream students with special needs in order to aid their progress.
- Focus on the academic achievement of all students including our ELL and Special Education students.
- Target students who received a Level 1 or Level 2 on their sixth grade assessments for our after-school tutoring sessions.
- Encourage Math and ELA competitions such as Spelling Bees and Math Bowls to generate excitement for learning.

Development of Staff

- Administration, Math Coach, Lead teachers and content area coordinators will provide staff with ongoing training to ensure effective implementation of instruction.
- Weekly common planning meetings facilitated by Coaches and Lead Teacher. There is also the fifty-minute professional development session weekly on Thursdays. Content area teachers meet at other times to plan, discuss strategies and to arrange for inter-visitations.
- Data Inquiry Team will provide relevant information to staff during PD sessions and curricular team meetings.
- Demonstration lessons by coaches.
- Principal will allow teacher to attend a minimum of two off-campus professional development sessions yearly.
- Align professional development with curriculum and standards.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Use of Resources</p> <ul style="list-style-type: none"> • Principal creates a schedule that affords teachers extra periods a week to plan using Tax Levy funds. • Hire certified ELA teachers to better meet the needs of our students (General Education and Special Education) using Tax Levy funds and C4E allocation. • Use funds appropriately to ensure a low teacher to student ratio (20:1) • Hire Consultancy from Class Link to provide professional development for teachers on the areas of data analysis, differentiation of instruction, and portfolio assessments. • Staff a full time Supervisor of Instruction and Resource Room teacher. • Math Coach/ Lead Teacher, and Resource Room teacher to serve as intervention teachers based on needs and teacher recommendation using Tax Levy funds. • Use of technology (overheads, Smart -boards, and laptops) and an updated library to facilitate and aid the learning process. • Use of Acuity and ARIS and Performance Series to provide data. • Ensure appropriate amount of time for all content lessons daily (90-minute blocks) in ELA and Math.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The objective evidence we will use throughout the year to evaluate our progress towards meeting our goal of an increase of 3% in ELA Core State Standards will include:</p> <ul style="list-style-type: none"> • The development and maintenance of teacher assessment binders which include: <ul style="list-style-type: none"> + Results of classroom assessments such as tests, quizzes, and class work + Result of periodic assessments and predictive assessments + Teacher observation reports + Conference logs + Rubrics for analyzing student work + IEP requirements and mandates • Staff will then utilize the data contained within the assessment binders to guide instruction. The information contained within will be used to focus on students' needs as evidenced by the data collected. • The development and ongoing refinement of a standards-based curriculum map for ELA. • Consistent use of curriculum maps to guide content-based instruction in ELA as evidenced by classroom visits, student work, and lesson plans. • Agendas, sign-in sheets, observation feedback forms, portfolio collection feedback forms, lesson plan feedback forms for evidence of professional development and implementation based on data. • Elongated teaching blocks to allow for targeted time to focus on student needs. • Principal reviews and acts upon quantitative and qualitative data and offers support to

focused on how they use data in their classrooms.

- Based on data, our Data Inquiry Team will identify cohort of students to track and monitor their progress over the course of the year.

Curriculum & Instruction

- Instruction will be modified to target the needs of our students based on the data collected.
- Differentiated instruction will be used to ensure the students' needs will be met. Teachers will work with small groups of students or individually with students to target their specific needs.
- Skills will be re-introduced during the "group work" and "independent work" portion of the Workshop Model for our struggling students. Enrichment opportunities will be afforded to our higher functioning students.
- Students who are not meeting the sixth, seventh, and eighth grade standards will be given targeted intervention in reading and math. A pull-out intervention program has been established to target the needs of our struggling students. Our high school tutor volunteers and our Math volunteer will work with these students in the area of mathematics and ELA on a weekly basis. The Resource Room teacher and volunteer will work with a various groups of students who are in need of ELA intervention on a daily basis.
- Enrichment opportunities will be provided to all students.

Development of Staff

- Administration, Math and Literacy Coaches to provide staff with ongoing training beginning in the summer to ensure effective implementation during the year.
- Weekly one-hour professional development sessions to provide staff with ongoing training. Sessions will focus on data usage as well as strategies for 'best practices'. Agendas and sign-in sheets will be maintained.
- Data Inquiry Team will assist staff during PD sessions and common team planning meetings.
- Our Data Specialist will work with our Data Inquiry Team to help in this effort.
- Inter-visitations among teachers will be encouraged especially among new teachers.
- Principal will allow teachers to attend a minimum of two off-campus professional development workshops facilitated by the Instructional Support team.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Principal creates a schedule that affords teachers extra periods a week to plan. • Use funds appropriately to ensure a low teacher to student ratio (14:1) using Contract for Excellence funds. • Hire Consultant from Class Link to provide professional development for teachers on the compiling, analyzing and use of data. • Staff a full time Supervisor of Instruction and Resource Room teacher. • Math Coach and Resource Room teacher to serve as intervention teachers based on needs and teacher recommendation. • Use of technology (overheads, Smart-boards, and laptops) to aid in the process. • Use of manipulatives to aid our tactile learners. • Use of Acuity and ARIS to aid in the learning process. • Ensure appropriate amount of time for ELA and Math daily (90-minute blocks).
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>There will be an objective use of evidence throughout the year to evaluate our progress towards meeting our goals to include:</p> <ul style="list-style-type: none"> • The development and maintenance of teacher assessment binders which include: <ul style="list-style-type: none"> + Students will show a 3% increase in the mastery of the Core State Standards in classroom assessments such as tests, quizzes, and class work + Result of periodic assessments and predictive assessments + Teacher observation reports + Conference logs + Rubrics for analyzing student work + IEP requirements and mandates • Staff will then utilize the data contained within the assessment binder to plan for instruction. The information contained within must be used and the focus must be on students' needs as evidenced by the data collected. • The development and ongoing refinement of a standards-based ELA curriculum map. • Consistent use of ELA curriculum maps to guide content based instruction as evidenced by classroom visits, student work, and lesson plans. • Agendas, sign-in sheets, observation feedback forms, portfolio collection feedback forms, lesson plan feedback forms for evidence of professional development and implementation based on data. • Elongated teaching blocks to allow for targeted time to focus on student needs. • Principal reviews and acts upon quantitative and qualitative data and offers support to individual teachers based on their individual needs as evidence by logs, agendas, self-improvement plans, and sign-in sheets. • Conduct regularly scheduled formal and informal observations of classroom instructions.

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 2009-10 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 (SINI/SRAP/SURR or received a 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.**

Expand Expertise of Data Inquiry

Subject/Area (where relevant): _____ **Team** _____

<p align="center">Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p align="center">By June 2011, we will expand the expertise of our Data Inquiry Team so that they are better able to identify and track cohorts of students.</p> <ul style="list-style-type: none"> Throughout the school year, we will meet as a faculty monthly to focus on the work of our Data Inquiry Team and to analyze the data from student assessment. The Data Inquiry Team will use the results from the data to effectively target and track students to improve student performance by June 2011.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Our Target population- all students Timeline: September 2010 through June 2011 Responsible staff: All teachers and Assistant principals.</p> <p>Use of Data</p> <ul style="list-style-type: none"> Our Data Inquiry Team (DIT) will meet weekly for two hours after school. DIT members will be paid per session funds to compensate them for their efforts and time. Data Specialist will lead this initiative by creating agendas for each DIT meeting. Data Specialist will focus on data collection and analyzing the data a minimum of six (6) hours per week outside of their regular work day. The data specialist will be paid per session funds to compensate for effort and time. DIT will collect record and analyze data on a regular basis. Our Data Specialist will lead this charge. Data Inquiry Team (DIT) will utilize data that was collected by other staff members. DIT members will be trained on sources of data, both hard and soft, such as predictive assessments, class work, homework, tests, quizzes, conferences, teacher observations, etc. Inquiry team members will use four centrally funded laptops to aid in this data collection

process.

- DIT members will identify an area in which to focus (ELA) and a sub-skill on which to focus (writing).
- DIT members will be trained on effective electronic tools that will aid them in the process of collecting, analyzing, and manipulating data. Excel will be used frequently as a means to store, track, and manipulate data. Training will be provided on this tool.
- Make effective use of data to track student progress by not only collecting the data, but being able to identify a clear action plan as to how the data will drive instruction.
- DIT members will observe targeted students in their academic classes. DIT members will utilize a template to note observations. This data will be discussed at DIT meetings as well as during Friday professional development sessions.

Curriculum and Instruction

- DIT members will work on targeted students during our 37.5 minute tutoring sessions on Tuesdays, Wednesdays and Thursdays. Instruction will be modified to target the needs of our students based on the data collected.
- Our targeted students will participate in a tutoring program that is specially designed for them and they may not follow the curriculum map and pacing guide that all other students follow.
- DIT members will utilize technology during instruction. Such technology is overhead projectors, LCD projectors, and Smart-boards. Students will also work on laptops at least once a week. The Acuity item bank will be used to target students' needs. Our DIT members will assign Acuity items to targeted students based on data collected and student needs.
- Differentiated instruction will be employed to ensure that students' needs will be met. Teachers will work with small groups of students or individually with students to target their needs as per the data.
- Skills will be re-introduced during the "group work" and "independent work" portion of the Workshop Model for our struggling students.
- Students who are not meeting the sixth and seventh grade standards will be given targeted intervention in reading and math. A pull-out intervention program has been established to target the needs of our struggling students. Our Resource Room teacher will work with our ELA and math teachers to develop appropriate materials for small group instruction. Our volunteer math tutor and High School for Excellence volunteer tutors will work with these students in the area of mathematics on a weekly basis and our Resource Room teacher will work with a various groups of students who are in need of ELA and mathematics intervention on a weekly basis.
- Our Data Specialist will lead this charge.

	<p>Development of Staff</p> <ul style="list-style-type: none"> • Our Data Specialist will be trained off-site as well as on-site so she can become familiar with her role. • DIT members will be trained as to their role on the team. • Our SAF will work with our Data Inquiry Team to aid in this effort. • Our Data Specialist must be in constant communication with our Instructional Support Team. • Our Data Specialist will lead this initiative and ensure that all staff members are provided with pertinent information and training. • Administration and Math Coach provide staff with ongoing training to ensure effective implementation. • Weekly, one-hour professional development sessions provide staff ongoing training. Sessions will focus on data as well as a host of other topics. Agendas and sign-in sheets will be maintained. • Data Inquiry Team will aid staff during PD sessions and curricular team meetings. • Principal will allow DIT members to attend a minimum of two off-campus professional development sessions yearly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Specifically allocated per session funds will be used to compensate our Data Specialist and DIT members for their time. • Four centrally funded laptops will be given to DIT members to aid them in their work. • After school time is set aside by DIT members to meet on a regular basis to discuss findings, track data, and create a plan of action using Tax Levy funds. • Title 1 funds will be used to fund intervention materials for our targeted cohort of students. • Staff a full time Supervisor of Instruction, Lead Teacher in English, and Resource Room teacher to serve as intervention teachers based on needs and teacher recommendation. These three individuals will aid our DIT team in working with our targeted cohort. • Use of technology (overheads, Smart-boards, and laptops) to aid in the process. • Use of manipulatives to aid our tactile learners (Tax Levy) • Use of Acuity and ARIS to aid in process. • Use of 50 minutes (as per UFT Contract) tutoring to focus specifically on our targeted cohort.

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Directions:</i> 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 2009-10 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 (SINI/SRAP/SURR or received a 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.</p> <p>Subject/Area (where relevant): _____</p>	<p align="center">SECTION VI: ACTION PLAN</p> <p>The objective evidence we will use throughout the year to evaluate our progress towards meeting our goals will include:</p> <ul style="list-style-type: none"> • 45% of our targeted cohort showed improvement in the targeted area of ELA as evidenced by the NCS ELA exam given in January 2010. • DIT members meet four (4) times a year with the entire staff to discuss findings and share best practices. • Curricular teams focus six (6) of their weekly meetings a year on the DIT findings and our targeted cohort of students. • DIT members meet regularly in a structured environment to discuss our identified cohort of students.
<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase parental involvement:</p> <ul style="list-style-type: none"> • Data Specialist prepares the agenda and leads the charge. • Regularly scheduled meetings with Data Specialist • Provide opportunities for parents to actively participate in their children’s learning and school activities. • DIT members will utilize the teacher assessment binders. • DIT and staff members will utilize the data contained within the assessment binder to provide parents with pertinent information. • Provide parents with opportunities to improve basic skills in Computer and ESL during Saturday workshops. • DIT members will utilize technology to target the needs of our students. • SAF will evaluate progress and aid in developing a course of action.
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Student process will be evidenced via Acuity predictive assessments. • Analyze the Learning Environment Parent Survey to ascertain parental opinion • Agendas, sign-in sheets, observation feedback forms, portfolio collection development and implementation based on data. • Provide parent outreach to increase attendance at Parent-Teacher conferences. • Combine celebrations of student work with PTA meetings to increase participation • Principal reviews and acts upon quantitative and qualitative data and offers support to provide parent workshops to increase the understanding of the curriculum. • Provide a teachers based on their individual needs as evidenced by logs, agendas, self improvement plans, and sign in sheets. • Provide Dulce Reyes, Parent Coordinator, Dalkie Martin PTA President and Parent Leadership Team members with professional development opportunities on the topic of connecting, recording, and analyzing data. Sessions will be held on and off campus. • The Parent Coordinator will produce a monthly calendar of student events. <hr/> <ul style="list-style-type: none"> • The PTA will produce and mail home a monthly newsletter. • The School Messenger will relay daily reports of attendance/lateness and special announcements. • The PTA will plan special evening events. • Parents will be encouraged to log onto PTA.org for increased participation ideas. • Parents will be trained and encouraged to access ARIS. <p>Our Target Population: All Students</p> <p>Timeline: September 2010 – June 2011</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title 1 Family Worker – Title 1 funds • Parent Coordinator • School Leadership Team- 50% of Team made up of parents- Title 1 funds for stipend • Parent Outreach-through mailings, phone calls, monthly calendar/newsletter and parent workshops- Title 1 funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The objective evidence we will use throughout the year to evaluate our progress towards meeting our goals will include:</p> <ul style="list-style-type: none"> • Parent conference notes from monthly Parent Association Meetings including agenda, attendance, and minutes. • Parent attendance at monthly meetings and events • Increased parent awareness • Stronger home/school partnership • The Learning Environment Parent Survey participation and 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 2008-09 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 (SINI/SRAP/SURR or received a 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): Community Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will increase student involvement in the community.</p> <ul style="list-style-type: none"> • To increase community service and participation in academically linked out-of-school activities • To increase social interactions through activities in Children’s Aid. (camping,
<p style="text-align: center;">Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Science Teachers will be responsible for:</p> <ul style="list-style-type: none"> • Analyze contributions to the community and set targets for school-wide participation. Evaluate the academic advantage prior to approving school trips. • Provide well planned instruction in the needs of the community, the school’s goal and participation guidelines. • Provide professional development and organizational assistance to ensure success. • Provide necessary resources, funding and scheduling to meet goals. • Ascertain the educational benefits of participation in community events. • Establish a greenhouse project to make students more aware of ways to keep their environment safe. • Prepare students to tutor elementary students at PS. 61 • Offer violin and dance classes to encourage appreciation for the Arts in the Saturday Academy.

	<p>Target Population: All Students</p> <p>Timeline: September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Guidance Counselor paid for through Tax Levy • Parent Coordinator paid for through Title 1 • Volunteer Consultants from the community • Teacher/Assistant Principal paid for through Title 1
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • At the end of each marking period student involvement will be evaluated • Student projects and parent surveys will be tools used to evaluate progress • At the end of each project, outcomes would be measured against set goals to determine project gains. Projected gains include a culminating show in June 2011 including violin and dance performances, art projects, sale of plants and vegetables from the garden.

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	42	28	0	0	0	0	0	0
7	75	65	0	0	5	0	5	0
8	95	75	80	95	30	12	35	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>SRA Direct Reading Instruction-small group- during the school day READ 180 Program- small group, during the school day SES- small group- after school Saturday Academy- small group- Saturday Achieve Now- small group-after school and Saturdays Push-In & Pull-Out Program-small group- during the school day Academy for Excellence Student Volunteers-small group- after school</p>
<p>Mathematics:</p>	<p>Math Volunteer Tutor- small groups- during the school day Academy for Excellence Student Volunteers-small groups-after school Push-In & Pull-Out Program- small groups- during the school day</p>
<p>Science:</p>	<p>Small Group instruction High School of Performance and Stagecraft Student Volunteers – Accountable Talk, and one-on-one tutoring</p>
<p>Social Studies:</p>	<p>Small Group instruction High School of Performance and Stagecraft Student Volunteers – Accountable Talk, and one-on-one tutoring After –school volunteer teacher</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselors will provide both individual and small group counseling to students experiencing conflict with peers, teachers, and parents. Guidance counselors provide this service during the course of the school day. In addition, one Guidance counselor provides service to students in the Achieve Now Academy. They also provide support to the teachers so that they (the teachers) may be better equipped to face the challenges the students present.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist will consult with parents who are considering having their children evaluated. She will review test scores, cumulative records and consult with teachers to determine the best plan of action. This will be done during the school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The Social Worker will provide individual and small group counseling to children in crisis. The Social Worker will consult with teachers and parents. The Social worker will refer families in crisis to outside agencies that can provide additional services and will work collaboratively with the guidance counselors and psychologist.</p>

At-risk Health-related Services:

Students with health related issues will be sent to the school nurse for evaluation by her and the health aide. This will be done during the school day. They will make referrals for the necessary health services the students may need. Referrals for mental health services will be made by either the guidance counselor or the social workers. The Children's Aid Society will also assist in obtaining the needed services for our students.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3000.00 \$6000.00	Saturday Academy -8:00 – 12:30 pm, October 2010 – May 2011
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2500.00 \$2000.00	(Coach Series - Mathematics. ELA, Science and Social Studies
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other	\$1500.00	
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

All new admits and transfer students parents will fill out a Home Language Identification and parent survey which determines which language is spoken at home.

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.

We found that 61% of our student population is of Hispanic heritage. Therefore, all of our correspondence to parents is always in two languages: English and Spanish. Every department in our school has been notified and translation services are available, whether oral or written, in Spanish.

Part B: Strategies and Activities

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

Monthly calendars, newsletters, consent forms, letters, and other forms of communication are translated by staff. The Parent Coordinator and bilingual coordinator are assigned to perform these services.

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

Oral interpretation will be provided during teacher/parent meetings as well as in monthly workshops and Parent Association meetings, by Parent Coordinator, bilingual coordinator and Parent Association president.

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>.

All parents received communications through the Parent Coordinators office. They are also notified before parent association meetings and signs that are posted in the hallway for parents to see when they enter the building.

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

Priorities for School Year 2010-2011

Our school's educational priority for the improvement of parent and community engagement for the 2010-2011 school years is to ensure an increase in the number of parent participants.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. (Page11)

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. (page 18)

3. Instruction by highly qualified staff. (page 19)

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. (page 15)

5. Strategies to attract high-quality highly qualified teachers to high-need schools. (Maintain small classroom sizes, modern equipment and teaching tools - eg. Computer labs, mobile computers, re-furbished science lab, ample supplies and resources for teachers and students)

6. Strategies to increase parental involvement through means such as family literacy services. (page 26)

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.(page 22)

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (page 23)
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. (page 42)

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

Explanation/Background:

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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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.

		(✓)			Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A	Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			X	38
Title I, Part A (ARRA)	Federal	X			X	38
Title II, Part A	Federal			X	N/A	
Title III, Part A	Federal		X		X	35
Title IV	Federal			X	N/A	
IDEA	Federal					
Tax Levy	Local					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

APPENDIX 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: Restructuring **Phase/Group :** *advanced*

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 years, 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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 098 Herman Ridder						
District:	12	DBN:	12X09	School		321200010098	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		87.9	90.2	90.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		87.3	89.5	91.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	131	157	153	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	149	142	168		75.7	86.0	86.0
Grade 8	149	159	145				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		17	26	34
Grade 12	0	0	0				
Ungraded	0	1	2	Recent Immigrants - Total Number:			
Total	429	459	468	<i>(As of October 31)</i>	2007-	2008-	2009-
					19	15	10
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	23	29	49	Principal Suspensions	23	2	18
# in Collaborative Team Teaching (CTT)	38	36	33	Superintendent Suspensions	16	18	19
Number all others	23	33	23				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	23	20	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	52	67	TBD		37	41	42
# ELLs with IEPs	5	26	TBD	Number of Teachers			
				Number of Administrators and Other Professionals	15	15	12
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	0	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	11	12	41	% fully licensed & permanently assigned to this	100.0	100.0	97.3
				% more than 2 years teaching in this school	59.5	61.0	69.0
				% more than 5 years teaching anywhere	54.1	53.7	61.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	70.0	78.0	83.3
(As of October 31)	2008-	2009-	2010-	% core classes taught by "highly qualified" teachers	82.3	97.2	78.3
American Indian or Alaska Native	1.2	0.9	1.5				
Black or African American	30.8	31.2	35.5				
Hispanic or Latino	63.2	61.2	58.1				
Asian or Native Hawaiian/Other Pacific	4.0	5.4	3.8				
White	0.7	0.9	0.9				
Male	52.7	50.3	49.1				
Female	47.3	49.7	50.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v		-	-		
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-					
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups	6	6	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	64.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

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

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

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

HERMANN RIDDER INTERMEDIATE SCHOOL 98
1619 BOSTON ROAD ~ BRONX, NEW YORK 10460
TEL. (718) 589-8200 ~ FAX (718) 589-8179
CLARALEE IROBUNDA, PRINCIPAL

Academy Directors

Ruby Brown, Exploratory Academy (A)

Irma Cruz-Pickett, Academy of Visual & Media Literacy (B)

Zelia Connell, Sci-Tech Academy (C)

The I.S. 98 Parent Involvement Policy

The goal of I.S. 98 is to involve parents in all parts of the school program.

Our goal is to have a 10% increase in the number of parents involved in the following activities:

1. Parent Association Meetings
2. Parent Volunteers
3. Parents visiting on Parent-Visitation Days
4. Improved parental involvement in the Parent Association and at School Leadership Team meetings.
5. Lastly, improved school-parent-student relationships so that there is mutual respect between us as partners and a greater willingness to support the goals of I.S. 98.

- (1) I.S. 98 will take the following actions to involve parents in creating a school-wide plan:
 - Discussions at Parents' Association Meetings
 - Parents involving parents at meetings
 - School Leadership Team meetings that focus on this issue
- (2) I.S. 98 will involve parents in the following ways:
 - Phone Calls
 - Letters to Parents
 - Parent Coordinator contacts
 - Parent Association President contacts
 - Parent Workshops – Flyers
 - Family Worker – Home Visits
- (3) I.S. 98 will integrate Parent Involvement in the following ways:
 - School Leadership Team meetings
 - Parent meetings
 - CEP preparation meetings
 - Through our partnership with the Children's Aid Society
- (4) I.S. 98 will evaluate the Parent Involvement Policy through the Parents' Association and the School Leadership Team at meetings. A survey will be utilized to gather these findings and to conduct our evaluation. Parents and Teachers will conduct the survey and then discuss the results at meetings and then bringing the findings to the entire parent body.
- (5) I.S. 98 will assist our parents to be more knowledgeable in the following areas:
 - Common Core State Standards
 - School curriculum
 - State assessment tools
 - How to work with the school
 - Parent Workshops to note what changes are in place
 - Parents will be involved with our partnership with the CAS and receive medical help, as well as, educational assistance
 - Parents will receive important information such as the dates and times of particular events

**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 608	District 12	School Number 098	School Name Herman Ridder
Principal Mrs. Claralee Irobunda		Assistant Principal Ms. Zelia Connel	
Coach Mrs. Sanchez-Perkins (ELA)		Coach Ms. Corinna DeBenedictis, Math	
Teacher/Subject Area Ms. Pena. Sp. Ed. Bilingual		Guidance Counselor Ms. Hattar	
Teacher/Subject Area Mr. Burgos, Bilingual Math		Parent Ms. Angie Rodriguez	
Teacher/Subject Area Ms. Sanchez-Perkins, ESL/ NLA		Parent Coordinator Ms. Dulce Reyes	
Related Service Provider Mr. Morgan Speech		Other Ms. C. Padilla, Bilingual	
Network Leader Mr. Rudy Rupnarain		Other Arts & Sports Foundation	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	471	Total Number of ELLs	76	ELLs as Share of Total Student Population (%)	16.14%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Describe how you identify English Language Learners (ELLs) in your school?

1. When a student is registered in our school the parents fill out Home Language Identification Survey. This survey when completed will let us determine if the child speaks another language at home other than English. The pupil accounting secretary handles all registration and once she determines that the child/family speaks another language by looking at the HLIS, she contacts the Bilingual Coordinator. The bilingual coordinator meets and interviews the parent. The child is eligible to be administered the LAB-R, once it's determined by interviewing the parent and reviewing the HLIS that the child speaks another language. When the student is administered the LAB-R and the results show that he/she is eligible, the student is placed in a program with parental approval. If the student's other language is Spanish, he will be administered a Spanish LAB-R assessment. Both of these assessments are administered only once. The parents are notified that they have a right as per CR Part 154 Commissioner regulations to choose either TBE or an ESL program available in our school for the child.
2. During the initial registration process, the parents are given a briefing regarding the two programs offered at our school which are Transitional Bilingual and Freestanding ESL. The parents are invited to a workshop where all three programs offered through the Department of Education will be discussed. These programs are Transitional Bilingual, Dual Language, and Freestanding ESL. If the program the parent chooses is not offered in our school, they will be referred to the placement office in the region as per guidelines. These workshops are usually held two weeks after the influx of newcomers in early fall. We also hold periodic workshops on bilingual education before parent association meetings.
3. When we interview the parents and give them the choices available if the child is eligible to receive services, we immediately send out entitlement letters and selection forms via mail. We also send letters of continuance at the beginning of the year to all the parents of the ELLs. The parents of newcomers usually choose the Transitional Bilingual Program. Parents of transferred students almost always want their child to continue in the Freestanding ESL Program.
4. Identified ELL students are placed in instruction programs after the HLIS is reviewed by the bilingual coordinator and an interview is held with the parents of the student. Newcomers are most of the time placed in our Transitional Bilingual Program. Incoming sixth grade students, who were previously in a Transitional Bilingual setting the prior year, usually continue in that program. Long term ELLs, or students with IEPs that are transferred into our school are placed according to the IEP or their previous placement.
5. For the past few years, we have noted that 100% of the parents choose the programs we offer at our school. They either choose the Freestanding ESL Program or the Transitional Bilingual program. Usually, after two-years in the Transitional Bilingual Program about 10% of the parents request a change for their children to be placed in the ESL program. This change is usually requested after the teacher's in the bilingual program meet with the parents of the students. This has helped many of our students reach the proficiency levels the year they graduate from our school.
6. The program models in our school are aligned with parental requests in that after meetings and workshops, no parent has ever requested that we offer a dual program. Our programs have benefited our students and in the last three years bilingual students have been chosen as valedictorians or salutatorians in the graduating classes.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							4	2	6					12
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							24	18	22					64
Total	0	0	0	0	0	0	28	20	28	0	0	0	0	76

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	22
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	36

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	12	0	0	0	0	0	0	0	0	12
Dual Language										0
ESL	10	0	2	18	0	6	36	0	14	64
Total	22	0	2	18	0	6	36	0	14	76

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							20	24	12					56
Chinese														0
Russian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali								1	1					2
Urdu														0
Arabic														0
Haitian							3							3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other							1	1	1					3
TOTAL	0	0	0	0	0	0	24	26	14	0	0	0	0	64

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
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

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

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.

B. Programming and scheduling Information

How is instruction Delivered?

1. a. I.S. 98 provides the ELL population the organizational models of a self-contained Transitional bridge bilingual class and a push-in and pull-out models for the Freestanding ESL groups. One is a transitional bilingual program and the other is a Free Standing ESL program.

We have one bilingual bridge 7th/8th grade class. We service approximately 12 students in this bridge bilingual class. All students in the bilingual program receive 360 minutes of ESL instruction regardless of the levels. Within the class, the teacher groups students according to their levels and incorporate differentiated instruction to facilitate the learning mode of the student.

In the Free Standing ESL program, we service approximately 64 students of which 22 are in a full-time or part-time special education program. Four special education ELLs are x-coded as per their IEP. Thirty-eight of the students are in regular monolingual classes. Most of the students in this group are in the advanced level and were opted-out of the bilingual program prior to transferring into our school by their parents. These students receive 180 minutes to 360 minutes depending on their levels. They also receive 360 minutes of ELA weekly. This group is serviced by a push-in and/or pull-out program. These students are serviced according to level whenever possible.

1. b. The transitional bilingual bridge class travels together as a group to art, gym, and technology class. 70% of the time the teachers come to deliver instruction to their homeroom. ESL students were placed in classes together by grade. The teacher that services these students either push-in or push-out according to levels and needs of the students.

2. I. S. 98 ensures that all ELL students receive the mandated number of instructional minutes by programming all ESL and bilingual pedagogues according to the number of ELL students and their levels.

2a. The following is the instructional Program Component of ELLs, grade 6-8, in our TBE and ESL programs:

	Program Beginner	Intermediate	Advanced
ESL Instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA Instruction for all ELLs as required under CR Part 154			180 minutes
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

3. Bilingual students are instructed in their native language. Spanish, is the language of instruction in all content areas. The teachers in the Freestanding Bilingual class utilize differentiated instruction with this group of students. We found that most of the new admits in the years 2008/2009, /2009/2010, were lacking proficiency in their first language. Through the use of the Point of Entry model, the teachers work in small groupings to increase the proficiency of these students in their first language. This approach enhances and enriches language development in this group of students. Academic language is planned and implemented after a careful analysis of all data that is gathered from monthly periodic test, NYSESLAT, regional and teacher made assessments. These assessments are compiled in a binder by each teacher. These assessments drive instruction and help teachers plan differentiated instruction in two languages and also facilitates the delivery of instruction.

4. How do you differentiate instruction for ELL subgroups?

4a. Describe your instructional plan for SIFE.

Students with interrupted formal educational receive additional small group instruction during the school day and in the after-school Title III bilingual program. The students are encouraged and many attend the Saturday Bilingual Academy. This group of students is targeted to receive instruction in their first language (L1). They are further encouraged to attend the Children's Aid Society's cultural, recreational and educational program that takes place after-school and during the summer. They also receive one-on-one tutoring services through ASF, (NCLB), Champion and the Sports Foundation.

4b. Describe your plan for ELLs in US schools less than three years (newcomers). Specify plans for these ELLs.

ELLs in our school for less than three years are provided with an instructional program that is designed according to their levels. This is done through differentiated instruction according to levels. As soon as these newcomers are registered in our school, we give the parents all pertinent information regarding the extra help that is available for these students to become proficient in the second language. They are encouraged to apply for the after school programs available through the NCLB legislation and our after-school, and Saturday Achieve Academy geared towards newcomers. This group of students are highly recruited for all the programs available and 90% of the time we are successful in getting them the extra tutoring needed.

4c.d. I.S. 98 provides language instructional education program to all long-term and regular ELLs through Saturday Academy and an after-school program. These programs are geared to improve their linguistic and academic skills so that they become English proficient, meet state standards and graduation requirements. The weekly program is part of our yearly after-school program and runs from Tuesday-Thursdays for two hours. The long-term ELLs are further encouraged to participate in the Children's Aid Society's educational, recreational and cultural activities that are held after the tutoring programs in the afternoon, weekends and summer. Some of these students receive tutoring in the home through ASF, (No Child Left Behind), Champion tutoring program. We also service long-term ELLs in the Saturday Achieve Academy. This academy is geared towards students that have been held-over and/or are one or two years older than their peers.

4 e. Students with significant educational deficits in reading, listening, and writing. skills will be serviced through individualized instruction and small group instruction by all pedagogues and ESL teachers that service this group. .Parents will be encouraged to enroll their children in the tutorial programs offered Tuesdays-Thursdays and the Saturday Achieve Academy, as well as the Champion and Sports & Arts Foundation Tutoring program.

Paste response to questions 1-4 here

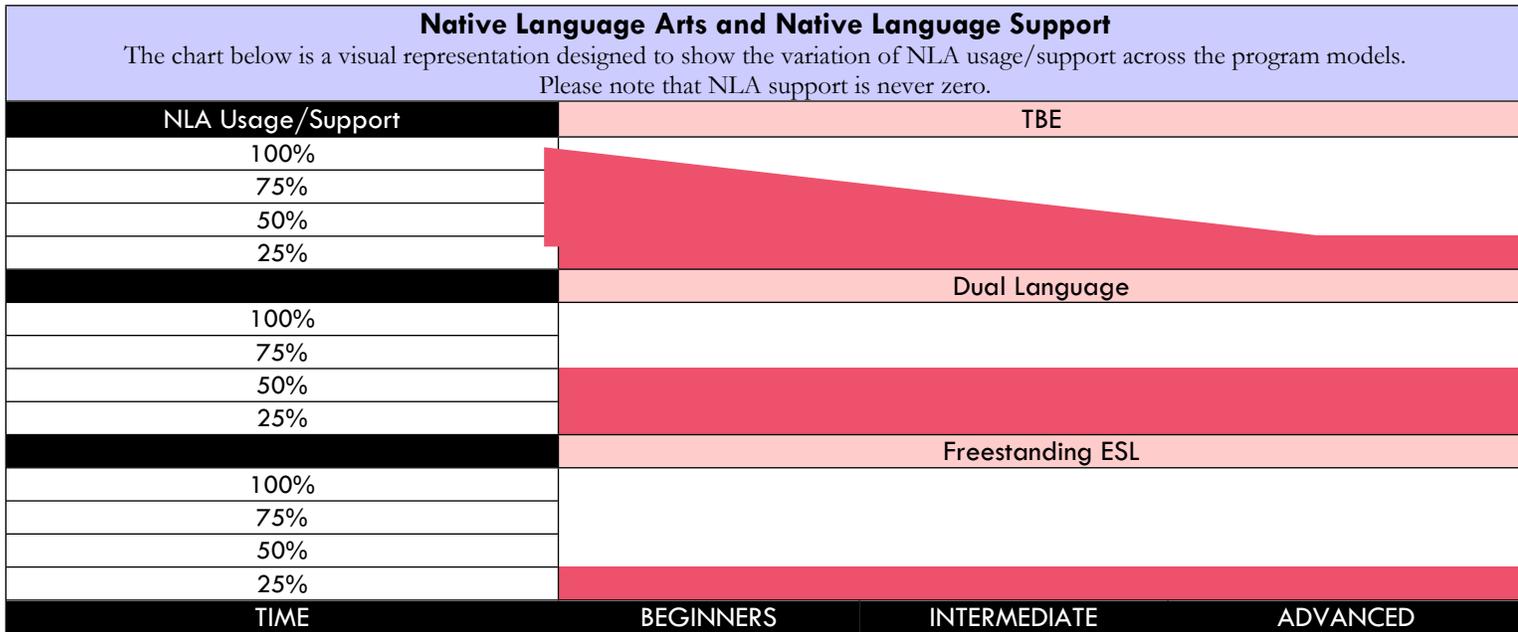
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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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?

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

continue to receive small group instruction and are encouraged to participate in the after-school and Saturday Achieve Academy. Their parents are also notified of the students achieving proficiency and of the support that they will continue to receive.

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.

Paste response to questions 1-3 here

D. Professional Development and Support for School Staff

Pedagogues servicing our ELL population have participated in workshops offered through the Leadership Learning Support Organization (LSO), The Office of English Language Learners and BETAC. To facilitate and implement appropriate instructional methodologies for the purpose of improving the outcomes of assessments in our ELL population, the pedagogues will also be asked to participate in group meetings, inter-visitations, and model lessons. In group meetings, they will discuss subjects dealing with differentiated instruction, the use of two languages in the bilingual classroom and the use of the balanced approach to literacy and other content areas. The following is a list of some of the workshops that were attended by our staff in 2009/2010:

Developing Oral Language in ELLs

Building Academic Language Through the Social Studies Curriculum

Quality Teaching for ELLs

Designing Authentic Performance-Based Assessment Tasks for ELLs

We have surveyed pedagogues that work with our ELL population and they are aware of the professional opportunities available. We have an administrator, Ms. Connel, who is in charge of curriculum instruction and staff development. Ms. Connell peruses all the e-mails that are sent to her and/or the principal regarding professional development opportunities. She sends copies with the description of the workshops and encourages and makes arrangements for the pedagogues to attend. She also registers pedagogues to attend workshops and insures that their classes have coverage on the day of the session.

The administration in our school encourages and supports all pedagogues that attend professional development workshops. Our professional development plan for the school year 2010/2011 was created to support the delivery of instruction through professional development services offered by (BETAC), Bilingual Education Technical Assistance Center at Fordham University, LSO, and the Office of English language Learners. Presently, we have registered 10 of our pedagogues to attend and ELL workshop for teacher's of ELL students at Brandeis High School on November 2, 2010.

12. Do required services support and resources correspond to ELL's ages and grade levels?

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?

meeting, they are introduced to the teachers that will be assigned to their classes and are also given a tour of the school. They further learn about our uniform policy, our hours of operation and the free transportation and nutritional services

Paste response to questions 1-4 here

E. Parental Involvement

Monthly workshops are held prior to the parent association meetings to accommodate parents of English Language Learners whose primary language is Spanish. These workshops are led by the parent coordinator and pedagogues who discuss and present different educational issues that can affect the learning process of their children. These workshops will also encourage and teach parents how to participate in the educational process of their children. According to research, parents English will improve in various practical domains, such as their abilities to help with homework, better communication within the family, and more involvement with the school. Some parent's of ELL students volunteer and help the parent coordinator in many capacities.

At the beginning of the school year, we hold workshops for parents of ELLs and they are surveyed and questioned as to what workshops they would like to participate in. The parent coordinator, Ms. Dulce Reyes, discusses the findings with the administrator and SLT and workshops are offered according to the needs of the ELL community. That is how a program for the parents of the ELLs was begun in October 2009. In this program, we have approximately 25 parents enrolled in our Saturday Adult Education Program offered through the Children's Aid Society. The parent's receive ESL and computer literary classes. The parents get e-mail accounts and learn how to go into the ARIS portal to view their students' progress reports. They are also introduced to many websites that they can use to help their children with homework and research. This class is very popular among the parent's of ELL students. Our Community Based Organization, the Children's Aid Society has helped us tremendously by providing social services, offering snacks during the parent workshops and remunerating staff for the music, ESL and computer workshops.

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)							8	2	14					24
Intermediate(I)							8	5	3					16
Advanced (A)							12	13	11					36
Total	0	0	0	0	0	0	28	20	28	0	0	0	0	76

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B							9	1	3				
	I							14	13	10				
	A							16	12	3				
	P								2	5	1			

READING/WRI TING	B							9	1	3				
	I							14	13	10				
	A							16	12	3				
	P							2	5	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	8	0		19
7	6	16	1		23
8	0	12	3		15
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8	2	11		1	1			23
7	2		13		8				23
8	0		10	2	3	0	0		15
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

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

Paste response to questions 1-6 here

B. Data and Assessment Analysis

What assessment does the school use to assess the early literacy skills of our ELLs? We collect, record, and analyze data on a regular basis. To assess the early literacy of students, we analyze, the LAB-R given to newcomers in both English and Spanish, The pedagogue interviews the student and reviews the students report card from the previous school or any data given during registration from students coming from outside our system. Assessments are continued on a weekly and monthly basis. The pedagogues maintain assessments binders which includes results of classroom assessments such as tests, quizzes, and class work. We also analyze results of periodic assessments and predictive assessments.

How can this information help inform your school's instructional plan? Staff, utilize the data contained within the assessments binder to drive instruction. The information contained within the data is utilized to focus on student's needs.

What is revealed by the data patterns across proficiency levels on the LAB-R? NYSESLAT? Data patterns across the LAB-R/NYSESLAT shows the proficiency levels of students. It is evident that newcomers that are administered the LAB-R when they are first registered from a non-speaking English country cannot answer any question on the test and are unable to communicate in English. Most of this group does well in the Spanish LAB-R. This school year, the data shows that the beginning level students are in the bilingual class and most of our students in our free standing program are in the intermediate and advanced levels. The data shows that many of our ELLS become proficient by the 8th grade.

How will patterns across the NYSESLAT modalities reading/writing and listening/speaking affect instruction decisions? Patterns across the NYSESLAT modalities will facilitate the implementation of differentiated instruction according to student levels and will facilitate the learning mode of each student. Twenty-seven students reached the proficiency levels in listening/speaking and fifteen in reading/writing.

The data of the ELA exam shows that only 17 ELLs scored a 1 on the exam and they were mostly students with IEPs and second year and long-term ELLs. . 36 ELLs scored a level 2 and 4 reached the proficiency level of 3. All the students that scored a 1 or 2 in the ELA examination are receiving intervention services in a push-in/pull-out program.

The results of the periodic assessment are used to plan and drive instruction. Teachers will analyze the data to track and monitor students growth and progress.

The students in the bilingual class receive 225 minutes of native language arts on a weekly basis as per CR Part 154 guidelines. Students also receive support of the pedagogues in their first language as needed. Research has shown that students that are proficient in their first language are able to transfer that knowledge to the second language and become proficient more rapid than those with deficiencies in their first language.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		