



**JOSEPH H. WADE ACADEMIES MS 117X**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 09X 117X BRONX**  
**ADDRESS: 1865 MORRIS AVENUE BX NY 10453**  
**TELEPHONE:(718) 583 - 7719**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 117X      **SCHOOL NAME:** Joseph H. Wade Academies MS 117X

**SCHOOL ADDRESS:** 1865 Morris Avenue Bronx, New York 10453

**SCHOOL TELEPHONE:** (718) 583 - 7719      **FAX:** (718) 583 0 7658

**SCHOOL CONTACT PERSON:** Delise Jones      **EMAIL ADDRESS:** Djones8@schools.ny  
c.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Cary Tabora

**PRINCIPAL:** Delise Jones

**UFT CHAPTER LEADER:** Cesar Hernandez

**PARENTS' ASSOCIATION PRESIDENT:** Keisa Bailey

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 09      **CHILDREN FIRST NETWORK (CFN):** Fordham PSO

**NETWORK LEADER:** Marge Struk

**SUPERINTENDENT:** Dolores Esposito

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Delise Jones	*Principal or Designee	
Cesar Hernandez	*UFT Chapter Chairperson or Designee	
Keisa Baliey	*PA/PTA President or Designated Co-President	
Keisha Bailey	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Sosa	Parent	
Maria Serrano	Parent	
Victor Thompson	Parent	
Fatima Austin	Parent	
Carmen Hernandez	Paraprofessional - UFT	
Nelva Vega	Teacher	
Cary Tabora	SLT Chairperson	
Eileen Beckett	Teacher	
Madeline Santana	Parent Coordinator	
Dulce Martinez	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.

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The Wade Academies serves a diverse student population of 800 sixth, seventh and eighth grade students in the Morrisania section of the Bronx. We are one of the only junior high schools in District 9 that has the same name from its origin in 1937; one name, one school. Our goal is to provide a safe learning community. The Wade Team is dedicated to educational excellence using a holistic approach to realizing each student's potential. This is accomplished by teaching them respect for self and others and the joy of learning. These goals are achieved by providing high quality instruction that is reflective of our diverse global community. Our vision at Joseph H. Wade Academies is to foster a professional learning community in which all stakeholders are fully committed to helping our students achieve proficiency in all subjects. We will collectively reassess our strategies based upon student learning outcomes. Our goal is to empower all students to become independent problem solvers, critical thinkers and effective communicators.

Our school's curriculum is based upon the NYS Learning Standards and aligned closely with the new Common Core Standards in ELA and Mathematics. We believe that a standards-based curriculum provides standardized assessment for all students with relevant instruction in all content areas. Our instructional methods are driven by formal and informal assessment results, data analysis, and differentiated instruction to address the individual needs of our students including different learning styles and behavioral characteristics that interfere with learning.

The Wade Academies focuses on creating highly effective partnerships with our community organizations. Our strong collaboration with our mental /social health organizations, Turnaround for children, Girls INC, Planned Parenthood, Beacon, Morrisania Health Clinic, Helen Keller Foundation, Comp2Kids, STEPS (Students Taking Every Possibility Seriously), Communal Life and The Visiting Nurse Service, CAT (Creative Arts Team), LEAP, Scan and NESI enhance our instructional program and provide our students with critical mental health resources and enrichment. Our goal is to develop the "whole child."

We are also a recent recipient of a RESO A Grant; which will further support our instructional initiatives with the purchase of document readers for all of our math classrooms, a 21<sup>st</sup> Century Mac Computer lab, Smartboards, computers, and printers. The new technology will provide our school with more opportunities to address the different learning styles of our students. Additionally, our partnership with Comp2kids enabled us to give 55 families free Dell Desktop Computers. Randomly selected students and their guardians participated in a Saturday Professional Development Training

Session at Fordham University's distinguished Walsh Library. At the conclusion of the session each family received their very own computer.

We are the recipients of the very competitive Middle School Imitative Grant for \$200,000. This grant permitted us to do an in depth needs assessment, visit other schools and create a Reform Model in English Language Arts to improve student achievement. Our planning not only led to a comprehensive design to improve our school, but served as a powerful learning tool. We were reminded that data is more than just numbers, but a Blueprint for Middle School Success.

We also did some restructuring to our academies. MS 117X is comprised of five academic houses, which create an intimate setting for students, teachers and parents to work collaboratively in meeting academic standards and building strong educational foundations. Each academic house has a theme and a specific academic focus. Students are grouped heterogeneously to facilitate the use of differentiated instruction to include cooperative learning and small flexible grouping in order to promote higher order thinking.

We have an active Family Room that is opened everyday and serves as a workshop location for parents. Our parent coordinator facilitates monthly parent workshops that are relative to parents and their children. They include – academic workshops on the ELA and Math, technology, HIV/AIDS, Immigrations Topics, Food Stamps, Child Abuse Prevention, Cyber-bullying; ARIS parent link support etc. Our parent coordinator has been invaluable in working with the community to foster their support of our learning community. She has also been effective in of promoting parent awareness and increased parent involvement in school activities such as: parent teacher conferences, the high school articulation process and "Back to School Curriculum Night."

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Joseph H. Wade Academies MS 117X				
<b>District:</b>	09	<b>DBN #:</b>	117	<b>School BEDS Code:</b>	320900010117

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		87.6	88.1	90.2		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.5	91.0	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	250	270	234	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	314	284	275		77.3	77.3	82.1		
Grade 8	353	329	292						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		11	53	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					42	21	28		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	77	93	95						
No. in Collaborative Team Teaching (CTT) Classes	13	21	13	Principal Suspensions	174	73	TBD		
Number all others	44	72	58	Superintendent Suspensions	23	10	6		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	77	80	98	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	242	103	234	<b>Number of Staff: Includes all full-time staff</b>			
# 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	83	79	67
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	14	14	12
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	6	9
	28	22	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.5	0.3	0.4	Percent more than two years teaching in this school	74.7	78.5	TBD
Black or African American	23.7	23.5	22.7	Percent more than five years teaching anywhere	54.2	8.2	TBD
Hispanic or Latino	74.0	75.0	75.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	0.8	1.5	Percent Masters Degree or higher	82.	82.	TBA
White	0.5	0.3	0.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.	96.6	TBD
Multi-racial							
<b>Male</b>	49.6	48.8	51.4				
<b>Female</b>	50.4	51.2	48.6				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)		√	

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	√	√	NO				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	NO	√					
Limited English Proficient	NO	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	4	6					

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	87.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	21.7	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	48.8	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	9	Quality Statement 5: Monitor and Revise	Proficient
<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?
- 

The SLT, Cabinet ,UFT Consultation Team reviewed the 2009-2010 CEP, as well as the action plans set forth for the school year and reflected upon those that we felt needed to be further developed. Additionally, we reviewed the results of the 2008-2009 Quality Review, Learning Environment Survey, 2009-2010 Annual Arts in School Report, AIS programs, Inquiry Team, Attendance, OORS, NYS ELA and Math cut scores.

**Based on a comprehensive review of all summative and formative data available the following performance trends have been identified:**

Upon an analysis of the NYS standardized exams in ELA and Math standardized assessment we noticed steady improvement in both ELA and Math. From 2003 – to 2009 we have significantly reduced the number of students achieving Level 1 from 32.9% to 3% and we have increased the number of students attaining proficiency in Levels 3 and 4 from 15.6% in 2003 to 45% in 2009. In Mathematics we decreased the number of students performing at Level 1 from 38.8% in 2003 to 9% in 2009 and increased the number of students attaining proficiency at Levels 3 and 4 from 18.6% to 65% in 2009. For the 2009-2010 year we met our AYP in mathematics for all students in all sub-groups. However, we did not meet AYP in ELA for the Limited English Proficient (LEP) students or Students with Disabilities (SWD). Additionally we did not meet AYP for science; however we are still in good standing for science as per our previous year's performance.

### **Progress Report Improvement – 2008-2009**

We would like to maintain our Progress Report letter grade of an "A," which will enable us to meet State expectations meeting AYP for English Language Arts with our students with Disabilities, English Language Learners\Limited English Proficiency, Black Students, Hispanic Students and Economically Disadvantage.

- Our school met 100% in improvement
- Our school's overall Progress Report Score for 2007-2008 is 58.7(missed a letter grade A by 1 point) compared to 35.8 for school year 2006-2007.
- The score placed our school in the 72 percentile of all middle schools citywide-i.e. 72 percent of those schools scored lower than this school;
- We scored a letter "A" for *Student Progress* at 48.8 out of 60
- We scored a letter "C" for *School Environment* at 7.7 out of 15
- We scored a letter "A" for *Student Performance* at 21.7 out of 25
- We received Extra Credit in the following areas

### Exemplary Proficiency Gains

### Student Group

30.3%  
38.9%  
33.7%  
34.3%

#### English Language Arts

English Language Learners  
Special Education Students  
Hispanic Students in the lowest Third Citywide  
Black Students in the Lowest third Citywide

31.6%  
38.9%  
38.8%  
39.2%

#### Mathematics

English Language Learners  
Special Education Students  
Hispanic Students in the lowest Third Citywide  
Black Students in the Lowest third Citywide

## **Quality Review Improvement 2007 – 2008**

Our school received a rating of "Proficient" compared to prior school year 2006-2007, where we were rated "Undeveloped with areas of Proficiency."

### **Meeting the Expectations School Quality Review Feedback**

- Continue to build on the positive work of developing individual goals for students, with frequent stops and checks to ensure that expected progress is being made
- Strengthen the development of Long-term school wide goals, based on student performance when they enter the school and projecting them forward, with a challenging degree of added value
- Continue to monitor the positive behaviors program that has been implemented to ensure that the model consistently and systematically models and encourages the very best expectations established within the school
- Continue the school's practice to offer high quality professional development to support teachers in collecting and using immediate information to differentiate instruction
- Build on extending the work with parents to actively engage more of them more extensively in supporting the education of their children, including the drive to raise attendance
- Further explore school-wide and cohort data to dig deeper into possible connections between groups that are influencing performance and progress.

The Data Inquiry team focused on two target groups in the 2008-2009 school year. There was one ELA target population, and one Math target population. Both groups consisted of 7th grade students whose scale scores on the ELA and Math state examinations slipped; the students in the ELA group slipped at least 15 points, while the students in the Math group slipped from Level 3 to Level 2. At the end of the 2008-2009

school year, we compared the 2008 and 2009 state scores in both ELA and Math. The scale scores improved for the entire ELA target population (100% of the students showed an increase), while 93.3% of the students in the Math target population increased; one student did not have a scale score increase.

## **Accomplishments**

Achieving an "A" rating on the NYC DOE Progress Report

For the past three years we have achieved Good Standing in the in the area of math. Our math results demonstrate growth. The data for 2003-2009 shows a consistent trend over a seven year period of reducing the number of students performing at Level 1. The data tracks the results of at each grade. Showing a 20.9% decrease in Level 1 students in grade 6; 46.3% decrease in the number of students performing at Level 1 in grade 7 and; 23.3% of students performing at Level 1 in grade 8. It also demonstrates the upward mobility in the number of students achieving proficiency in all grades:

- Grade Six – increase from 13.8 to 69% (This represents a 55.2% movement)
- Grade Seven – increase from 14.8% to 67% (This represents a 52.2% movement)
- Grade Eight – increase 26.3% to 60% (This represents a 33.7% movement)

Developed various opportunities for teacher leadership

Recipients of both the RESO A Grant and the Title IID Grant. As a result, we have two full working technology labs (Mac lab and Dell Lab). Both labs have mounted Smart Boards. Additionally each Academy House has a laptop cart, providing all students and teachers with multiple opportunities to use technology.

Modified existing attendance plan and team to address low daily student attendance. This team has been able to increase student attendance from 88.0% in 2009 to 90.2% in 2010 as of May 2010

Implemented a number of activities to increase parental involvement including: Awards ceremonies, weekend activities and workshops, parent/teacher conferences, and cultural trips.

Developed a comprehensive guidance program to address the social and developmental needs of our students. Counselors, social worker and 2 social work – interns provide workshops and small group meetings on social issues, leadership, and conflict resolution

We are the recipients of the very competitive MSI Grant for \$200,000. This grant permitted us to do an in depth study of learning community, visit other schools and create a Reform Model to increase student achievement. Our planning not only led to a comprehensive design to improve our school, but it served as a powerful learning process. We were reminded that data is more than just numbers, but a Blueprint for Middle School Success.

To further our commitment to place technology in the hands of our students and their families, we partnered with Comp2Kids and our PSO – Fordham University. We provided 50 families with a free Dell desktop computer. Randomly selected students and their guardians participated in a Saturday Professional Development Training Session at

Fordham University's distinguished Walsh Library. At the conclusion of the session each family received their very own computer.

To support our students' social and emotional needs, we partnered with the Turnaround for Children Organization. As a result of our partnership we hold weekly SIT (Student Intervention Team) and IST (Instructional Team) meetings. Both teams have helped us in significantly reducing the number of principal and superintendent suspensions, because we spend a great deal of time providing teachers with the tools they need to: identify silent sufferers, deescalate classroom issues and time on task strategies. 35% of our teachers have participated and received certification as COMP teachers. This program provides teachers with quick and easy to use strategies to manage classes and maximize instructional time. Additionally, we have been able to provide referrals to outside counseling for our students and their families with Communal Life and The Visiting Nurse Service.

We also did some restructuring to our academies. MS 117X is comprised of five academic houses, which create an intimate setting for students, teachers and parents to work collaboratively in meeting academic standards and building strong educational foundations. Each academic house has a theme and a specific academic focus. Students are grouped heterogeneously to facilitate the use of differentiated instruction to include cooperative learning and small flexible grouping in order to promote higher order thinking skills in all students. Students entering the Wade Academies participate in an interview, audition, or the Middle School Choice options available to all District 9 students. Acceptance to the respective academies is based on interest and availability.

Partnership with Christodora Manice Science Explorations. 6 – 8 students participate in weekly science labs with the Christodora Foundation ending with a culminating exploration in Massachusetts for three days.

We offer two regents math classes for eighth grade students. Students have an opportunity to take the Integrated Algebra regents and receive high school credit. All of the students sitting for the exam have passed for the past three consecutive years have successfully passed the exam and received high school credit.

## **Significant Aids**

### **Professional Development**

We utilized teachers' feedback for our common planning meetings and teacher goal setting; teacher feedback from both NYS ELA and NYS Math tests to gain a clearer understanding from the teachers' perspective of what differentiated support is needed for teachers/students and what modifications are necessary for the curriculum/Units of Study.

The development of a systematic and comprehensive professional development plan focuses teacher support and student achievement. All content areas teacher participate in weekly common planning meetings with a school-wide focus:

- **Week I** – Data and Assessments; item analysis /reviewing/collecting and interpreting student data
- **Week II** – Looking at Student Work

- **Week III** –Reviewing the Curriculum and Units of Study
- **Week IV** –Teacher Share (Teachers share Best Practices)

### **Mathematics**

The development weekly standards-based assessments that isolate NYS Math Strand and allow teachers to further differentiate instruction; create fluid groups based on skills and monitor student progress.

Implementation of monthly long and short student writing pieces; this practice incorporates our school-wide initiative to have students write in math and explain their reasoning

### **Barriers/Challenges**

The ELA chart above reveals that we met the participation rate, test performance, and performance objectives in all of the sub-groups *with the exception* of Limited English Proficient students. We did not meet the Effective AMO or the Safe Harbor Target for Limited English Proficient students. We must continue to develop and improve the support that we provide our ELL student populations to increase language acquisition.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### **Goal # 1 English Language Learners**

Increase the number of students identified as English Language Learner towards achieving state standards as measured by a 5% increase in students scoring at Levels 2, 3 & 4 on the NYS ELA assessment administered in April 2011.

While this cohort of students has made some progress, they continue to underperform compared to all other subgroups. As a result, we continue to prioritize the progress for our ELL subgroup for the 2010-2011 school year.

### **Goal # 2 Students with disabilities**

Increase the number of students identified as Students with Disabilities towards achieving state standards as measured by a 5% increase in students scoring at Levels 2, 3 & 4 on the NYS ELA assessment administered in April 2011.

While this cohort of students has made some progress, they continue to underperform compared to all other subgroups. As a result, we continue to prioritize the progress for our SWD subgroup for the 2010-2011 school year.

### **Goal # 3 – Students with disabilities**

Based on a review of the 2009 SEC related services delivery report, there will be a close monitoring of related service mandates that will be assessed by the IEP team at annual review meetings, EPC, and Three Year Mandated Reviews, and recommendations will be made to foster independence for our students through the reduction of mandates. By June 2011, there will be an increase in independence and communication skills as indicated by a 5% decrease in related and support service for students as measured by CAP, SEC, Annual Review Tracking Sheets and ATS Reports.

### **Goal # 4 – Parent Involvement**

The 2009-2010 Learning Environment survey results demonstrates improvement from the 2008-2009 year in the area of home to school communication, however a need to improve home/school communication is still needed. By June 2011, the school will demonstrate a 10% increase in parent participation as evidenced by a 10% increase in regular school/home communication and a 10% increase in the number and variety of workshops offered.

## **Goal # 5 - Science**

Provide weekly common planning opportunities for all science teachers. Implement a school wide Science Tracking System to identify real time assessments of monitoring of student achievement and understanding



**SECTION VI: ACTION PLAN**

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

**Goal # 1**  
English Language Arts – ELA – ELL

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Levels 2, 3 &amp; 4 on the NYS ELA assessment administered in April 2011</p>
<p><b>Action Plan</b> <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>Teachers will use the Quick Reading Assessment to assess student comprehension and reading growth within given benchmarks throughout the year.                  풀책 After school and enrichment programs to assist students in reading and writing                  풀책 Provide coaching for teachers of LEP students and teachers of ESL.                  풀책 Provide extended day computer assisted programs for ELLs (ELLIS, Achieve 3000; Destination Math.)                  풀책 Use of Classroom Incorporated during the regular and extended day programs to improve vocabulary development and comprehension</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Contract for Excellence                  Title I                  Title III                  MSI Grant</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Predictive Assessments (twice yearly)                  풀책 ITAs (2)                  풀책 Practice NYS Exam                  풀책 Portfolio Assessment (monthly)                  풀책 Intervisitations                  풀책 Practice NYSESLAT                  풀책 Quick Reading Assessment administered for every unit. With a focus on specific skills strategies</p>

**SECTION VI: ACTION PLAN**

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

**Goal # 2 –**  
English Language Arts ELA – SWD  
students

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Levels 2, 3 &amp; 4 on the NYS ELA assessment administered in April 2011</p>
<p><b>Action Plan</b> <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>Teachers will use the Quick Reading Assessment to assess student comprehension and reading growth within given benchmarks throughout the year.                  풀책 After school and enrichment programs to assist students in reading and writing                  풀책 Provide coaching for teachers of SWD students                  풀책 Provide extended day computer assisted programs for SWD through Destination Math                  풀책 Use of Classroom Incorporated during the regular and extended day programs to improve vocabulary development and comprehension and focus intervention program                  Wilson for SWD on-readers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Contract for Excellence                  Title I                  Title III                  Title I ARRA SWP                  MSI Grant</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Predictive Assessments (twice yearly)                  풀책 ITAs (2)                  풀책 Practice NYS Exam                  풀책 Portfolio Assessment (monthly)                  풀책 Intervisitations                  풀책 Quick Reading Assessment administered for every unit. With a focus on specific skills strategies</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Goal # 3 Related Services - SWD

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase in independence and communication skills as indicated by a 5% decrease in related and support services for students, as measured by CAP, SEC, Annual Review Tracking Sheets and ATS Reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In September 2010, administration will meet and review the SEC related services report for 2010-2011. Administrators will discuss the need to closely examine related service needs at annual reviews and CSE Reviews. Related Service needs will be discussed with the teaching staff at October’s Faculty Conference. Transportation and Crisis Paraprofessionals will submit bus log and anecdotal logs at the end of each month for review by site supervisor. Related service providers will conduct an evaluation for all students being considered for Mainstreaming, termination or reduction of services. Decreasing mandates and terminating related and support services will be determined by the IEP team during annual reviews, EPC, and Three Year Mandated Reviews. Administration will monitor related services every 2 months, during the school year, through the SEC Related Service Report and Annual Review Tracking Sheets.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Contract for Excellence Title I Title III Title I ARRA SWP MSI Grant</p>

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

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

IEP tracking forms to indicate Type 2 or 3 changes for related services will be monitored by administrators on a monthly basis beginning in September.  
Review of SEC reports on a monthly basis by administration beginning in September 2010 through June 2011.  
Review of the Special Education Delivery Report each semester.  
ATS, Annual Review Tracking Forms, SEC and CAP reports indicating a 5% decrease in related and support services.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Goal # 4 Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the school will demonstrate a 10% increase in parent participation as evidenced by a 10% increase in regular school/home communication and a 10% increase in the number of and variety of workshops offered.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SLT and administrative team will review the results of the Learning Environment Survey. Administration will meet with Parent Coordinator, during monthly cabinet meetings, to discuss individual site needs, parent newsletter and monthly attendance sheets from parent activities. A parent workshop survey will be distributed at the beginning of the school year. A "Welcome Packet" will be sent home with students. A "Meet the Teacher" will be held at each site during September and October. Workshops will be offered at more than one location. Parent Coordinator will inform parents of the NYSTART home connection website and ARIS parent link. The links will be posted on the school's website. Teachers will send home daily point sheets and/or communication notebook to all parents. Related Service providers will send home a monthly progress report. Middle and high school teachers will mail home a bi-weekly progress form for all subject areas. Parents will be sent home a monthly calendar of school events. In addition the calendar will be posted on the school's website. School Messenger communication system will be piloted used to contact parents via phone or email for absences, special events. SNAP Grades will be used to communicate with parents about their child's academic and behavioral progress. Translation services will be available for meetings, calls and all correspondences sent home.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy funding to purchase metrocards, refreshments and materials. Translation and Title III funding will be used to purchase metrocards, materials, refreshments, translation services and professional development for our ELL population.</p>

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

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

Review of parent workshop survey in October 2009 by administration and Parent Coordinator.  
Monthly review of school event calendar by Principal.  
Monthly review of parent sign-in sheets for school events by administration.  
Copies of parent letters/correspondences sent home throughout the school year.  
Results of the Learning Environment Survey in June.  
Summary of parental involvement during the 2009-2010 school year indicating a 10% increase in parental involvement from last year.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Goal # 5 - Science

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide a standards-based instructional science program that integrates science into the curriculum with a hands-on, inquiry-based approach in a rigorous enabling all students to meet or exceed high academic expectations in a rigorous performance-based curriculum</p>
<p><b>Action Plan</b> <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 curriculum is delivered through a standards-driven, hands-on, project-based inquiry. Eighth grade students are selected for this based on an analysis of test data and performance in science classes: posing questions, designing experiments, observing, interpreting, evaluating data, making generalizations, hypothesizing, justifying decisions, predicting, classifying data, and communicating. Units of study are designed to focus on thinking skills, making connections between topics, and identifying clear learning objectives. Reading, writing and speaking are integrated as students generate questions, write observations, compare hypotheses, plan presentations, and present projects to the class.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Contract for Excellence Title I Title III</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Predictive Assessments (twice yearly) Practice NYS Exam Monthly Portfolio Pieces and Science Labs Intervisitations Weekly Common planning Monthly unit assessment tracker to assess mastery</p>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	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
5	0	0			0	0	0	0
6	75	35	0	0	30	15	30	39
7	75	60	0	0	40	15	55	30
8	122	75	40	56	60	25	50	30
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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>AIS – Pullout grade level small group services in literacy for Level 1 students utilizing the Soaring Scores Program and DRA.</p> <p>Extended Time – DEAR (Drop Everything and Read) Literacy Program/test sophistication – in literacy and math, social studies, and science – Saturday</p> <p>ESL (Push-In/) NLA Language Acquisition –Extended Time</p> <p>Special Education – SETTS – Wilson Program (during Day)</p>
<b>Mathematics:</b>	<p>Extended time Tues – Thursday differentiated small group instruction using CTB Tera Nova, and Math Coach for Grades 6 and 7.</p> <p>Measuring Up to the NYS Learning Standards – Grade 8</p> <p>Pull – out small group instruction for level I 8<sup>th</sup> grade students –individualized tests generated from the Princeton Review</p> <p>Super Saturday - test taking strategies and test preparation –</p> <p>Small groups - grades 6,7, used MAI – Levels D and E</p> <p>Grade 8 – MAP Forms1F and 2F</p> <p>After school – Grade 8, T, W, Thurs (3:00 – 5:00) – small group used NYS – Math Coach – grade 8 (ea. Week review a different Key Idea was addressed)</p>
<b>Science:</b>	<p>Grade 8 Exit Project after-schools Extended Time -Fri) with particular support for Bilingual and Special Education Students. Assistance with internet /library research, oral presentations, board drafting, and the writing process.</p>
<b>Social Studies:</b>	<p>After school Social Studies Exit Project Assistance – Extended time – Friday) (internet research, oral presentation support, board drafting, and writing process. Particular support for ELL’s and Special Education Students. After school Social Studies Test Prep</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Group Counseling</p> <ul style="list-style-type: none"> <li>· Individual Counseling</li> <li>· Family Counseling</li> <li>· Referrals to Outside Counseling Agencies</li> </ul>

<b>At-risk Services Provided by the School Psychologist:</b>	School Psychologist (SBST) provides: Evaluations Referrals to Outside Counseling Agencies Communication with MH3 Social Worker, Administrators and Teachers														
<b>At-risk Services Provided by the Social Worker:</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Group Counseling</td> <td>Gender Counseling ( Girl's Groups/Boys' Group)</td> </tr> <tr> <td>Individual Counseling</td> <td>Student Leadership Group</td> </tr> <tr> <td>Family Counseling</td> <td>Student Conflict Resolution Group</td> </tr> <tr> <td colspan="2">Referrals to Outside Counseling Agencies</td> </tr> <tr> <td colspan="2">2 Social Work interns (Columbia University)</td> </tr> <tr> <td colspan="2">Student Intervention Team</td> </tr> <tr> <td colspan="2">Instructional Intervention Team</td> </tr> </table>	Group Counseling	Gender Counseling ( Girl's Groups/Boys' Group)	Individual Counseling	Student Leadership Group	Family Counseling	Student Conflict Resolution Group	Referrals to Outside Counseling Agencies		2 Social Work interns (Columbia University)		Student Intervention Team		Instructional Intervention Team	
Group Counseling	Gender Counseling ( Girl's Groups/Boys' Group)														
Individual Counseling	Student Leadership Group														
Family Counseling	Student Conflict Resolution Group														
Referrals to Outside Counseling Agencies															
2 Social Work interns (Columbia University)															
Student Intervention Team															
Instructional Intervention Team															
<b>At-risk Health-related Services:</b>	Morrisiania School Clinic provides health-related services for our at-risk student. Monitors vital signs Monitors medications Communicates with student's physician														

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009 - 2010**

**Form TIII – A (1)(a)**

Grade Level(s) 6-8      Number of Students to be Served:      247 LEP      139 Non-LEP

Number of Teachers 10      Other Staff (Specify) 2 (paraprofessionals)

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

**Title III, Part A LEP Program**

**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.

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### **Instructional Program**

The goal of the Transitional Bilingual Program model at MS 117X is to enable our ELLs to develop the linguistic, cognitive, and affective skills they need to function in the school and community. It's also the expectation of the program that students will acquire English proficiency and develop literacy skills that will allow them to participate fully in all-English content courses within three years. We are accomplishing this by providing a rigorous academic program, which is taught in both the native language and English. Highly qualified teachers of English Language Learners instruct Ell's in self-contained TBE classes.

Our Language Allocation Policy meets the needs of students at all levels of language acquisition. MS 117X follows the CR-Part 154 instructional units required for ELLs.

**Beginning Level** students receive 90 minutes of Native Language Arts taught through the Workshop Model. They also receive 360 minutes of English as a Second Language through ELA. They also receive 45 minutes of Enrichment Courses, such as Art, Music, 90 minutes of Mathematics, NLA, and Science and Social Studies, using mostly Native Language.

**Intermediate Level** students receive 50% of instruction in the Native Language and 50% in English.

**Advanced** students receive 25% of instruction in the Native Language and 75% in English.

To maximize academic and linguistic development and transfer of skills in English and Spanish, the scope and sequence of the curriculum is thematically linked. Every lesson includes the four language modalities: **reading, writing, listening, and speaking** tested in the NYSESLAT.

Students' English proficiency levels are determined either by the LAB-R or NYSESLAT scores. Parents whose children score less than proficient are given the option of placing their child in a self contained TBE class or a monolingual English class with "push-in" services. Both of these programs aim to assist students in achieving the state-designated level of English proficiency for their grade and help ELL's meet or exceed New York State and City standards. In addition, students who exhibit inadequate growth on reading assessments will receive an additional literacy instruction by AIS using reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition and writing). These students will be given the opportunity for accelerated academic and language development by providing them additional instructional time in after school programs.

We will continue to work on making sure that all ELLs meet or exceed requirements as mandated by the State Education Department of New York. Bilingual and ESL teachers will form study groups to ensure instructional practices aligned with the expectations and mandates of the No Child Left Behind Law.

Students are assessed through the DRA, ELA, NYSESLAT, questioning techniques, projects and presentations, group activities, teacher-student conferences and other assessments given throughout the year.

As part of our Language Instruction program, ESL and Native Language Arts teachers will continue to cooperatively plan with the Language Department's (ELA, ESL, NLA, SS) standards – based Units of study to meet the rigorous standards of the Core Curriculum in language classes and all content areas of instruction. Modification and differentiation of instruction of the Understanding by Design will help to create units that will be planned, implemented and constantly evaluated to ensure that all students move forward through the rigorous program of study that addresses listening, speaking, reading, and writing. English Language Arts and ESL performance standards will be examined, aligned and specific instruments such as the Grow Report, The Princeton Review, Region One Assessments, and in-house assessments used. Academic intervention services will more specifically meet the language acquisition levels (beginner, intermediate, and advanced) determined by the Lab R, NYSESLAT, and other forms of formal and informal assessment.

Placement of students in a carefully constructed Bilingual Program to meet the needs of language acquisition is of the ultimate importance to our learning community.

**Below you will find a brief description of the Title III afterschool program:**

The purpose of the afterschool program is to provide additional support in language acquisition, math and NYESLAT Test Prep. The students receive instruction in both ESL and Mathematics. The students are grouped based on acquisition levels (beginner, intermediate, advanced). One and a half hour is devoted to ESL and the one half hour is devoted to mathematics. While some groups have math, the other groups have ESL. During the transition period, the student change classes. There are six classes in total: two sixth, two seventh, and two eighth grade classes.

The ESL teachers are using the English Now intervention program and NYESLAT Test Ready Materials. In math the students are using the Breakaway Math Program. The program information consists of the following:

- ✓ 12 Days
- ✓ Tues - Thursday
- ✓ 3:00 – 5:00 PM
- ✓ Six classes; six teachers
- ✓ 1 Lead Teacher (Coordinator)

## NYESLAT Test Prep and Math

Tuesday, Wednesday, Thursday 3:00 -5:00 PM

NYESLAT Test Prep and Mathematics

**3:05 – 4:00**

Monday –Listening and Speaking

Tuesday –Reading

Wednesday –Writing

**4:00 – 5:00**

Math

Math

Math

For our program we will purchase the following:

General Instructional Materials

Getting Ready for the NYESLAT

Grade 6-8 Class Pack; Student Pack; Teachers Manual

Getting Ready for the English Language Proficiency

Grade 6 – 8 Class Pack; Student Pack; Teachers Manual

Arabic – English Standard Dictionaries ( 5)

Arabic-English/English-Arabic Compact (5)

Spanish – English Dictionaries –

Supplementary Libraries for Title III Program

### Parent/community involvement

Fall and Spring parent-teacher conferences development

Progress Reports

Learning Leaders

Back To school Curriculum Night

SIT and IST Family Celebrations

School Leadership Team

Continue to work with our CBO's to assist us in enfranchising parents and creating a welcoming environment for

Quarterly Honors Assembly

Family Engagement Resource Center

Science Fair

Monthly Parent Workshops

Parent Trips

Citizenship Classes through our CBO ACDP Beacon

**Support Services**

- **Reduced Class Size**
- Blocked Scheduling for ESL and Math
- Bridged class grade 6 and 7 for new arrivals
- Enrichment Program
- Guided Reading
- Small Group Instruction
- SIFE Support
- AIS in: Wilson; Math; ESL
- Freestanding ESL classes on each grade
- Extended Day
- Saturday Academy
- After School
- Vacation Academy
- CBO's; Beacon and CAP's
- SES: NESI; SCAN

In order to build a stronger connection between the parents of our ELLs and the school, we are offering the parents two (2) workshops on the following topics:

- Explaining the NYSESLAT
- ARIS Parent Links

The first workshop on an overview of the NYSESLAT will be conducted by an outside consultant. The ARIS workshop will be provided by our School Programmer Coordinator. There will be a total of three hours allocated towards these sessions. Light refreshments will be provided to the parents

In order to provide the parents of our Title III students with a cultural experience and to encourage them to provide their children with cultural experiences that NYC has to offer, we will purchase 25 tickets to a Broadway show.

**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.

Professional development is an ongoing process for all staff members. Teachers actively participate in, in-house, as well as, regional professional development. All content teachers participate in - Math, Science, Social Studies common planning with monolingual teachers. Additionally, all ESL and NLA teachers participate in their own common planning periods weekly to fine tune their best practices. Lab sites have been developed to share classroom practices and gain knowledge of specific strategies.

- Weekly ELA, Math, Science & Social Studies Meetings
- Monthly Faculty Conferences

Evidence of Differentiation – November 2010  
One- to -One Support ( ESL -Fordham PSO Consultant)

- COMP Training – Aug – Sept 2010 - 2011
- Classroom Environments LearningWalk – October 2010
- Student Engagement LearningWalk – September 2010

**The following Professional Development Sessions have been offered thus far:**

10/8 – Aligning ELA and ESL Curriculum standards and instruction  
Scaffolding for ELL students and Effective Vocabulary Strategies

10/14 – Reviewing NYESLAT Data - Carmen Gonzalez  
What does it mean and what are the implications for teaching and planning?

11/4 – Revisited the Action Plan for SIFE students

11/19 – ELL Performance Assessment Training – Facilitated by Pearson Organization

12/2 – ELL Periodic Assessment; Teacher log in and accessing student data and learning how to activate the resources for aligned instruction

Achieve 3000 October; December; and February

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$25,294.23	<b>Teacher Per-session</b> (7 teachers) (6 hours per week; 12 days in total; @ \$49.89) =  <b>Parent Per Session</b> 3 hrs @ \$49.89 = \$149.67
Purchased services such as curriculum and staff development contracts	\$ 3,964.33	Parent Involvement  Light Refreshments, 25 tickets, charts, notebooks, paper, ink cartridges, etc.
Supplies and materials	\$ 4,114.00	General Instructional Materials Getting Ready for the NYESLAT Grade 6-8 Class Pack; Student Pack; Teachers Manual Getting Ready for the English Language Proficiency Grade 6 – 8 Class Pack; Student Pack; Teachers Manual Arabic – English Standard Dictionaries ( 5) Arabic-English/English-Arabic Compact (5) Spanish – English Dictionaries –
	\$1604.44	Supplementary Libraries for Title III Program
Travel	0	
Other	\$ 6,173	Professional Development Carmen Gonzalez, Retired Principal and former ESL supervisor and Teacher. Works with our Fordham PSO
<b>TOTAL</b>	<b>\$ 41, 150</b>	



### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

SLT and administrative team will review the results of the Learning Environment Survey.

Administration will meet with Parent Coordinator, during monthly cabinet meetings, to discuss

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

The Morrisania community is rapidly changing. As a result, we now need to provide communication to our families

In French and Arabic. Currently we only verbal and written provide support in English and Spanish

The school will provide written translation for report cards, progress reports, parent association communications, and teacher to parent correspondence, and monthly newsletters/calendars. Timely provision of translated documents is provided to parents on a monthly basis by school staff and administrators.

School staff and administrators also provide interpretation services. Oral interpreters are available at all parent meetings.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - individual site needs, parent newsletter and monthly attendance sheets from parent activities.
  - A parent workshop survey will be distributed at the beginning of the school year.
  - A "Welcome Packet" will be sent home with students.
  - A "Meet the Teacher" will be held at each site during September and October.
  - Workshops will be offered at more than one location.
  - Parent Coordinator will inform parents of the NYSTART home connection website and ARIS parent link. The links will be posted on the school's website.
  - Teachers will send home daily point sheets and/or communication notebook to all parents.
  - Related Service providers will send home a monthly progress report.
  - Middle and high school teachers will mail home a bi-weekly progress form for all subject areas.
  - Parents will be sent home a monthly calendar of school events. In addition the calendar will be posted on the school's website.
  - School Messenger communication system will be piloted used to contact parents via phone or email for absences, special events.
  - SNAP Grades will be used to communicate with parents about their child's academic and behavioral progress
  - Translation and interpretation services will be available for meetings, calls and all correspondences sent home.
  
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. The Oral interpretations services provided at the school are rendered by in-house school personnel; Parent Coordinators, Counselors, School Aides, Teachers, Secretaries
  
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>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			\$ 819, 933.00
2. Enter the anticipated 1% set-aside for Parent Involvement:			\$ 8199.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 15,000.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.  
**Issued Date 10/10; 2/11**

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

**Sample Template for School Parental Involvement Policy:**

**I. General Expectations**

MS 117X agrees to implement the following statutory requirements:

- MS 117X will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- MS 117X will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- MS 117X will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- MS 117X will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- MS 117X will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - MS117X will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. MS117X will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. MS 117X will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. MS 117X will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. MS117X will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. MS 117X will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. MS 117X will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. MS 117X will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- b. MS 117X will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. MS 117X will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. MS 117X, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. MS 117X will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

**III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

**IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Delise Jones\_. This policy was adopted by the MS 117X on 6/12/07 and will be in effect for the period of one academic school-year. The school will distribute this policy to all parents of participating Title I, Part A children on or before June 28, 2007.

## **Part B: 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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### ***Sample Template for School-Parent Compact:***

MS 117X, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

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

#### School Responsibilities

MS 117X will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**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.

11. 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.

- A continual decrease in level 1 on the ELA State test for all tested students, from 32.9% in 2003, to 3% in 2009
- An increase in levels 3 and 4 on the ELA State test for all tested students, from 15.6 % in 2003, to 45% in 2009
- A continual decrease in level 1 on the State Mathematics test, from 38.8% in 2003, to 9 % in 2009
- An increase in levels 3 and 4 on the State Mathematics test, from 18.6% in 2003, to 65% in 2009
- An increase in levels 3 and 4 on the Social Studies (Grade 8) test, from 6.7 % in 2004, to 10.7%
- An increase in levels 3 and 4 on the Science (Grade 8) test, from 15.3 % in 2004, to 23.0%

### 12. School wide reform strategies that:

- Academic Intervention Services will continue to be a part of the literacy/math learning community for the students that are not meeting, or are at risk of not meeting, the state standards
- Professional developments will be geared towards using exemplars pieces, conferencing notes, and portfolio development in order to assist our students to achieve at higher levels
- Study groups for the staff around new and upcoming theories and practices that can help build capacity amongst the grades
- Development of lab-sites with mentor teachers which gives more experienced teachers an opportunity to share with the newly hired teachers through a “Critical Friends” lens.
- Participation in the region wide literacy –fair/ science exposition as well as our own in house literacy fair, which parents will be invited.
- The use of the technology lab, in order for the students to develop a stronger sense of the writing process by drafting, revising, editing, and publishing using word processing applications
- Enrichment activities such as book clubs and literature circles around various genres of literature, debate teams, math and science clubs
- Arranging academic intervention services within the school building to include peer tutoring, senior volunteer corps, academic coaches, consultant teacher services, guided reading/math teachers, and at-risk resource room
- Extended day program

**13. Instruction by highly qualified staff.**

- a. Providing evidence of immersion in genres;
- b. Meeting regularly with teachers to share their planning process and support team building;
- c. Connecting content in the different areas and meeting regularly with teachers to plan and assess units of study;
- d. Sharing charts that have been developed using students language to scaffold learning
- e. Modeling successful mini-lessons and discussing mathematics and literacy portfolios;
- f. Sharing standards-based lesson plans
- g. Creating lab-sites for model lessons, inter-visitations and classroom environments;
- h. Providing suggestions on classroom management and providing advice on systems, structures
- i. and routines, which support instruction;
- j. Ensuring that assessment data is being utilized by teachers to monitor individual student progress;
- k. Conduct study groups/workshop

**14. 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.**

- Appropriate and sufficient high interest reading material that promoted inquiry and exploration
- Opportunities to collaborate with peers
- Professional development in-house and Region-wide
- Access to technology with in-house support to improve instruction
- Inter-visitation to observe model lessons in-house and at other schools in the network
- Access to a professional library that included current research on content and effective practice
- Regular conferences with supervisors for constructive specific feedback
- Weekly grade conferences focused on curriculum and instruction
- Development of rubrics and criteria charts in teams
- Self-assessment guides for a Balanced Reading Program
- Buddy support
- Development of School-wide Curriculum Maps

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

- College recruitment and on-site consultants
- University consultants
- District Mentors/Coaches
- Literacy and Mathematics Coaches
- Direct supervision by grade assistant principals

- Teacher for America; Teaching Fellows; Transitional B programs
- Mentoring Program ( in – House)
- District workshops and institutes
- Job fairs

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

Our goal is to increase parent involvement and make parents partners in their children’s education. We plan to continue this communications link and to deepen our efforts to increase the level of on-going communication with parents and students. The school created a website that will serve as another means of communication with the parents highlighting the monthly calendar, curriculum newsletters, PTA minutes, school flyers, class notes and important website links for students, teacher and parents. Our membership on the School Leadership Team keeps is directly connected to the school.

17. 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**

**18. 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.**

- Continuation of curriculum planning, both vertically and horizontally
- Providing Academic Intervention Services for the “at risk” student population
- Using the School Leadership Team as a means of communication between staff and parents in order to provide information and improve the achievement of individual students and the overall instructional program

**19. 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.**

- The continual efforts of the Academic Intervention team will help our learning community in establishing the “at risk” students early, monitor student progress and ensure that the identified students are receiving the support they need to achieve success
- Intervention from in-school support team including, counselors, social workers, psychologist, SAPIS worker,
- Administration of the Interim Assessments and analyzing assessment data from the previous year to determine which students are in danger of not meeting promotional requirements.
- Using data obtained from the Grow Network to track student needs and develop instructional plans to ensure individual needs are met.

- Continuing the academic services such as: extended day programs in English Language Arts and mathematics, science and social studies

**20. 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.**

**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;**
  - i. Having a violence prevention program
  - ii. Nutrition program
  - iii. Technical education program

**5. Provide instruction by highly qualified teachers;**

- a. Providing evidence of immersion in genres;
- b. Meeting regularly with teachers to share their planning process and support team building;
- c. Connecting content in the different areas and meeting regularly with teachers to plan and assess units of study;
- d. Sharing charts that have been developed using students language to scaffold learning
- e. Modeling successful mini-lessons and discussing mathematics and literacy portfolios:
- f. Sharing standards-based lesson plans
- g. Creating lab-sites for model lessons, inter-visitations and classroom environments;
- h. Providing suggestions on classroom management and providing advice on systems, structures
- i. and routines, which support instruction;
- j. Ensuring that assessment data is being utilized by teachers to monitor individual student progress;
- k. Conduct study groups/workshop

**6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;**

- Appropriate and sufficient high interest reading material that promoted inquiry and exploration
- Opportunities to collaborate with peers
- Professional development in-house and Region-wide
- Access to technology with in-house support to improve instruction
- Inter-visitation to observe model lessons in-house and at other schools in the network
- Access to a professional library that included current research on content and effective practice
- Regular conferences with supervisors for constructive specific feedback
- Weekly grade conferences focused on curriculum and instruction
- Development of rubrics and criteria charts in teams
- Self-assessment guides for a Balanced Reading Program
- Buddy support
- Development of School-wide Curriculum Maps

**7. Provide strategies to increase parental involvement; and**

Our goal is to increase parent involvement and make parents partners in their children's education. We plan to continue this communications link and to deepen our efforts to increase the level of on-going communication with parents and students. The school will create a website that will serve as another means of communication with the parents highlighting the monthly calendar, curriculum newsletters, PTA minutes, school flyers, class notes and important website links for students, teacher and parents. Our membership on the School Leadership Team keeps is directly connected to the school.

**8. Coordinate and integrate Federal, State and local services and programs.**

Having a violence prevention program  
Nutrition program  
Technical education program

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

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

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal				953,079		
Title I, Part A (ARRA)	Federal				166,505		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						

**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.

IDEA	Federal				134,805		
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.

9. Use program resources to help participating children meet the State standards.  
All units of study and intervention programs are aligned to the newly introduced Common core Standards. All interventions are scientifically-based
  
10. Ensure that planning for students served under this program is incorporated into existing school planning.
  
11. 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;
  
12. Coordinate with and support the regular educational program;  
Saturday, Vacation, After/Before School aligned to Units of Study and Curriculum Maps  
Scientifically-based intervention for targeted students
  
13. Provide instruction by highly qualified teachers;  
Mentoring for all 1<sup>st</sup> and 2<sup>nd</sup> Year Teachers  
Lead Literacy and Math Teacher  
Monthly Inter-visitations  
Team Teaching
  
14. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
**Professional mentoring for beginning teachers**  
**Monthly support/training for paraprofessionals**  
**Monthly workshops for parents**

**Weekly Common Planning Grade/Content Meetings for all Content Area Teachers**  
**Weekly Student Intervention Team Meetings**

15. Provide strategies to increase parental involvement; and  
Increase opportunities for parents to partner with school through:  
**Workshops**  
**Student Celebrations and Activities**  
**Quarterly Parent/Teacher Progress Meetings**
16. 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 YR 5                      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring Identification – ELA; ELL; SWD – Restructuring Comprehensive Advanced - JIT**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The ELA chart above reveals that we met the participation rate, test performance, and performance objectives in all of the sub-groups *with the exception* of Limited English Proficient and Students with Disabilities. We did not meet the Effective AMO or the Safe Harbor Target for Limited English Proficient students. We must continue to develop and improve the support that we provide our ELL student populations to increase language acquisition as well as our Students with Disabilities. We will incorporate the Achieve 3000 program with our ELL's and the Kaplan Focus Program without Students With Disabilities. Additionally, we will modify our ELL program to incorporate more periods of ESL additionally we will increase the number of opportunities of students with disabilities to receive WILSON.

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.

Section IV Needs Assessment p. 21 – 23

Section V Annual Goals p. 28

Section VI Action Plan p. 29-30; 34

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School Under Registration Review (SURR)

## 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.

Professional Development will be used to improve teacher performance. It will focus on academic intervention services to address the needs of Level 1 and Level 2 students, and focus on improving classroom instruction through differentiation. Additionally intensive professional development will be provided to address the needs of English language learners and Special education students. Our professional development team, comprised of all constituencies (principal, assistant principals, math coach, literacy coach, Bilingual Coordinator, Lead Teachers ( ELA and Math), Social Studies Grade Leader, Turnaround for Children Educational Coach), will utilize student assessment tools to frame and develop a comprehensive professional development program to meet the needs of all students and staff. The team will promote excellence throughout the school by affording assistance to new and seasoned educators through staff development that promotes best teaching practices. This is accomplished by incorporating scientifically based strategies and methodologies that match the needs and strengths of the school community through a peer-coaching model. The team will move the staff toward a more complete implementation of the balanced literacy approach. We strive to infuse practical applications of knowledge with higher order thinking skills into the curriculum as evidenced by student achievement. Professional development will be differentiated for all new staff members, especially Teaching Fellows. A "*Critical Friends*" network has also been established between more experienced staff members and new teachers. The team also uses all assessment and evaluation tools to identify trends in student achievement that has an impact on instructional practices. Professional development is provided to assist teachers in implementing the use of assessment practices to assess and evaluate a comprehensive measure of process and product, and differentiate instruction. Professional Development activities are closely aligned with the New York State Professional Standards.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

A "*Critical Friends*" network has also been established between more experienced staff members and new teachers. During the first week of school, the instructional team will categorize teachers in three sub-groups: **Tier I Teachers** reflect the teacher population that is new to the profession or not strong in their content area, **Tier II Teachers** are the teachers that have some experience and are demonstrating growth in pedagogy and their content area, but still need a lot of support and **Tier III Teachers** are well-versed in their area, generally lab-site teachers, volunteer "*Critical Friends*" and assist in facilitating professional development. The three "*Teacher Tier Categories*" assist the instructional team in differentiating the support and professional development, eliminating the "one size fits all" approach to professional development. All Tier I teachers are paired with a coach, assistant principal, lead teacher, or UFT Teacher Center staff member. The support staff member meets with the teacher a minimum of 2 to 3 times a week based on need. The

meetings consist of p the following: planning, team teaching, modeling, or facilitating a guided group. The support staff will develop and action plan for each target teacher and continue to provide assistance for six-week cycles.

The instructional team will continue to use all assessment and evaluation tools to identify trends in student achievement that have an impact on instructional practices. Professional development will provide teachers assistance in implementing the use of assessment practices to assess and evaluate a comprehensive measure of process and product, and differentiate instruction. Professional Development activities will continue to be aligned to the New York State and Performance Standards.

Contextual assessment tools will be used to guide, drive, and monitor and evaluate effective best practices and programs. Student growth will be assessed every 6 weeks and the results will be used to guide the instruction during the academic day, extended time, and Saturday tutorials academic intervention, and vacation camp. Authentic assessment models, such as portfolios in math and literacy, are used to assess student progress.

**One- to -One Support:** To ensure that all teachers received the individual attention that they needed to improve their teaching practices and cultivate their craft, each teacher received one-to-one support. The teachers were divided into three Tiers (1 – new/inexperience; 2 – some teaching experience, but need additional support; 3- teachers able to model and provide professional development). The Coach and Lead teacher were given target teachers, with whom they would work with for six-week cycles. This including meeting with the teachers three times per week outside of the common planning periods. The three sessions were designed to plan (one-to-one), team-teach, model, and work with guided reading groups in the target teachers’ class. Both the coach and lead teacher developed an action plan and next steps for each teacher. This information was submitted to the principal and assistant principals on a weekly basis and discussed at the instructional teams meeting weekly.

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.

Parents were notified of school’s identification for school improvement via take home letter and parent conference. Letters were written in a language that is understandable and practical; English/Spanish. Additionally The School Report Card was reviewed and distributed at the parent forum. Each parent received a copy of the performance/achievement data for his/her child with each group sharing its results. The principal, assistant principals and guidance counselor will review the data and conduct a question and answer session. We repeat a similar forum for the School Leadership Team.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
For the 2009-2010 year we had 62 students in Temporary housing
2. Please describe the services you are planning to provide to the STH population.  
Student in Temporary Housing are automatically identified as “ At Risk.” They receive weekly counseling and are monitored by both their guidance counselor and assistant principal. The families are encouraged to register with our CAPS Program which counsels both students and families to encourage students attendance

### **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.

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**Additional Guidance:** In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLTs brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals.

### **I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes  
 No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

**II. Time on Task**

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

**A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

**B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

**C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

### III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

We currently have a Literacy Lead Teacher. For FY09 we will add a Math Lead Teacher

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

We currently have a Literacy Lead Teacher. For FY09 we will add a Math Lead Teacher

**B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**IV. Middle and High School Restructuring**  
A. Implement Instructional Changes  
B. Structural Changes to Organization (must also include instructional changes)

*For schools with middle or high school grades only:*

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

**Program Description:**

For the FY09 we are adding two accelerated classes ( one in grade 8 and grade 7)  
We are also planning to provide our students with an opportunity to take the Earth Science Regents – which is also an addition. Currently, students in our accelerated 8<sup>th</sup> grade classes can only take the Integrated Algebra Math Regents.

We currently have one CTT 8<sup>th</sup> grade class – and all of the students are graduating. We will maintain our current CTT program, but we are adding another CTT class. For the FY 09 we will have two CTT classes, one in grade 7 and one in grade 8 – with hopes of having three in FY10

On each grade we will add one AIS class for students not currently meeting state standards in reading or math. All of the students in this class will receive AIS services in ESL, Math, or Reading

We will also create IST teams on each grade that will meet weekly –providing teachers with an opportunity to meet, discuss, and make decisions or referral for the students that they commonly teach.

We are adding a Social Worker to our learning community team – this role will assist us in addressing the social and emotional needs of our students

**V. Full-Day Pre-Kindergarten Programs**

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

**VI. Model Programs for Students with Limited English Proficiency (English Language Learners)**

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 117 Joseph H. Wade					
<b>District:</b>	9	<b>DBN:</b>	09X117	<b>School</b>		320900010117

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.6	88.1	88.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	270	234	211				
Grade 7	284	275	244				
Grade 8	329	292	317				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	1	0				
<b>Total</b>	<b>884</b>	<b>802</b>	<b>772</b>				

  

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	91.5	91.0	89.5

  

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	77.3	82.1	91.9

  

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	11	53	78

  

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	42	51	28

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	93	95	76	Principal Suspensions	174	73	82
# in Collaborative Team Teaching (CTT) Classes	21	13	11	Superintendent Suspensions	23	10	13
Number all others	72	58	76				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	80	98	TBD	Number of Teachers	83	79	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	15	11
# receiving ESL services only	103	150	TBD	Number of Educational Paraprofessionals	4	6	9
# ELLs with IEPs	17	70	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	28	22	84	% fully licensed & permanently assigned to this school	100.0	100.0	96.4
				% more than 2 years teaching in this school	74.7	78.5	94.1
				% more than 5 years teaching anywhere	54.2	58.2	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	82.0	86.8
American Indian or Alaska Native	0.3	0.4	0.3	% core classes taught by "highly qualified" teachers	94.0	96.6	93.9
Black or African American	23.5	22.7	20.9				
Hispanic or Latino	75.0	75.2	76.7				
Asian or Native Hawaiian/Other Pacific	0.8	1.5	1.8				
White	0.3	0.2	0.4				
<b>Male</b>	48.8	51.4	52.3				
<b>Female</b>	51.2	48.6	47.7				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v		-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	v					-
Limited English Proficient	X	v					
Economically Disadvantaged	v	v		-	-		
<b>Student groups making</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	59.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009 - 2010**

**Form TIII – A (1)(a)**

Grade Level(s) 6-8      Number of Students to be Served:      247 LEP      139 Non-LEP

Number of Teachers 11      Other Staff (Specify) 2 (paraprofessionals)

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

**Title III, Part A LEP Program**

**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.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Fordham PSO</b>	District <b>09</b>	School Number <b>117</b>	School Name <b>Joseph. H. Wade</b>
Principal <b>Delise Jones</b>		Assistant Principal <b>John Skelly</b>	
Coach <b>Yamilette Vargas</b>		Coach <b>Shoshana Cohen-Fraade</b>	
Teacher/Subject Area <b>Vivianna -Luna Castillo; ESL</b>		Guidance Counselor <b>Diane Jean-Pierre</b>	
Teacher/Subject Area <b>Eileen Beckett - ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Martiza Henderson; ESL</b>		Parent Coordinator <b>Madeline Santana</b>	
Related Service Provider <b>Pedro Lugo; ESL; NLA</b>		Other <b>Darryl Lewis -Test Coordinator</b>	
Network Leader <b>Marge Struk</b>		Other <b>Pedro Lugo - ESL</b>	

## 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	4	Number of Certified Bilingual Teachers	11	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	4	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	770	Total Number of ELLs	286	ELLs as Share of Total Student Population (%)	37.14%
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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.

Paste response to questions 1-6 here

1)

The steps we follow for the initial identification of students who may possibly be ELL's is as follows:

Our trained Pupil Accounting Secretary begins the registration process. She interviews and assists them in completing the Residency Questionnaire, The Race/Ethnic Survey, Verification of address/immunization/birth certificate. She also helps the parent/guardian understand and complete the first part of the Home Language Survey. The parent and child is then interviewed in a separate location by the Bilingual Liaison ( Mr. Lugo, Ms. Vargas or Ms. Henderson), who helps to complete the Home Language Survey to determine the child's eligibility for ESL services. . If necessary, the Bilingual Liaison administers the Lab-R test to the student. The data collected is used to determine the appropriate class placement for the student. If the Lab-R shows that the student is not proficient in English, the parents are invited to attend a meeting to learn and understand the different types of programs we offer. Annually, we administer the NYSESLAT to all English Language Learners. They are tested according to state administration directions and accommodations in a separate location. the NYSESLAT is administered by an ESL teacher. To accommodate NYS testing procedures, there is no student movement during the administration of the test. All ELL students required to take the test are moved to the appropriate locations.

In addition to our test prep unit, we offer NYSESLAT support and test prep to our students through the Extended Day 37.5, our Saturday and Vacation Academy programs.

- 2) The structures in place to ensure that parents understand all three program choices are as follows: First we invite the parents to an information ESL Meeting. We have a large meeting in the fall where we explain to the parents the program choices, show the EPIC video in different languages and explain their rights as an ESL parent. We give the parents the Parent Survey form along with the Parent Information Brochure about the three program choices available for ELLs. We ask them to return the forms to us by the following week. If they do not return the form, we send out notices to the parents until the form is returned. In the event we do not receive a form back, in two weeks we default to Transitional Bilingual but retain the student in FSESL. When a new student arrives during the school year, one of the trained pedagogues conducts a meeting with the parent to give them the Home Language Survey. If the child is eligible for ESL as per the Home Language Survey, we administer the LAB-R within ten days of their entry. If they score less than proficient on the LAB-R, one of the ESL teachers schedules an appointment to inform the parent of their three choices and provides them with the same Parent Survey and Brochure provided in the meeting earlier in the year. If a parent chooses a program other than TBP or FSESL, we call them to make them aware that we do not currently have the program they requested in the school. This will happen until we reach a certain number of applicants for a dual language program. We provide the parents with a list of schools that have their program and then follow-up with them to record their final choice.
- 3) At the beginning of the year, after administering the Lab-R, Entitlement letters are distributed. Then we invite the parents of newly identified ELLs to a Parent Meeting to give them the Parent Survey and Program Selection forms. They can either return it to us at the meeting or they can send it back to school with their child, if they desire more time to consider their program choice. If the child arrives in the middle of the school year, one of the ESL teachers meets with the parent to discuss their program choices and gives the parent the forms to return to school within the first ten days. The Bilingual Liaison maintains a checklist to track the students whose parents returned their Parent Survey and Program Selection forms. To assist with communication to the parents, the Parent Coordinator calls the parents and keeps a log of who was called and when the calls were made. This information is given to the Bilingual Liaison for record keeping purposes. We continue to send the forms to the parents until they are received. In the event we do not receive a form back within two weeks, we default to TBE or FSESL classes.

- 4) The criteria and procedures used to assess and place ELL students are noted above. Parents participate in an interview and receive support on how to complete the Parent Survey and Program Selection forms. If additional help is needed, parents are invited to schedule an appointment. Information is also given in Native Language. Meetings are conducted in English, Spanish and French.
- 5) Upon reviewing the Parent Choice and Program Selection Forms for the past few years, the trend has been Transitional Bilingual Program as the first choice and the FSESL as the second most requested. Since we don't offer a Dual Language Program and parents want their children to remain here, they do not request that particular program.
- 6) The programs we offer at our school are aligned with parent requests. We have a large ELL population at our learning community, hence the reason we are currently offering two programs.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	31	25	36	0	0	0	0	92
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	31	41	37	0	0	0	0	109
<b>Push-In</b>	0	0	0	0	0	0	17	20	48	0	0	0	0	85
<b>Total</b>	0	0	0	0	0	0	79	86	121	0	0	0	0	286

	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	79		0	6		19	7		20	92
Dual Language	0			0			0			0
ESL	38			84			72			194
<b>Total</b>	<b>117</b>	<b>0</b>	<b>0</b>	<b>90</b>	<b>0</b>	<b>19</b>	<b>79</b>	<b>0</b>	<b>20</b>	<b>286</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	47	58	79		0	0	0	184

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
Chinese	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other ___														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47</b>	<b>59</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>186</b>

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
Spanish	0		0		0		0		0		0		0		0		0		0		
Chinese	0		0		0		0		0		0		0		0		0		0		
Russian	0		0		0		0		0		0		0		0		0		0		
Korean	0		0		0		0		0		0		0		0		0		0		
Haitian	0		0		0		0		0		0		0		0		0		0		
French	0		0		0		0		0		0		0		0		0		0		
Other _____																			0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers: \_\_\_\_

**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	0	0	0	0	0	47	58	79	0	0	0	0	184
Chinese	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	2	0	0	0	0	0	3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>48</b>	<b>61</b>	<b>85</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>194</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

- 1) We are a 6-8 middle school with a departmentalized structure. We do not have any self-contained classes and all of our students move from class to class based on their student schedule. With the exception of Special Education students that are mainstreamed, all of the students travel as a class each period. We have three general education CTT classes (one on each grade); two Bilingual 7/8 Special Education classes; three FSESL classes (one on each grade); two TBE 6<sup>th</sup> grade; one TBE 7<sup>th</sup> grade; One 7/8 TBE ("new arrivals"); and Two TBE 8<sup>th</sup> grade classes. Our organizational models consists of both Push-In and Pull-Out. All Beginner, Intermediate and Advanced
- 2) All students receive the prescribed amount of instruction as required by Part 154. Beginning and Intermediate ELL students receive

360 minutes per week. Advanced ELL students receive 180 minutes per week. Beginning and Intermediate ELL also receive the mandated NLA units are determined by the CR Part 154.

3) Our ESL and NLA parallel teach. Reading materials are related to the grade appropriate classroom topics that the ELLs are being taught. The ESL teachers follow the pacing calendars/ Units of study that the ELA teachers use to ensure school wide continuity. See Below:

		ESL	NLA	# of Lessons	Dates
Unit 1	Identify and Awareness EQ: What makes us unique	Grammar-Centered	Strange/Wonderful Creatures	32	9/13 - 10/29
Unit 2	Perspective Taking EQ: Why do we have different ways to see the world	Grammar-Centered	Pirates of the High Seas	36	11/1 - 12/17
Unit 3	Conflict Resolution EQ: How can we help contribute to resolve conflict	Grammar Centered	Pioneers of Technology	24	12/20 - 1/31
Unit 4	Social Awareness	Read for Real Strange and Wonderful Creatures Pirates of the Sea	Study of Social Issues	35	2/1 - 3/25

Unit 5	Test Prep	TBA	TBA	23	3/28 - 5/6
Unit 6	Love and Friendship EQ: Why/How writers use fiction as an instrument to express love and friendship	Read for Real	Study Fiction	35	5/9 - 6/28

In our TBE program, content area instruction is provided in the students' native language with intensive support in ESL and NLA in the mandated time allotment. The ESL component focuses on developing the students' skills in listening, speaking, reading, and writing in English. Our content area instruction provides instruction in both English and Spanish. In the beginning stages of English language acquisition, 60% of instructional time is provided in the students' native language and 40% in English. As the student develops fluency in English, the English instructional time increases. Additionally, students receive grade level academic work.

Students in our FSESL classes receive all of their instruction in English, with native language support. As per the NYSESLAT data, students are appropriately placed and receive their mandated allotment of ESL and ELA. While ESL methodologies are used in the content area classes, instruction is taught in English. The use of the native language provides additional support for content specific comprehension.

To further support our students, we provide a team teaching model for Achieve 3000 in our ESL classes. This model and program are used to assist us in differentiating instruction for our students while infusing technology. Achieve 3000 is a research scientifically-based program that when used effectively increases reading comprehension. The program is offered in English and Spanish, based on students' ability. We also use the program with our SIFE students and French speaking students.

Within the past two years, we have had an influx of African French speaking students. These students receive ESL instruction and participate in the Achieve 3000 program. Additionally our two Bilingual Special Education classes receive reading intervention through the Fast Focus program. The program offers high interest reading support for non-readers and low level readers.

4) a - e

Students are assessed through the Running Records, Unit tests, Pearson's ELL test, Standardized Tests, NYSESLAT, questioning techniques, hands-on projects portfolios, projects and presentations, group activities, teacher-student conferences and other assessments given throughout the year.

Many instructional strategies have been implemented to develop the students' language acquisition skills in English. In many cases, the ELL's primary language has been used to translate unfamiliar vocabulary or clarify lessons taught in English. At the same time, the following skills and strategies have been used to enhance and increase reading vocabulary, fluency, and comprehension:

- Students are read to everyday, for development.
- Shared Reading is done to build fluency.  
TBR; Word Webs
- A variety of effective methods are used to increase the student's ability to learn new words (e.g. role playing or pantomime, using gestures, showing real objects, pointing to pictures, doing quick drawings on the board, using the Spanish equivalent and asking the student to say the word in English). Before doing an activity, teaching content, or reading a story in class, pre-teaching vocabulary is always helpful, especially for ELL's. This will give them the chance to identify words and then be able to place them in context and remember them.
- Guided reading (small group instruction) to focuses on reading strategies such as main idea and details, predicting, summarizing, character analysis, inferences, and so on.
- Scaffolding-techniques are used in class to support students understanding or solve a
- Students read independently their "just right" books. They are encouraged to speak about what they have read with a partner and to speak in class as much as possible. Conversations are structured around books and subjects that build content vocabulary. Instead of simple "yes or no" questions, students are asked questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change? Do you agree or disagree? Why?"In these ways, ELL's will learn the academic English they will need to succeed in future schooling.
- Children are exposed to all types of literature (narrative and expository texts) and vocabulary words are discussed.
- Objects are labeled in the classroom. Charts are displayed.
- Students also go through the writing process (brainstorming, drafting, revising, editing, and publishing) to improve their writing skills and to communicate their ideas and everyday experiences.
- The lessons are built on ELL students' prior knowledge. Organizational activities such as semantic mapping, KWL, timelines, Anticipation guides other strategies are used to determine where the students stand in relation to the content of the upcoming lesson.
- Language is taught along with content. While teaching content, the students' English proficiency is increased by modeling the pronunciation of difficult words in a lesson, emphasizing word meanings and idiomatic expressions and emphasizing base grammatical structures that are necessary to understand and discuss the content area material. Above all, creating a classroom climate where students feel comfortable making mistakes and taking risks.
- Classroom duties are assigned to ELL students from the beginning to make them feel part of the group.

For newcomer ELL's who have been in US schools for less than three years, the ESL teachers use specific instructional strategies newcomers. The students need to be acclimated to the school setting. The ESL teachers endeavor is to get them started with "survival English" which can help them to cope with day to day activities. The ESL teacher identifies work a buddy for the new student to assist in the transition. All instruction is guided by the NYS Learning Standards for ESL and newly the Common Core Standards. Students are allowed extra response time in order to encourage participation. Students are also encouraged to participate in the after school Title III sessions.

Students receiving four to six years of ESL services are placed in general education classes and continue to receive ESL support in a pull out model. All of their instructional support is in English. We design authentic ESL learning experiences which focus on the areas of weakness. In most cases these students are verbal, with a high level of comprehension. However, they do poorly on tests because of read ability level or poor writing skills. Therefore, we incorporate tasks which reflect all four language strands with a strong emphasis on Reading and Writing. We also work via ESL to prepare the long term ELL's for NYS assessments in core subject areas. These students are also encouraged to participate in the Extended Day 37.5, after school Title III programs (Saturday Academy and Vacation Academy).

Four - six year Long-Term ELL students receive differentiated instruction within the ESL classroom according to their needs as per the NYSESLAT results. In addition to the Achieve 3000 program that is offered in the ESL classes, we offer Focus Forward to our Bilingual Special Education students. This year we will offer Earobics (and interactive reading comprehension program that incorporates writing), to our long term ELL students that have not met state standard on the NYS ELA exam. Through Circular 6, identified teachers will provide small group instruction to targeted students.

ELL students identified as having special needs as per their IEP, receive SETTS or are placed in a full time Special Education class. Monthly data is reviewed through SEC to ensure that students are appropriately placed and are receiving the services mandated as per their IEP.

This year we are providing AIS - Math support to all ELL students that have received a Level 1 or a scale score of less than 630 on the NYS Math test. The students participate in a pull-out math program twice a week. These students are also encouraged to participate in the After School, Extended Day, Saturday and Vacation Academy Programs.

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## **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

5) AIS - Math support is provided to all ELL students that have received a Level 1 or a scale score of less than 630 on the NYS Math test.

The students participate in a pull-out math program twice a week. These students are also encouraged to participate in the After school, Extended Day, Saturday and Vacation Academy Programs, where they receive intensive support in ESL and math in small groups.

Achieve 3000 program is offered in the ESL classes. Additionally our two Bilingual Special Education Self-contained classes receive Focus Forward. Additionally our school wide social studies midterm is offered in the Native Language.

Earobics (and interactive reading comprehension program that incorporates writing), is offered to our long term ELL students that have not met state standard on the NYS ELA exam or proficiency on the NYSESLAT.

6) In order to build knowledge and enhance the skills language the students identified as ELL's , focused activities and different strategies are being used. Assessment is done through testing, questioning techniques and presentations. The following activities have been integrated in the curriculum:

- "How to" process in order to help students follow instructions.
  - Teachers are encouraged to develop lessons that follow the format of the test
  - Teachers are encouraged to bring emphasis to the four language strands
- Poetry- writing in order to enhance reading theme related vocabulary.
- 5 W's charts to retell stories prior to writing a summary.
- Text analysis to help student develop skills and strategies needed in order to find answers to questions.
- KWL and brainstorming are used to achieve background knowledge and develop thinking skills
- Graphic organizers are used to assess prior knowledge, help students make connections and integrate reading ideas with their daily experiences. These graphic organizers are also used as a framework for remembering and summarizing stories. In addition they help students to organize details and ideas in order to develop their writing.

7) Earobics, Focus Forward, English Now!, Side by Side, and Read for Real are new interventions that we are implementing to provide differentiated support to targeted students. Additionally FSESL is a new program. It provides a greater opportunity to build language acquisition and ESL support for all students that have attained "advance classification." on the NYSESLAT.

8) The Wilson program has been discontinued due to personnel and budget cuts.

9) We are an SES school and offer two SES in-house providers for our students. The program identified for ELL students on-site is NESI. Students participating in the NESI SES program receive 6:1 intensive ESL and Math support. On September 21, 2010, we hosted our annual "Back to School Night." SES vendors were invited to participate and share information regarding their program. Over 100 parents attended the session in which all the information about services and programs was provided in English and Spanish

10) We are using the following technology programs:

Destination Math - we have student licences from grades 2 - 10

Earobics - reading comprehension program'

Achieve 3000

A-Z Learning

All ESL and NLA teachers received our newly developed ESL - ELA - NLA aligned Curriculum Map.

Series of books Side by Side - builds on student grammar; skills from beginning - advanced

Read for Real - develops reading comprehension using ESL strategies as it builds background knowledge through: fiction readings

Cultural notes, Word works, grammar, activities for ELL's who need additional language support

Content area teachers receive content specific units of study and curriculum maps

11. Native Language support is delivered in several ways.

- a. TBE Program: During the first year of transition, students receive 70% percent of their daily instruction in the L1. Core subjects (Social Studies, Science and Math) are delivered in the native language to facilitate and to advance content learning. The students also receive Spanish Language Arts where we emphasize reading and writing skills and strategies, taught through a theme-based curriculum. In core subjects like math, textbooks and other materials are provided in the native language. At the beginning of the year, the students also receive Spanish Language Arts where we emphasize reading and writing skills and strategies, taught through a them-based curriculum. NLA Teachers were provided with aligned NLA curriculum map, which states the skills and strategies to be addressed in each Unit of Study. The curriculum also provides an extensive list of online resources where teachers can access reading, visuals, and book readings in the native language. Additionally, NLA and ESL classrooms are equipped with a variety of language books at different reading levels, ranging from picture books and fairy tales through literature written by well known Hispanci writers such as Isabel Allende. Classical books like Don Quijote and Lazarillo de Tormes are also available for interested students to read.
- b. ESL classroom: The teaching and use of cognates is emphasized in the Spanish classroom as well as in the ESL classroom. The ESL and the NLA curriculum alignment allows for the direct transfer of content knowledge vocabulary, grammar, reading and writing strategies.

12. Services support and resources to ELL's ages and grade levels. ESL classes are arranged by grade and English proficiency level. Each grade follows a grade - level textbook. Teachers are encouraged to adapt reading resources in order to make grade level material accessible to lower proficiency students. Extra time and additional scaffolding is provided to those students who struggle with appropriate age/level materials. Also, L1 is used to prepare our students that are performing below grade level, to manage grade level material. For example, the NLA Curriculum mocks the reading/topics that the ESL Beginners will later encounter in the ESL classroom.

13. Newly admitted ELL students are welcomed by one of the ESL teachers during the interview and then introduced to their homeroom Homeroom teacher. The Homeroom teacher identifies a buddy for the student that will assist in helping the student become acclimated with the school. However, no activities are scheduled for students before the school year begins.

14. Several ELL students receive French as a Language Elective in our school.

### **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)?

Students that have received a level Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

- 1) Our school supports ongoing ESL and NLA teacher's participation in professional development activities. Some of the upcoming Professional Development include the following:
  - a) On November 10, 2010 ESL and NLA teachers will take part in a full day workshop facilitated by Achieve 3000. Among other topics, the teachers will learn how to interpret data generated by the research-based reading program and use this information to drive instruction.
  - b) On November 2, 2010, ESL teachers are registered to participate in full day workshops on:  
Achieving Success for ELL's - A Common Understanding of what works. The workshop is designed to present the best instructional strategies proven to work for ELL's
  - c) November 2, 2010, NLA teachers will be attending a Language and Literature workshop presented by BETAC - Voices Hispanics III, Native Language Arts Institute.
  - d) Two members of the Bilingual Department will take part in a 3 - day workshop on Sheltered Instruction Observation Protocol ( SIOP), This will help our department provide additional strategies for our ELL students. Additionally, All ELL teachers have access to resources and training that supports Achieve 3000. Each teacher has a license to retrieve and use reading and instructional material such as graphic organizers in English and Spanish, and fully developed lesson plans that include activities specifically designed to provide support for the ELL's in their classroom.

Each week all ESL and NLA teachers participate in common planning meetings. ELL content area teachers participate in weekly content specific common planning meetings. All ELL teachers attend a CST ( Child Study Team Meeting) once a month to discuss student related issues, trends and data. Below you will find the specific meeting schedule

	Mon	Tue	Wed	Thurs	Fri
PD 1			ESL/NLA		
PD 3	6 <sup>th</sup> Grade ELA 6 <sup>th</sup> Grade Math 6-8 Science 6-8 SS	7 <sup>th</sup> Grade ELA 7 <sup>th</sup> Grade Math			
Pd 8			8 <sup>th</sup> Grade ELA 8 <sup>th</sup> Grade Math		

Additionally, we participate in professional development offered through BETAC and OELL throughout the school year

## 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?

Paste response to questions 1-4 here

1) Twice a year we offer the information ESL meeting for parents of ELL students. We also host an annual "Back to School Night" information session. the purpose of this event is to formally introduce ourselves to the families, provide an overview of the school, the programs that we offer our students and the promotional requirements as per the Chancellor's Regulations. The third Tuesday of every month we hold our Parent Teacher Association meeting. This meeting has increased for 30 parents on average to 45 - 60 parents attending. Through the PTA and the Parent Coordinator we host a variety of parent information sessions and activities to familiarize our parents with available resources and services. these activities range from: ARIS, grade support information, technology, resume writing, understanding Standardized tests. In additiona, we promote activities to attract parents and get them involved in our school community such as Mother's Day; Father's Day, and Thankgiving luncheons and celebrations. We have a newly remodeled Parets room that is welcoming and accessible to anf for all parents. As a culminating event, each year we take the parents to see a Broadway play. Last year we took the parents to see the play Memphis. We had a total of 25 partents attending.

2) We are partners with the following organizations:

ACDP Beacon; Girls INC; Creative Arts Team; LeAp; Turnaround for Children, Morrisiania Health Clinic, Helen Keller Foundation  
Planned Parenthood

Achieve 3000 - Home Addition. this allows parents to have direct access to their children's data and performance. Parents can also use the program to learn English themselves

SNAPGRADES - is a onliine teacher grade books. Each family receives a parent ID and parents can check their child's academic, behavioral status, and attendance. While this is not a community-based organization, it is a tool that we use to communicate with our parents. the information is retrieveable in English or Spanish. We also use this program to distribute our school-wide Progress Reports.

3) Yearly, The School Leadership Team creates a parent survey to collect immediate data on what the parents needs are. Additionally, we use the Learning Environmnet survey to understand how parents feel about our learning community. finally the principal has an open door policy, enabling parent to meet with her upon need.

4) We try to ensure that when we are planning activities, they meet the needs of our parents. This is done through direct conversations with the parents, assessment of student trends, SLT parent surveys, and by analyzing the Learning Environment Survey,well as student data.

## 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)							23	24	43					90
Intermediate(I)							17	34	46					97
Advanced (A)							39	28	32					99

Total	0	0	0	0	0	0	79	86	121	0	0	0	0	286
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0												
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	14	5	0	37
7	35	11	0	0	46
8	26	10	1	0	37
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		28		7		1		44
7	20		20		6		1		47
8	25		18		4		0		47
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>X</u>	2	0	2	0
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)	39	26	22	17				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

- 1) Our school uses a variety of assessment tools to assess early literacy skills of our ELL students they include the following:  
Running Records, portfolios, unit assessments, Pearson's ELL Interim Assessments, NYSESLAT, NYS standardized exams ( ELA, Math, Sci, SS)  
Based on our results of the 2009-2010 NYSESLAT data, 51% of our students are proficient and 20% meet advanced level on the Listening and Speaking portion of the test. this is an increase from the 2008-2009 school year. In 2008-2009, 49% of our students were proficient and 24% achieved advanced level.  
Our students continue to struggle on the Reading and Writing section of the test. Of the 248 students tested, 10% of the students achieved proficiency and 27% achieved advanced level on the reading and writing section of the test. this is a 1% from the 2008-2009 school year, where 11% of the students achieved proficiency and 28% of the students achieved advanced level.
- 2) The implications for our learning community overallly is to provide differentiated support to all of our ELL students in the area of Reading and writing. this is the area that our students consistently struggle in.
- 3) As a result of the data, we have been working collaboratively to develop a strategic plan our our ELL student population. This year we provided a curriculum camp for ESL teachers. ESL teachers had an opportunity to come in ove the summer and work with our ELL Consultant, Carmen Gonzalez, from our Fordham PSO. Carmen worked with the teachers to understand the new Common Core Standards and the implications and impact they will have on teaching and learning. They also aligned the ELA curriculum with the ESL-NLA curriculum to relfect a seamless transition. To further suppor teaching and learning and ensure that students receive targeted assistance in the four modalities: reading, writing, listening speaking - we are participating in professional development on and off site. The goal is to help teachers cultivate their craft and have a greater impact on student achievement.
- 4) According to the reports generated in ARIS the follow information is revealed for all students in all ELL classifications ( SIFE; ELL; Long Term ELL; Ell with IEP; FSESL students, ELL students in self Contatined classes:  
Students that score Beginning on the NYSESLAT score Level 1 or were not required to take the NYS ELA  
Students that score Intermediate on the NYSESLAT score Level 1 or Level 2 with most scale scores 630 and below  
Students that score Advance on the NYSESLAT score Level 2 and in some cases Level 3  
  
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Students that score Intermediate on the NYSESLAT score Level 1 or Level 2 with most scale scores 630 and below  
Students that score Advance on the NYSESLAT score Level 2 and in some cases Level 3  
  
Once a month during Common Planning time, data is discussed and analyzed to understand students strengths and weaknesses to re-evaluate the curriculum to ensure that we are meeting the needs of all learners and as a tool to differentiate the

6) The success of the programs is measured in a variety of ways. While it is important to review test results, it is as equally as important to measure the development of the whole child - how is the child developing socially and academically? We look at the graduation rate of our ELL students, the number of ELL students participating in the before, after, Saturday and Vacation Academy camps, the number of ELL students taking the NYS Integrated Math Regents, the number of ELL students applying to specialized high schools, the number of ELL students participating in school wide activities and achieving honor roll status. Additionally we look at attendnace.

### **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.

### **Below you will find a brief description of the Title III afterschool program:**

The purpose of the afterschool program is to provide additional support in language acquisition, math and NYESLAT Test Prep. The students receive instruction in both ESL and Mathematics. The students are grouped based on acquisition levels (beginner, intermediate, advanced). One and a half hour is devoted to ESL and the one half hour is devoted to mathematics. While some groups have math, the other groups have ESL. During the transition period, the student change classes. There are six classes in total: two sixth, two seventh, and two eighth grade classes.

The ESL teachers are using the English Now intervention program and NYESLAT Test Ready Materials. In math the students are using the Breakaway Math Program. The program information consists of the following:

- ✓ 12 Days
- ✓ Tues - Thursday
- ✓ 3:00 – 5:00 PM
- ✓ Six classes; six teachers
- ✓ 1 Lead Teacher (Coordinator)

# NYESLAT Test Prep and Math

Spring 2011 -Tuesday, Wednesday, Thursday 3:00 -5:00 PM

NYESLAT Test Prep and Mathematics

**3:05 – 4:00**

Monday –Listening and Speaking

Tuesday –Reading

Wednesday –Writing

**4:00 – 5:00**

Math

Math

Math

For our program we will purchase the following:

General Instructional Materials

Getting Ready for the NYESLAT

Grade 6-8 Class Pack; Student Pack; Teachers Manual

Getting Ready for the English Language Proficiency

Grade 6 – 8 Class Pack; Student Pack; Teachers Manual

Arabic – English Standard Dictionaries ( 5)

Arabic-English/English-Arabic Compact (5)

Spanish – English Dictionaries –

Supplementary Libraries for Title III Program

## **Parent/community involvement**

Fall and Spring parent-teacher conferences development

Progress Reports

Learning Leaders

Back To school Curriculum Night

SIT and IST Family Celebrations

School Leadership Team

Continue to work with our CBO's to assist us in enfranchising parents and creating a welcoming environment for Citizenship Classes through our CBO ACDP Beacon

Quarterly Honors Assembly

Family Engagement Resource Center

Science Fair

Monthly Parent Workshops

Parent Trips

## **Support Service**

- **Reduced Class Size**
- Blocked Scheduling for ESL and Math
- Bridged class grade 6 and 7 for new arrivals
- Enrichment Program
- Guided Reading
- Small Group Instruction
- SIFE Support
- AIS in: Wilson; Math; ESL
- Freestanding ESL classes on each grade
- Extended Day
- Saturday Academy
- After School
- Vacation Academy
- CBO's; Beacon and CAP's
- SES: NESI; SCAN

In order to build a stronger connection between the parents of our ELLs and the school, we are offering the parents two (2) workshops on the following topics:

- Explaining the NYSESLAT
- ARIS Parent Links

The first workshop on an overview of the NYSESLAT will be conducted by an outside consultant. The ARIS workshop will be provided by our School Programmer Coordinator. There will be a total of three hours allocated towards these sessions. Light refreshments will be provided to the parents

In order to provide the parents of our Title III students with a cultural experience and to encourage them to provide their children with cultural experiences that NYC has to offer, we will purchase 25 tickets to a Broadway show.

**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.

Professional development is an ongoing process for all staff members. Teachers actively participate in, in-house, as well as, regional professional development. All content teachers participate in - Math, Science, Social Studies common planning with monolingual teachers. Additionally, all ESL and NLA teachers participate in their own common planning periods weekly to fine tune their best practices. Lab sites have been developed to share classroom practices and gain knowledge of specific strategies.

- Weekly ELA, Math, Science & Social Studies Meetings
- Monthly Faculty Conferences

Evidence of Differentiation – November 2008  
One- to -One Support ( ESL -Fordham PSO Consultant)

- COMP Training – Aug – November 2010
- Classroom Environments LearningWalk –September 2010
- Student Engagement LearningWalk – October 2010
- Academic Rigor – LearningWalk – November 2010

On November 10, 2010 ESL and NLA teachers will take part in a full day workshop facilitated by Achieve 3000. Among other topics, the teachers will be revisiting the Action Plan for ELL students created by the research-based reading program and use this information to drive

**Form Tilton A (1)(b)**

**Title III LEP Program  
November 2, 2010  
School Building Budget Summary**

ESL teachers are registered to participate in full day workshops on: Achieving Success for ELL's - A common Understanding of what works.

Allocation:			The workshop is designed to present the best instructional strategies proven to work for ELL's		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure			
NLA teachers will be attending a Language and Literature workshop presented by BETAC - Voices Hispanics III; Native Language Arts Institute.					
Professional staff, per session, per diem (Note: schools must account for fringe benefits) Two members of the Bilingual Department will take part in a 3 - day workshop on Sheltered Instruction Observation Protocol ( SIOP), This will help our department provide additional strategies for our ELL students. Additionally, All ELL teachers have access to resources and training that supports Achieve 3000. Each teacher has a license to purchase and use reading and instructional material such as graphic organizers in English and Spanish, and fully developed lessons specifically designed to provide support for the ELL's in their classroom.	\$25,294.23	<b>Teacher Per-session</b> (7 teachers) (6 hours per week, 12 days in total, @ \$49.89) = <b>Parent Per Session</b> 3 @ \$49.89 = \$149.67			
Purchased services such as curriculum and staff development contracts Each development contract teachers participate in common planning meetings. ELL content area teachers participate in weekly content specific common planning meetings. All ELL teachers attend a CST ( Child Study Team Meeting Refreshments, 25 tickets, tickets, tickets, papers, and data. Below you will find the specific meeting schedule	\$ 3,964.33	Parent Involvement Light Refreshments, 25 tickets, tickets, tickets, papers, and cartridges, etc.			
Supplies and Materials PD 1 Mon Tue PD 3 6 <sup>th</sup> Grade ELA 6 <sup>th</sup> Grade Math 6-8 Science 6-8 SS Pd 8	\$ 4,114.44 ESL/NLA 8 <sup>th</sup> Grade ELA \$1604.44 6 <sup>th</sup> Grade Math	General Instructional Materials Getting Ready for the NYESLAT Grade 6-8 Class Pack; Student Pack; Teachers Manual Getting Ready for the English Language Proficiency Grade 6 – 8 Class Pack; Student Pack; Teachers Manual Arabic – English Standard Dictionaries ( 5) Arabic-English/English-Arabic Compact (5) Spanish – English Dictionaries – Supplementary Libraries for Title III Program			

Additional November 2010 participate in professional development offered through BETAC and OELL throughout the school year

Travel	0	
Other	\$ 6,173	Professional Development Carmen Gonzalez, Retired Principal and former ESL supervisor and Teacher. Works with our Fordham PSO
<b>TOTAL</b>	<b>\$ 41, 150</b>	