



P.S. 129 TWIN PARKS UPPER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 129 TWIN PARKS UPPER
ADDRESS: 2055 MAPES AVENUE
TELEPHONE: 718-933-5976
FAX: 718-933-8132

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321200010129 **SCHOOL NAME:** P.S. 129 Twin Parks Upper

SCHOOL ADDRESS: 2055 MAPES AVENUE, BRONX, NY, 10460

SCHOOL TELEPHONE: 718-933-5976 **FAX:** 718-933-8132

SCHOOL CONTACT PERSON: YVETTE BEASLEY **EMAIL ADDRESS** YBeasle@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Theoplis Brown

PRINCIPAL: YVETTE BEASLEY

UFT CHAPTER LEADER: Lauren Council

PARENTS' ASSOCIATION PRESIDENT: Eduviges Rodriguez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

NETWORK LEADER: WILLIAM COLAVITO/Pedro De La Cruz

SUPERINTENDENT: MYRNA RODRIGUEZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Yvette Beasley	Principal	Electronic Signature Approved.
Germaine Baker	DC 37 Representative	Electronic Signature Approved.
Frances Wendland	UFT Member	Electronic Signature Approved.
Eduviges Rodriguez	Parent	Electronic Signature Approved.
Jessica Loaiza	Parent	Electronic Signature Approved.
teshawnie brown	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Douglas Clarke	UFT Member	Electronic Signature Approved.
Rosalinda Colon	Parent	Electronic Signature Approved.
Valicia Adderly	Parent	Electronic Signature Approved.
theoplis brown	Parent	Electronic Signature Approved.
Julissa Rosario	UFT Member	Electronic Signature Approved.
Lauren Council	UFT Chapter Leader	Electronic Signature Approved.
Sharon White-McCaskey	Parent	Electronic Signature Approved. Comments: yes
judith budraj	Parent	Electronic Signature Approved.

* 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.

□

Twin Parks Upper School/I.S. 129 is in District 12, located three blocks southwest of the Bronx Zoo at 2055 Mapes Avenue, between 179th and 180th Streets. It is a PSO school that is within the auspices of CEI-PEA. We currently service 572 students who occupy the third and fourth floors of a four-story building constructed in 1970. There are 24 classes in the school: 15 general education, 5 special education, 1 integrated co-teaching and 3 in bilingual settings.

Our administrative /instructional supervisors consist of the principal and one assistant principal. We have a Lead Teacher and a part-time assistant principal working with us. The instructional staff consists of 36 teachers, and the rest makes up the support staff.

What makes I.S. 129 distinctly unique among other city schools is summarized in the following:

>>> it has undergone various transformations in all the years that Ms. Beasley has served as the school principal (it was first a school for grades 4 thru 6, then 5 thru 7, and then 5 thru 8, followed by 7th and 8th graders only, and presently 6 thru 8 grades.

>>> it has been restructured into 3 academies, namely: Academy of Law, Justice, and Civic Studies, Academy of Scientific Discovery, and the Exploratory Academy;

>>> it is a mandated uniform school;

>>> 75% of our students enter @ performance level 1 or 2, and are able to move to the next level or 2 levels ahead;

>>> volunteer students are selected each year to participate in the READ Program wherein students @ CS 300 receive tutoring services all year round;

>>> electives are offered to all the students, such as journalism, cooking and nutrition, etc., that pique both the teachers' and the students' interests;

>>> assembly periods are scheduled every Thursday for the students to interact positively, and for teachers' common planning or professional development;

>>> the first periods for Mondays and Fridays are advisory periods;

>>> it has a well-equipped computer lab;

>>> it has a VH1 Music lab and a traveling lab of keyboards awarded to us by the Hot 97 Hip Hop Symphony program; and,

>>> there was a slight increase in student scale scores based on the analyses of the 2009-10 ELA and Math test results.

I.S. 129's educational programs align with all the Principles of Learning, and the school harnesses its strength and stamina on the improvement of programs that are geared towards the implementation of all principles, with focus on the following: clear expectations, academic rigor, and learning as apprenticeship. In order to guarantee that the school meets or exceeds all expectations for rigorous learning, all the students are involved in all forms of assessments to measure their progress in reading, writing, mathematics, critical thinking, and all other skills needed to increase achievement.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 129 Twin Parks Upper								
District:		12	DBN #:		12X129	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			88	90.7	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			89.8	94.43	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		161	173	219	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		165	174	183			72.7	72.7	76.9	
Grade 8		143	167	172						
Grade 9		1	0	0	Students in Temporary Housing - Total Number:					
Grade 10		1	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			9	32	TBD	
Grade 12		0	0	0						
Ungraded		5	8	2	Recent Immigrants - Total Number:					
Total		476	522	576	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							8	13	6	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		63	60	54	Principal Suspensions		0	3	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		30	23	TBD	
Number all others		36	44	55						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		33	42	43						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	36	38	32	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	10	8	21	Number of Teachers	34	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	13	TBD
				Number of Educational Paraprofessionals	5	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	20	13	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	70.6	62.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	52.9	48.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	76	70	TBD
American Indian or Alaska Native	0.4	0	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	72.2	88.2	TBD
Black or African American	33.4	35.4	35.2				
Hispanic or Latino	64.9	62.8	63				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	1.3	1.4				
White	0.6	0.2	0				
Multi-racial							
Male	52.7	51.9	51.4				
Female	47.3	48.1	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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:	-		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√	-	-	-	
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√				-	
Hispanic or Latino	√	√		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-	-				
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√		-	-		
Economically Disadvantaged	√	√		-	-	-	
Student groups making AYP in each subject	6	6	1	0	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	96.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools 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 school had undergone multitudinous setbacks in the past years before it reached its present standing: an B (overall score of 53.2 and placed in the 62 percentile of all K-8 schools Citywide) as per the 2009-10 NYC Progress Report, a well developed rating in the Quality Review, 90.7% attendance rate for 2008-09 (as compared to 85% in 2006-07 and 88% in 2007-08), and 1% repeat 8th graders. This could be attributed to the attendance teacher's effort in focusing mostly on daily student absences. The school was awarded credits in both ELA (0.75) and Math (0.75) for the exemplary proficiency gains made by the ELLs. The Hispanic and Black students in the lowest third citywide made exemplary proficiency gains in both ELA and Math; therefore, the school earned additional credits of 3.3, as shown in the Progress Report. The Special Education students gained proficiency in Math (1.5 credits), however in ELA the gains was measurably insufficient for the school to be awarded extra credits. Based on the school environment survey, our school's academic expectations and engagement outperformed our peer school, which puts us in the 62nd percentile. Our school needs to work on the improvement of communication, safety and respect, as we fell into the 40 percentile. In terms of student progress, we need to focus on increasing the percentage of students making at least 1 year of progress in ELA (71.4 percentile as compared with our peers). Another area of focus would be to increase the percentage of students in our school's lowest one-third making at least a year's progress in both Math (70 percentile) and ELA (72 percentile). For the two consecutive years of remarkable improvement in school environment, student performance and school progress, I.S. 129 is now a school In Good Standing.

This success resulted from actively involving the entire school community in educating the students that attend the school. The administrators have consistently monitored the effective implementation of school policies that affect student achievement, ranging from preventive disciplinary measures to functional instructional strategies. The teachers and support staff have worked collaboratively with the administration in ensuring a safety, wholesome learning conditions for all children. Parents are given the opportunity to voice their concerns, ideas, and opinions relevant to school improvement. The students are represented by the Student Council, which comprises the President and Vice-President of each class, in the biweekly meeting to discuss school matters.

Although student performance increased slightly in 2009- 2010 the school still has a gargantuan task to complete in order to sustain these results. Our goal is to continuously improve student achievement: as thus, we will focus our efforts on the underachievers without necessarily neglecting those students who need to retain their satisfactory scores/levels. At the end of this school year, all students will move on to the next grade level, including over-age students and those who persistently fail. It is expected that by applying the implementation approach, our school will reflect a strong spirit of collaboration and shared responsibility among partners who share a common goal: continuous

improvement of education practices and higher levels of student achievement. By implementing instructional strategies (“best practices”), offering numerous professional development opportunities, and increasing parent involvement for the 2010-2011 school-year, we will be able to close the achievement gap and raise the performance bar. In four years, if all efforts are sustained or enhanced in the continuous improvement of the school, the progress in terms of student achievement and the entire learning environment will definitely place our school in the 85 percentile of all K-8 schools in New York City. We envision the school to continue being in good standing as per New York State standards of high performing schools.

The major area of concern in the school is the sustainability of our present standing as a high performing school, with significant increase in student performance in both ELA and Math, as measured by results on State standardized assessments. Based on an examination of longitudinal and disaggregated data and all other related data, we identified the following priority student needs and explicit school needs: (a) continued increase in the achievement of all students, most importantly the English Language Learners and students with special needs (Special Education) on State and City reading and math assessments; (b) unfavorable percentage of parent involvement in the children’s education (family support for learning at home is limited, if not nil); (c) development of tutorial programs for Regents course work, pre-Advanced Placement (AP) course work, and preparation for Specialized High Schools; and, (d) ongoing staff development on data driven instruction that include the use of multiple forms of assessment in the various components of instructional practice; and (e) creation of multiple Inquiry Teams to target all subgroups in various content areas.

Based on the analysis of the ELA test results, although there was a significant increase in the student performance and progress among the different sub groups , there still lies the need to maintain the momentum of improvement. In math, there is a need to put forth increased efforts in boosting the scores of Special Education students, as well as the ELL, despite the gains earned as per the State Test results. Increased efforts for improvement should not only be made for the low-achieving population of the students, but also for the high-achieving students (those who performed on Levels 3 and 4). The high achievers in grade 8, for instance, will receive lessons for pre-AP courses, Regents courses, or Specialized High Schools preparation.

The school was rated *well developed* on the Quality Review two years ago, and last year was not subjected to a Quality Review because of the rating. We are currently scheduled for a Quality Review on December 13th. The recommendations for further improvement, which the school has based the directions of its efforts for the past 3 years, included: continue to focus on utilizing classroom and student-level data to plan for and provide differentiated instruction; continue to rigorously develop updated understandings of the performance and progress of each student, classroom, grade and for all subgroups; bolster attention to analyzing data and flexibly adapting plans and practices to meet goals for accelerating learning, and, continue to develop professional development plans based on interim data that informs curricular decisions and teaching practices. Based on the state test results in the past 3 years, there was evidence that we have greatly accomplished success in improving/enhancing the teaching-learning process at I.S. 129.

In addition to the school’s success in meeting its AYP for two consecutive years and becoming a school In Good Standing, the greatest accomplishments the school has reaped over the last couple of years are: our students continue to work in the classroom with their individual laptops (iteach/ilearn grant), and each classroom is equipped with a Smart board; we were awarded the HP Technology grant in 2008-09; we have been awarded the Middle School Initiative grant for \$95,000; we have participated in the citywide Spelling Bee competitions every year; selected students participate in the yearly Math Counts competitions (up to statewide level); we have been selected to benefit from the Project-Based Inquiry Science Program; we have an updated functional science lab; we participate yearly in the Stock Market Game; we have been a participating school in Teaching Matters Inc.’s content area development programs (Writing Matters, Civil Rights, and Constitution Today); selected students have participated in Robotics; and the staff and student attendance rate has shown marked improvement.

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.

Annual Goal	Short Description
<p><input type="checkbox"/> Goal #1: By June 2011 the number of students who achieve a minimum of one year progress in ELA on the 2010-2011 Progress Report will increase. Improved outcomes in the performance of ELLs and students with special needs will be achieved, as thus sustaining the school's accountability status of having met AYP. Students who performed in Levels 1 and 2 will receive academic intervention services to increase their individual scores in the state examinations.</p>	<p><input type="checkbox"/> Goal #1: By June 2011 the number of students who achieve a minimum of one year progress in ELA on the 2010-2011 Progress Report will increase by 5%. Improved outcomes in the performance of ELLs and students with special needs will be achieved, as thus sustaining the school's accountability status of having met AYP. Students who performed in Levels 1 and 2 will receive academic intervention services to increase their individual scores in the state examinations.</p>
<p><input type="checkbox"/> Goal #2: By June 2011- the number of students who achieve a minimum of one year progress in mathematics on the 2010-2011 Progress Report will increase. In order to maintain the school's accountability status in mathematics, which places I.S. 129 in good standing, added focus will be given to the delivery of instruction to ELLs and students with special needs. Students who performed in Levels 1 and 2 will receive academic intervention services to increase their individual scores in the state examinations.</p>	<p>Goal #2: By June 2011- the number of students who achieve a minimum of one year progress in mathematics on the 2010-2011 Progress Report will increase by 5%. In order to maintain the school's accountability status in mathematics, which places I.S. 129 in good standing, added focus will be given to the delivery of instruction to ELLs and students with special needs. Students who performed in Levels 1 and 2 will receive academic intervention services to increase their individual scores in the state examinations.</p>
<p>Goal #3: By June 2011- 100% of the teachers will be able to show evidence of deeper understanding and analyzing of data to track student progress and differentiating their planning. All teachers who are categorized on varied levels of performance will receive increased professional development in data analysis and interpretation so that these can form the basis in planning their lessons and designing learning activities more effectively.</p>	<p>Goal #3: By June 2011- 100% of the teachers will be able to show evidence of deeper understanding and analyzing of data to track student progress and differentiating their planning. All teachers who are categorized on varied levels of performance will receive increased professional development in data analysis and interpretation so that these can form the basis in planning their lessons and designing learning activities more effectively.</p>
<p>Goal #4: By the end of the 2010-2011 the response rate of parent surveys will increase to 80%. Satisfaction and gratification among parents will be evident as they see</p>	<p>Goal #4: By the end of the 2010-2011 the response rate of parent surveys will increase to 80%. Satisfaction and gratification among parents will be evident as they see</p>

<p>improvements in all aspects of educating their children. Parent participation in all activities and functions will increase through positive relationships that are established with them by all school constituents.</p>	<p>improvements in all aspects of educating their children. Parent participation in all activities and functions will increase through positive relationships that are established with them by all school constituents.</p>
<p>Goal #5: By June 2011 school year, 90% of the teachers and support staff will achieve the goals of the multiple Inquiry Teams as they collaboratively work with targeted groups of students and share in team members' experiences and findings. After achieving success in improving the performance of the target students in the Inquiry Team, we found that there would be a need to establish other Inquiry Teams in order to ensure that improvement is achieved in all areas of instruction, as representation from the entire school staff will be solicited in taking part in the Inquiry Team process.</p>	<p>Goal #5: By June 2011 school year, 90% of the teachers and support staff will achieve the goals of the multiple Inquiry Teams as they collaboratively work with targeted groups of students and share in team members' experiences and findings. After achieving success in improving the performance of the target students in the Inquiry Team, we found that there would be a need to establish other Inquiry Teams in order to ensure that improvement is achieved in all areas of instruction, as representation from the entire school staff will be solicited in taking part in the Inquiry Team process.</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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal #1: By June 2011 the number of students who achieve a minimum of one year progress in ELA on the 2010-2011 Progress Report will increase. Improved outcomes in the performance of ELLs and students with special needs will be achieved, as thus sustaining the school's accountability status of having met AYP. Students who performed in Levels 1 and 2 will receive academic intervention services to increase their individual scores in the state examinations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Use of Data</p> <ul style="list-style-type: none"> Ø -Collect, record, analyze and document independent reading level on a day-to-day, weekly and monthly basis for each student, class and grade Ø -Use running records to ensure appropriate placement in guided reading groups (conducted every 3 months) Ø -Analyze student work (reading and writing) to come to agreement on uniform criteria of quality and instructional strategies to be taught (September and ongoing) Ø Conduct goal setting meetings 3 times a year with all teachers-the initial meeting is the goal setting meeting, which also names the targeted students. The second meeting monitors the movement of the targeted students and what resources are needed. The meetings serve as an accountability mechanism for student/teacher progress. -Administrators, Coach, Lead Teacher, Teachers Ø Curriculum and Instruction Ø -Establish and ensure the use of appropriate standards-based rubrics for student writing and other literacy tasks (September and ongoing) Ø To introduce the new core standards through professional development sessions. The standards will address the following: The core standards for college and career readiness through listening, speaking, reading, and writing. -Utilize grade level curriculum maps to guide instruction (September and ongoing) Ø -Focus on the application of skills and strategies for reading texts in the various components of balanced literacy (shared, guided and independent reading) from September and ongoing Ø -Administrators, coach, mentors, consultants, teachers Ø One hundred percent of teachers in ELA will have accomplished: Ø The development and maintenance of individual assessment binders, which include: Ø Text gradient levels, running records and conference notes Ø

	<p>Student work samples Ø Long-term and short-term learning goals Ø Rubrics for analyzing student work Ø Teacher feedback to identify strengths and weaknesses used to formulate/modify instructional plans Ø -The development and ongoing refinement of a standards-based curriculum map which includes skill acquisition and application/practice of strategies for reading/writing texts during shared and guided reading/writing Ø -Review and analysis of ACUITY Predictive or Instructionally Targeted Assessment (ITA) results, teacher made tests, projects, etc. Ø -Consistent use of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, and lesson plans Ø -Classroom learning centers to facilitate differentiated learning Ø -Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data Ø -Classroom libraries with accessible leveled guided and independent reading materials, or classified by genre or authors. Ø AP, Coach or Principal will closely monitor the efficient implementation and administration of the various assessments, and all artifacts and documents will be reviewed on a bi-weekly basis.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>□ Ø Development of Staff Ø -Coaches, mentors, lead teachers and consultants provide staff with ongoing training beginning in September to ensure effective implementation of 'best practices' Ø -Create a data informed professional development plan by teachers, grades and the school Ø -Continued participation in weekly subject conferences Ø -Administrators, coach, mentors, consultants, teachers Ø Use of Resources Ø -Use benchmark books, e.g. 100-Book Challenge, to determine independent reading levels Ø School wide use of the IRLA- Independent Reading Level Assessments to monitor independent reading level movement Ø Monthly Ø -AIS teachers (using C4E allocations) for students performing on Levels 1 and 2 (September and ongoing) Ø -Ensure appropriate amount of both guided and independent reading books across levels in all classrooms (September and ongoing) Ø -Provision of a schedule that allows for common planning time by grade level on a weekly basis (September and ongoing) Ø -Administrators, coach, mentors, consultants, teachers Ø Personal Leadership Ø -Provision of daily block schedules to interact with students and informally observe teaching and learning during ELA instruction (September and ongoing) Ø -Perusal, review and analyses of quantitative and qualitative data and meetings with coach/mentor/consultants to identify support needed by individual teachers and students (September and ongoing) Ø -Strengthen the School Leadership Team and Inquiry Teams for shared responsibilities in decision making processes (September and ongoing) Ø - Administrators, coach, mentors, consultants, teachers □ Title I-SWP- AUSSIES, Professional Development from 100 Book Challenge, NYC Connected Learning per session for Saturday Academy classes- which provide either enrichment or additional academic interventions in ELA</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> One hundred percent of teachers in ELA will have accomplished:</p> <ul style="list-style-type: none"> -The development and maintenance of individual assessment binders, which include: *text gradient levels, running records, and conference notes, *student work samples, *long-term and short-term leaning goals, *rubrics for analyzing student work, *use of the SLICE protocol to look at student work and gauge whether it is parallel to lesson planning and lesson execution--the SLICE protocol will monitor work in all curriculum areas, *teacher feedback to identify strengths and weaknesses used to formulate/modify instructional plans --The development and ongoing refinement of a standards-based curriculum map which includes skill acquisition and application/practice of strategies for reading/writing texts during shared and guided reading/writing -Review and analysis of ACUITY Predictive or Instructionally Targeted Assessment (ITA) results, teacher made tests, projects, etc. -Consistent use of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, and lesson plans -Classroom learning centers to facilitate differentiated learning -Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data -Classroom libraries with accessible leveled guided and independent reading materials, or classified by genre or authors -Principal will closely monitor the efficient implementation and administration of the various assessments, and all artifacts and documents will be reviewed on a bi-weekly basis

Subject Area
(where relevant) :

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #2: By June 2011- the number of students who achieve a minimum of one year progress in mathematics on the 2010-2011 Progress Report will increase. In order to maintain the school’s accountability status in mathematics, which places I.S. 129 in good standing, added focus will be given to the delivery of instruction to ELLs and students with special needs. Students who performed in Levels 1 and 2 will receive academic intervention services to increase their individual scores in the state examinations.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Ø Use of Data Ø -Collect, record, analyze and document skill levels for each student, class and grade Ø -Use periodic assessments, such as ACUITY and teacher-made tests, to ensure appropriate placement in groups for differentiated instruction and academic intervention groups Ø -Analyze student work (open ended problems) to come to agreement on uniform criteria of quality and instructional strategies to be taught (September and ongoing) Ø - Administrator, Coach, Lead Teacher, Teachers Ø Curriculum and Instruction Ø -Establish and ensure the use of appropriate standards-based rubrics for student work and evaluation *To introduce the new core standards through professional development sessions: Grade 6- Rations and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability Grade 7-Rations and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability, and Grade 8-The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability Ø -Utilize grade level IMPACT curriculum and pacing charts to guide planning and instruction, and supplement the program with various resources Ø -Focus on the application of strategies for effective instruction using the workshop model as a guide (September and ongoing) Ø -Administrator, Coach, Lead Teacher, Teachers, Students</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/></p> <p>Ø Development of Staff Ø -Coach and lead teacher will provide staff with ongoing training beginning in September to ensure effective implementation Ø -Create a data informed professional development plan based on needs assessment results Ø -Staff, whenever possible, will attend professional development within and outside of school Ø -Selected staff will attend the annual NCTM conference. ØConduct goal setting meetings 3 times a year with</p>

<p><i>action plan.</i></p>	<p>all teachers: the initial meeting is the goal setting meeting, which also names the targeted students. the second meeting monitors the movement of the targeted students and what resources are needed. The meetings serve as an accountability mechanism for student/teacher progress. ∅ Use of Resources ∅ -Use the NYC standards based curriculum thru the IMPACT text and all ancillary resources ∅ -Supplement the IMPACT text with grade and standards-based appropriate workbooks ∅ -Use of the Rally simulated pre and post exams for diagnostic purposes ∅ -Provision of a schedule that allows for common planning time for all Math teachers ∅ Personal Leadership ∅ -Provision of block schedule daily to interact with students and informally observe teaching and learning during Math instruction ∅ -Perusal and review of quantitative and qualitative data to identify support needed by individual teachers in different grade levels ∅ -Strengthen the School Leadership Team and Math Inquiry Team for shared responsibilities ∅ - Conduct parent workshops to familiarize parents with curriculum and help them join in educating their child ∅ Title I- SWP- AP/Math coach to provide professional development TL Fair student funding- to provide support for RALLY pre and post tests monitoring Saturday Academy- per session payment for enrichment and/or academic intervention sessions</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>∅ -The development and maintenance of individual assessment binders which include: ∅ Text gradient levels, specific skill levels, and conferring notes ∅ Rubrics for analyzing student work ∅ Teacher feedback to identify strengths and weaknesses, and formulate instructional plans ∅ -The development and ongoing refinement of a standards-based curriculum which includes strategies for effective teaching based on data ∅ -Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data. ∅ -Classroom learning centers to facilitate differentiated learning ∅ -Grade specific common planning time embedded in school program. ∅ -Incremental gains leading to an overall 5% increase in student performance ∅ Instruments of measure will include, but not limited to: ∅ Acuity periodic assessments, ITA and Diagnostic (November, February and June) ∅ Standardized State Exams (September) ∅ Standardized Unit assessments aligned to the Impact Text (Monthly) ∅ Midterm and Final exams (January and June) ∅ Teacher made assessments (Bi-weekly) ∅ Student artifacts ∅ Weekly "Problem of the Week" (weekly) ∅ Rally pre and post tests ∅ Slice samples of student work from the Inquiry team (twice for the school year)</p>

Subject Area
(where relevant) :

Data Analyzing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3: By June 2011- 100% of the teachers will be able to show evidence of deeper understanding and analyzing of data to track student progress and differentiating their planning. All teachers who are categorized on varied levels of performance will receive increased professional development in data analysis and interpretation so that these can form the basis in planning their lessons and designing learning activities more effectively.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines. Ø Use of Data Ø -Collect, record, analyze and document student work periodically (daily, weekly, or monthly) for each student, class and grade (September and ongoing) Ø -Analyze student work in all subject areas to come to agreement on uniform criteria of quality and instructional strategies to be taught (September and ongoing) Ø -Administrator, Coach, Lead Teacher, Teachers Ø Curriculum and Instruction Ø -Establish and ensure the use of standards-based rubrics for student work (September and ongoing) Ø -Create varied forms of assessment to determine student progress (September and ongoing) Ø -Focus on the application of strategies for differentiation of instruction based on analyzed data (September and ongoing) Ø -Administrator, Coach, Lead Teacher, Teachers Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include 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><input type="checkbox"/> Title I= SWP- 10 % Professional Development-programs to be determined Title I- SWP- Professional Development- AUSSIES, NYC Connected Learning and another program to be announced</p> <p>Ø Development of Staff Ø -Coaches, mentors, lead teachers and consultants provide staff with ongoing training beginning in September to ensure continued data analysis Ø -Create a data informed professional development plan by teachers, grades and the school Ø - Continued participation in weekly subject conferences Ø Use of Resources Ø -Use ACUITY and ARIS tools in analyzing periodic assessment results Ø -Ensure availability of online tools Ø -Principal creates a schedule that allows for common planning time by grade level Ø Personal Leadership - Principal reviews quantitative and qualitative data and meets with coaches, lead teachers, mentors, and consultants on a weekly basis to identify support needed by individual teacher and grade Ø -Inform the leadership team so overall school progress is shared as indicated on Quality Review Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ -The development and maintenance of individual assessment binders which include: • Text gradient levels, running records and conferring notes • Rubrics for analyzing student work • Samples of student work • Teacher feedback to identify strengths and weaknesses, and formulate/modify instructional plans -The development and ongoing refinement of standards-based rubrics based on assignments/tasks -Review and analysis of ACUITY Predictive or Instructionally Targeted Assessment (ITA) results -Consistent use of test analysis findings/results to guide instruction school-wide as evidenced by classroom visits, student work, and lesson plans. -Agendas, sign-in sheets, classroom visit documentation, item analysis reports and observations for evidence of professional development and implementation based on teacher, grade and school data. -Grade specific common planning time embedded in school program.</p>
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Subject Area
(where relevant) :

Parental Involvement/Surveys

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #4: By the end of the 2010-2011 the response rate of parent surveys will increase to 80%. Satisfaction and gratification among parents will be evident as they see improvements in all aspects of educating their children. Parent participation in all activities and functions will increase through positive relationships that are established with them by all school constituents.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ Throughout the school year 2010-11, I.S. 129 will work upon: Ø enlisting the active participation of parents in gaining information and training in planned workshops on instructional practices so that they may reinforce the skills their children learn in school; Ø providing educational trips in which parents may chaperon their children, or sponsoring recreational activities, such as food, dance, sports/athletics, and games, etc.; Ø inviting parents (thru Parent Coordinator) to Book Clubs every Saturday afternoon; Ø sponsoring a chess or scrabble tournament that involves parents and their children; Ø selecting an Academy Parent to serve each of the three houses (Exploratory Academy, Academy of Law, Justice, and Civic Studies or Academy of Scientific Discovery) as an advisor; Ø developing a VIP (Volunteers in Partnership) Program that allows parents to assist in various tasks (supplies, equipment and services) in the school; Ø encouraging parents to help at book fairs, field days, bake sales, and other school events</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>□ TL Fair student funding for SLT stipends Title I- Parental involvement-program to be determined and NYC Connected Learning</p> <p>Ø Parent PD Ø -Parent Coordinator, with support from coaches, mentors, lead teachers and consultants provide staff with ongoing training on varied scholastic topics beginning in September Ø -Continued participation in weekly book clubs Ø Use of Resources Ø -Ensure appropriate reading materials for book clubs Ø -Principal creates a schedule that allows parents to visit classrooms Ø Personal Leadership Ø -Principal makes time daily to interact with parents requesting conferences Ø -Principal reviews quantitative and qualitative data and meets with coach on a weekly basis to identify support needed by parents in supporting their children's education Ø -Strengthen the School Leadership Team to include parents in the decision making processes</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□Ø -Review and analysis of ACUITY Predictive or Instructionally Targeted Assessment (ITA) results that are communicated to parents Ø -Agendas, sign-in sheets, classroom/school visit documentation, and other evidence of parent professional development and participation/engagement in school activities Ø -Increased participation in SLT meetings on Friday afternoons Ø -Increased number of parent volunteers</p>

Subject Area
 (where relevant) :

Teacher Teams

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #5: By June 2011 school year, 90% of the teachers and support staff will achieve the goals of the multiple Inquiry Teams as they collaboratively work with targeted groups of students and share in team members' experiences and findings. After achieving success in improving the performance of the target students in the Inquiry Team, we found that there would be a need to establish other Inquiry Teams in order to ensure that improvement is achieved in all areas of instruction, as representation from the entire school staff will be solicited in taking part in the Inquiry Team process.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Use of Data <input type="checkbox"/> -Collect, record, analyze and document Inquiry Team’s findings on a weekly basis for student in the target population (September and ongoing) <input type="checkbox"/> -Analyze student work (reading and writing) to come to agreement on uniform criteria of quality and instructional strategies to be taught (September and ongoing) <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> -Establish and ensure the use of standards-based rubrics in reviewing and analyzing student work (September and ongoing) <input type="checkbox"/> -Utilize Inquiry Team’s relevant data to guide instruction (September and ongoing) <input type="checkbox"/> -Focus on the application of strategies and skills recommended by the Inquiry Team (ongoing)</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Title I- SWP- AUSSIE, NYC Connected Learning, TL Fair Student Funding- Lead Teacher Program</p> <p>Development of Staff <input type="checkbox"/> -Inquiry Team members, with support from coaches, mentors, lead teachers and consultants, provide staff with ongoing PD beginning in September to ensure effective implementation of ‘best practices’ (September and ongoing) <input type="checkbox"/> -Create a data informed professional development plan by teachers, grades and the school (September and ongoing) <input type="checkbox"/> -Continued participation in weekly grade or subject conferences, and academy meetings, when scheduled by administrators Use of Resources <input type="checkbox"/> -Use benchmark book for Inquiry Team (ongoing) <input type="checkbox"/> -Principal creates a schedule that allows for conferences with teachers and students in the target population Personal Leadership <input type="checkbox"/> -Principal allows time for IT members to interact with students and informally observe teaching and learning during instruction <input type="checkbox"/> -Principal reviews quantitative and qualitative data and meets with coaches on a weekly basis to identify support needed by individual teacher and grade <input type="checkbox"/> -Strengthen the leadership team so responsibilities are shared as indicated on Quality Review</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> -The development and maintenance of individual assessment binders which include: <input type="checkbox"/> Text gradient levels, running records and conferring notes <input type="checkbox"/> Rubrics for analyzing student work <input type="checkbox"/> Teacher feedback to identify strengths and weaknesses, and formulate/modify instructional plans <input type="checkbox"/> Samples of student work <input type="checkbox"/> Low-inference observation logs <input type="checkbox"/> Readings (articles, books, etc.) <input type="checkbox"/> -The development and ongoing refinement of a standards-based curriculum map which includes strategies for improved performance/achievement <input type="checkbox"/> -Review and analysis of ACUITY Predictive or Instructionally Targeted Assessment (ITA) results <input type="checkbox"/> - Consistent review (and modification, if needed) of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, and lesson plans. <input type="checkbox"/> -Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data. <input type="checkbox"/> -Grade specific common planning time embedded in school program.</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	186	186	186	186	60	5	30	
7	233	233	233	233	75	5	40	
8	172	172	172	172	50	5	20	
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <p>Small group tutoring with ELA teacher and paraprofessionals- during the school day for all at risk students, including bilingual and special education Whole class instruction with an AIS teacher using SRA, Wilson, Great Leaps, Word Build, Triumph and Rewards, at least 3- 4 times a week Saturday Academy instruction Before school- small group tutoring Small group lunch tutoring Twice a week- 75 minute small group instruction-extended day</p> <p>One-to-one conferences embedded into daily instruction Peer tutoring embedded into daily instruction during the school day SASF as an after school program for academic and enrichment purposes from October to June CAPS using multi-disciplinary approach in guidance and counseling (objective is to improve attendance)</p>
Mathematics:	<input type="checkbox"/> <p>Small group tutoring with Math teacher- during the school day Saturday Academy instruction Before school- small group tutoring Small group lunch tutoring Twice a week- 75 minute small group instruction-extended day One-to-one conferences embedded into daily instruction Peer tutoring embedded into daily instruction during the school day</p> <p>SASF as an after school program for academic and enrichment purposes from October to June</p> <p>CAPS using multi-disciplinary approach in guidance and counseling (objective is to improve attendance)</p>
Science:	<input type="checkbox"/> <p>Small group instruction embedded into daily instruction, peer tutoring embedded into daily instruction</p>

	Before- and After- school remediation (EXIT Project completion)
Social Studies:	<input type="checkbox"/> Before school- small group instruction Small group instruction embedded into daily instruction, peer tutoring embedded into daily instruction After school remediation (EXIT Project completion)
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> During the school day- small group or if necessary, whole class instruction. group counseling, one-on-one counseling, if necessary home visits
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> During the school day- small group; group counseling
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> During the school day- small group, if necessary
At-risk Health-related Services:	<input type="checkbox"/> During the school day- small group, if necessary; one-on-one counseling

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)
6,7, and 8

Number of Students to be Served:
LEP 108
Non-LEP N/A

Number of Teachers 38
Other Staff (Specify) 3 counselors, 10 paraprofessionals
School Building Instructional Program/Professional Development Overview

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

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

□

The Bilingual/ESL Program at I.S. 129 services 3 bilingual classes, one in each grade level, and ESL programs for 6th, 7th, and 8th grades. In the grade 6 bilingual class there are 7 students; in grade 7 there are 20, in grade 8 there 20. In grade 6 there are 23 students receiving ESL services, in grade 7 there are 27 and in grade 8 there are 11 students. Our school serves 108 ELLs in total. It adopts the regular programs used in different content areas (e.g. balanced literacy approach, IMPACT Math, Urban Advantage for science, etc.), using the Point-of-Entry Model of instructional planning. Students also participate in Saturday Academy. There is a wide range of materials and resources that are available in the classrooms, including a well equipped library that contains varied genres in different levels of readability, textbooks, workbooks, and computers/laptops to aid the students in the learning process.

In an effort to determine the instructional strategies/activities that are most likely to prove effective in working with a particular LEP student, it is highly recommended that an Individualized Language Development Plan (ILDP) for that student be developed. The ILDP, adapted from an individualized education plan developed by Clark and Starr (1996), should serve as the basis for the content, the instructional activities, and the teaching activities that are to be selected for that particular student. In addition, the ILDP should serve as the basis from which to measure the student's progress. The ILDP should include the following:

- an assessment of the student's present level of academic performance (reading/writing in the native language and math)
- an assessment of the student's English language proficiency
- a diagnosis of the student's strengths and weaknesses
- a statement of the long-term goals
- an allocation of the time the student will spend in the selected program (an after school program, a self-contained classroom, a school within a school, a language development center, etc.)
- the person (teacher, parent, specialist, etc.) responsible for each aspect of the instructional service being provided
- a statement of the short-term instructional goals necessary to attain long-term goals
- specific recommendations concerning materials of instruction and teaching strategies appropriate assessments to measure student's progress (portfolios, performance, anecdotal records, teacher observations, etc.).

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.

□

1. One focus of ELL PD Program is the development of speaking and listening skills for beginning English learners. Teachers are trained on teaching the students to pronounce words clearly, follow oral directions and commands, and respond appropriately to oral questions. The students are taught to use target vocabulary and simple grammatical forms correctly while speaking on a variety of topics and in a variety of situations, such as spontaneous conversation, prepared dialogues, and impromptu and prepared speeches.
2. Another focus of ELL PD Program is the development of writing skills for beginning English learners. Teachers receive training on teaching simple and compound sentence structure, usage, and mechanics, and the correct use of target vocabulary in context is emphasized. Composition pieces introduced to the students include a brief personal narrative and/or poem, short summary of factual information, personal letter, brief personal information card, simple application, and explanatory paragraph, among others.
3. Another focus of ELL PD Program is the development of oral and silent reading skills for beginning English learners. Teachers are trained in reciprocal reading strategies for both fiction and non-fiction. Extensive vocabulary, selected literary terms, and selected literary elements will be introduced. Students are taught to analyze both fiction and non-fiction for overall meaning and to use bilingual and English dictionaries and glossaries.
4. Teachers receive training on providing ELLs advanced reading strategies to analyze both fiction and non-fiction. The study of literature is introduced by reading short stories, poetry, novels and/or plays. Students are taught to analyze the short story and poetry for literary elements, figurative language, and overall meaning. Effective oral and written communication skills are also taught.
5. Teachers are trained on ELL advanced writing that focuses on the development of English writing proficiency along with effective oral presentation skills and reading strategies. The composition pieces include the explanatory essay, summary, personal narrative, and personal letter. Students also learn to apply correct language conventions in their writing and locate resources in the library/media center.
6. Teachers are trained on providing ELL resource for academic support for LEP (limited English proficiency) students in mainstream classes. Study skills and test taking strategies are taught, and access to computers is available.

Section III. Title III Budget

School: **12X129**
BEDS Code: **321200010129**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	10357	<input type="checkbox"/> To staff the Saturday Academy, for 253, 207 hours with fringe benefits at \$41.00 per hour, at a Saturday instructional program which provides individualized instruction and test preparation for all students including bilingual and special education students.
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a <input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1000.00	<input type="checkbox"/> Saturday Academy supplies and materials
Educational Software (Object Code 199)	3063	<input type="checkbox"/> A software program that targets language skills for beginning and intermediate students.
Travel	1,000.00	<input type="checkbox"/> Travel
Other	N/A	<input type="checkbox"/> N/A
TOTAL	14420	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□
I.S. 129 will continue to use the Home Language Identification Survey (HLIS) forms. Our population is mainly Hispanic and African-American. Since English and Spanish are the majority languages spoken by the families of our students, we provide fully bilingual services at the registration office. A pedagogue gives the new admit the Home Language Survey and a copy with the results is immediately provided to the ESL specialist. If the student's home language is other than English all documentation that is sent home is translated into his/her language. Many of this letters are found on the samples published at the Office of English Language Learners. Plus, we count among our staff members with multilingual teachers who also serve as translators when needed.

On the NYSESLAT Eligibility Roster (RLER) all the English Language Learners' home language shows and we ensure that all the letters that we send home are translated in all languages . When we have meetings, everything is translated in English, Spanish and even French. When we need to translate/interpret in a language that no one in the school might know (very rarely) the DOE Translator's Unit is properly contacted. Our Parent Coordinator works closely with our bilingual principal and multilingual ESL specialist to ensure that all parents are included and feel welcome in all school activities. We embrace all cultures and languages. We are in the process of planning multicultural activities such as an international cook book in all the different languages spoken by the parents of our school.

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.

□
In 6th grade both the ELLs in the Bilingual Program and the ELLs in the Freestanding ESL program all speak Spanish at home (7 in Bilingual, 23 in ESL, a total of 30 ELL 6th graders). Two speak Arabic, one student speaks Fulany and one student speaks Malay and the rest (26) speak Spanish
In 7th grade both the ELLs in the Bilingual Program and the ELLs in the Freestanding ESL program all speak Spanish at home (20 in Bilingual, 27 in ESL, a total of 47 ELL 7th graders). One speak Malay, one speaks Fulani, one speaks French and two Arabic and 42 speak Spanish.

In 8th grade, one person speaks French and 30 students speak Spanish. There are 20 in Bilingual, and 11 in ESL, a total of 31 ELL 8th graders.)

The rest of the school's population speaks English at home.

A list of all English Language Learners in the school with their language proficiency levels, years of ESL services and language spoken at home was explained and distributed to all pedagogical staff at a Faculty Conference. Our teachers, parent coordinator and administrators communicate frequently to ensure the best placement and programs for our ELLs as well as the successful communication with parents. Parents who need translated copies of the Bill of Rights and Responsibilities are advised to access the document online, or downloaded copies are given to them.

The ELL parent selection program meetings are conducted in all the parents' languages to ensure full understanding of the selections made for their children's educational programs.

Appropriate school signage and forms in the languages required are available to assist parents in filling them out properly.

We also ensure that the teachers who don't speak Spanish but have Spanish speakers in their classes all get translators (found mainly among our own staff members) so that they can successfully communicate with parents. School documents are translated in a timely way through the assistance of staff members who speak, read and write the languages. The school has also identified support/custodial staff that can provide translations in a timely manner.

Our next step is to offer some language classes for our staff members and create a glossary of useful expressions when talking about a student to his/her parents translated both in English and Spanish so that communication among parents and educators is fluid and successful.

Part B: Strategies and Activities

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

□

All written communication is translated into Spanish, Afrikaans or Arabic by a school staff.

All oral interpretation services for the parents are provided by the school staff. If school staff is unavailable, parent volunteers are asked to translate. Parents will be notified on the school web site and in the Parent handbook.

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.

□

All written communication is translated into Spanish, Afrikaans or Arabic by a school staff.

All oral interpretation services for the parents are provided by the school staff. If school staff is unavailable, parent volunteers are asked to translate.

Parents will be notified on the school web site and in the Parent handbook.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

All written communication is translated into Spanish, Afrikaans or Arabic by a school staff.

All oral interpretation services for the parents are provided by the school staff. If school staff is unavailable, parent volunteers are asked to translate.

Parents will be notified on the school web site and in the Parent handbook.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	582570	85631	668201
2. Enter the anticipated 1% set-aside for Parent Involvement:	5826		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29129	*	
4. Enter the anticipated 10% set-aside for Professional Development:	61648	*	

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 2009-2010 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.

n/a

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

I. General Expectations

I.S. 129 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

that parents play an integral role in assisting their child’s learning;

that parents are encouraged to be actively involved in their child’s education at school;

that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

I.S. 129 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

From the school's Leadership Team

Through the school's website

Through communication with the school's Parent Coordinator

I.S. 129 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

From the school's Leadership team

Through the school's website

Through communication with the school's Parent Coordinator

I.S. 129 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:

From the school's Leadership team

Through the school's website

Through communication with the school's Parent Coordinator

I.S. 129 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Learning Leaders

IS 129 Parent Book Club

School Leadership Team

I.S. 129 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)

I.S. 129 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:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

the State's academic content standards

the State's student academic achievement standards

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.)

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Before and after school programs

Saturday Academy

In school lunch time tutoring

Monthly website letter updates

Weekly school wide parent telephone calls.

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Parent meetings

Parent communication with the Parent Coordinator

School Leadership communication

Email communication

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

Learning Leaders

Our school's Parent Book Club

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

Monthly translated letters updating school information

Weekly translated school wide telephone calls

Updated website information

III. Discretionary School Parental Involvement Policy Components

I.S. 129's Parental Involvement Policy includes 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 the Leadership Team. This policy was adopted by I.S. 129 on December 1, 2008 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 5, 2008.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

I.S. 129, 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 2008- 09

Required School-Parent Compact Provisions

School Responsibilities

I.S. 129 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on a monthly basis.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: progress reports, daily consultation with teachers and support staff, letters, phone calls, Messenger messages, website (email).

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: website (email), letters, phone calls, Messenger messages.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open wide policy on visiting classrooms.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (all students), and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. 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 – n/ a for the 2008- 2009 school year.

Required School-Parent Compact Provisions

Parent Responsibilities

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

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.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

Do my homework every day and ask for help when I need to.

Read at least 30 to 45 minutes every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Signatures:

SCHOOL DATE

Parent(s) DATE

Student Date

I.S. 129X Compact

The school will:

- respect the students and parents/ caretakers
- provide an academic program geared to student's needs and abilities, this will be strengthened through the development of mini- academies.
- involve parents/ care givers in all aspects of the school life
- provide positive role models for our students
- communicate with families on an ongoing basis regarding students' progress

The home will:

- send the children to school appropriately dressed in their uniforms and prepared to learn
- make certain children read or are read to for at least 15 minutes each night
- attend the parent-teachers conference each fall and spring
- assist children with homework assignments and sign each completed assignment

To be more specific:

You must be in your assigned seat ready to work at the 2nd bell.

You must attend your classes. Good attendance is essential for success. Failure to attend any class is considered a cut. Cutting will result in a failing grade on your report card.

You must come to school prepared to work. You need a separate black and white notebook for each subject class. You must maintain this book, with a section for homework. A well-maintained book is a key to a good grade. Failure to bring and use this notebook will result in a failing grade on your report card.

You are expected to participate in each subject class. Get involved- respond when called upon and volunteer.

You must complete all of your homework assignments on time. Doing homework is necessary in order to fully understand the subject matter. Absence is not an excuse for not doing homework. Failure to do homework will result in a failing grade on your report card.

You must earn a passing grade on your exams, including quizzes, tests, mid terms, finals and standardized exams. Exams evaluate whether you have learned the subject matter. Failure to earn passing grades on exams will result in a failing grade on your report card.

You must complete all assigned projects (including exit projects). Projects are an integral part of the class. Failure to complete projects will result in a failing grade on your report card.

You must wear your uniform daily. The uniform consists of the khaki shirt, detailing your academy- blue for law; maroon for science; dark blue pants, (Blue jeans are acceptable), blue skirts. Boys have to wear ties with their shirts- navy blue for law; maroon for science.

You must adhere to all of IS 129X's rules regarding discipline and behavior when you are anywhere in the 129 building.

Your grade will be based on homework, class work, tests, projects, notebook and attendance. You must perform satisfactorily in all of these areas. You must strive for the highest possible grade. A 65% means that you have learned less than half of what you should have learned. Would you want to be operated on by a surgeon who only got 65's in medical school?

I.S.129X Student-Teacher- Parent Contract 2009- 2010

Each student should be helped to reach his/her highest potential for intellectual, emotional and physical growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.

As a student, I will be responsible for:

Showing respect and cooperating with all adults at the school.

Respecting the rights of others to learn without disruption.

Showing respect for people and property by not using profanity, stealing or vandalizing.

Coming to class on time, prepared to learn with all necessary materials everyday, no excuses allowed. You must be in your assigned seat ready to work at the 2nd bell. You must attend your classes. Good attendance is essential for success. Failure to attend any class is considered a cut. Cutting will result in a failing grade on your report card.

Completing all assignments to the best of my ability everyday. You are expected to participate in each subject class. Get involved- respond when called upon and volunteer. You must earn a passing grade on your exams, including quizzes, tests, mid terms, finals and standardized exams. Exams evaluate whether you have learned the subject matter. Failure to earn passing grades on exams will result in a failing grade on your report card. You must complete all assigned projects (including exit projects). Projects are an integral part of the class. Failure to complete projects will result in a failing grade on your report card.

You must wear your uniform daily. The uniform consists of the khaki shirt, detailing your academy- khaki tee shirt for grade 6; blue for law; maroon for science black pants, black skirts, Black shoes, NO sneakers except on gym days.

Practicing the rules in the Code of Student Conduct, hereby called The Twelve Non-Negotiables, as well as all other school policies which includes no cell phones, no game boys or other electronic hand held devices.

Spending time at home on doing homework, daily studying and reading at least 15 minutes a day. Complete all of your homework assignments on time.

Doing homework is necessary in order to fully understand the subject matter. Absence is not an excuse for not doing homework. Failure to do homework will result in a failing grade on your report card.

Student's Signature: _____ Date: _____

As a teacher, I will be responsible for:

Providing instruction that will motivate and encourage my students.

Providing a safe and positive atmosphere for learning.

Explaining assignments so that my students have a clear understanding.

Supplying clear evaluations of student progress to students and parents.

Providing an instructional environment, which includes a variety of strategies that demonstrates growth for each individual student.

Homeroom Teacher's Signature: _____ Date: _____

Student's advisor's signature _____ Date _____

C.A. Teacher's signature: _____ Date: _____

Math Teacher's signature: _____ Date: _____

Social Studies Teacher's signature: _____ Date: _____

Science Teacher's signature: _____ Date: _____

Foreign Language Teacher's signature: _____ Date: _____

Music/Art Teacher's signature: _____ Date: _____

Health Teacher's signature: _____ Date: _____

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

□

Improved curricula in all content areas that address the needs of the students at I.S. 129
Increased intervention services in all forms, e.g. academic, counseling, etc., to students identified in need of said services
Supplemental instructional periods to augment the learning process
Availability of a wide array of instructional materials and resources to improve performance and achievement
Increased parental involvement and home connection activities
Development of added incentives to motivate students to learn
More extra-curricular activities to challenge the students outside school hours
Increased and improved professional development for all school constituencies

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

Improved curricula in all content areas that address the needs of the students at I.S. 129
Increased intervention services in all forms, e.g. academic, counseling, etc., to students identified in need of said services
Supplemental instructional periods to augment the learning process
Availability of a wide array of instructional materials and resources to improve performance and achievement
Increased parental involvement and home connection activities
Development of added incentives to motivate students to learn
More extra-curricular activities to challenge the students outside school hours
Increased and improved professional development for all school constituencies

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

Improved curricula in all content areas that address the needs of the students at I.S. 129
Increased intervention services in all forms, e.g. academic, counseling, etc., to students identified in need of said services
Supplemental instructional periods to augment the learning process
Availability of a wide array of instructional materials and resources to improve performance and achievement
Increased parental involvement and home connection activities
Development of added incentives to motivate students to learn

More extra-curricular activities to challenge the students outside school hours
Increased and improved professional development for all school constituencies

o Help provide an enriched and accelerated curriculum.

□
Improved curricula in all content areas that address the needs of the students at I.S. 129
Increased intervention services in all forms, e.g. academic, counseling, etc., to students identified in need of said services
Supplemental instructional periods to augment the learning process
Availability of a wide array of instructional materials and resources to improve performance and achievement
Increased parental involvement and home connection activities
Development of added incentives to motivate students to learn
More extra-curricular activities to challenge the students outside school hours
Increased and improved professional development for all school constituencies

o Meet the educational needs of historically underserved populations.

□
Improved curricula in all content areas that address the needs of the students at I.S. 129
Increased intervention services in all forms, e.g. academic, counseling, etc., to students identified in need of said services
Supplemental instructional periods to augment the learning process
Availability of a wide array of instructional materials and resources to improve performance and achievement
Increased parental involvement and home connection activities
Development of added incentives to motivate students to learn
More extra-curricular activities to challenge the students outside school hours
Increased and improved professional development for all school constituencies

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□
Improved curricula in all content areas that address the needs of the students at I.S. 129
Increased intervention services in all forms, e.g. academic, counseling, etc., to students identified in need of said services

Supplemental instructional periods to augment the learning process
Availability of a wide array of instructional materials and resources to improve performance and achievement
Increased parental involvement and home connection activities
Development of added incentives to motivate students to learn
More extra-curricular activities to challenge the students outside school hours
Increased and improved professional development for all school constituencies

o Are consistent with and are designed to implement State and local improvement, if any.

Improved curricula in all content areas that address the needs of the students at I.S. 129
Increased intervention services in all forms, e.g. academic, counseling, etc., to students identified in need of said services
Supplemental instructional periods to augment the learning process
Availability of a wide array of instructional materials and resources to improve performance and achievement
Increased parental involvement and home connection activities
Development of added incentives to motivate students to learn
More extra-curricular activities to challenge the students outside school hours
Increased and improved professional development for all school constituencies

3. Instruction by highly qualified staff.

As required by the NCLB, I.S. 129 will ensure that high qualified teachers possess a deep knowledge of the subjects they teach, demonstrate the teaching skills necessary to help all students achieve high standards, create a positive learning environment, use a variety of assessment strategies to diagnose and respond to individual learning needs, integrate technology into curriculum to support student learning, collaborate with colleagues, parents, and community members and other educators, reflect on their practices in order to improve future teaching and student learning, pursue professional growth into both content and pedagogy, and instill a passion for learning in students. Every teacher will exhibit evidence of firm understanding of how students learn through the implementation of diverse strategies in classroom instruction. Data-driven instruction will be implemented so that a comprehensive analysis of various forms of assessment is conducted so as to effect improvement in student performance, evidenced in increased motivation and achievement.

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

To improve teacher knowledge in one or more subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities, or coping with their students' language learning barriers, I.S. 129 will ensure the implementation of the following key elements in effective professional development:

Various learning activities are referenced to student learning;

Use of data to make decisions about the content and type of activities that constitute professional development;

Tasks and activities that are based on research-validated practices;

Placing subject matter mastery a top priority;

Provision of a long-term plan that enhances a focused and ongoing professional development with time well allocated;

Evaluation of any forms of professional development, focusing on activities that address the State and City standards, assessment, and the regional/school curriculum.

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

I.S. 129 will focus on these areas to attract and retain highly qualified teachers: certification reform, professional development, compensation strategies, and recruitment ideas. Our goal is to reduce barriers and increase standards, which means that teachers will be directed to diverse routes to being licensed, such as the idea of considering alternative certification for people entering the field of teaching. Ongoing, meaningful, systemic, and sustained professional development will be provided so as to give teachers the opportunities to grow personally and professionally. Highly qualified teachers will receive recommendations to pursue higher education through programs that support their efforts with financial assistance, as well as the availability of resources to furthering their advancement in their chosen fields of specialization.

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

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their children's progress.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

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

N/A

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

□

Measures to include teachers in the above activities are: increased communication with parents; workshops of diverse topics; progress reports issued periodically; time allocated for collaborative planning; participation of academy leaders in cabinet meetings and other conferences involving decision-making processes.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

CAPS Program to improve attendance rate

After-school activities geared towards academic improvement (Extended Day)

Saturday Academy

Peer coaching

Tutorial programs (one-to-one or small group instruction) using varied resources, e.g. Wilson, REWARDS, SRA, and Great Leaps, among others.

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

□

The following resources will be consolidated in the School-wide Program, namely: budget allocations for the school, participation in the CEI-PEA (PSO), Middle School Success grant, school-based fundraising campaigns, and other grants from various Federal, State and local funding agencies, such as Learning and Leadership Grants and Innovation Grants. Sponsors from the private sectors, such as PENCIL, will also be sought. The aforementioned resources will be used to support the different areas in the implementation of I.S. 129's various programs for 2009-10 so that goals and objectives are achieved successfully. Funds needed to support or supplement these programs involving all constituencies will come from the above named resources to make them feasibly operational.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			

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

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

□

Activities and materials will be used to build teacher capacity to analyze and interpret student performance in writing, as well as developing teacher capacity to drive instruction in writing areas. We will be selecting specific grade teachers for participation. Trained teachers will then turnkey information during the start of school training sessions in order to extend capacity for more informed writing instruction in all grade levels.

During our After School/Extended Day Program (or Summer Institute) the following sessions will be held:

Differentiated Instruction

Use of Technology, e.g. Smart board training sessions

Core Knowledge

6+1 Traits of Writing

Renzulli

Use of Data to inform instruction

Lesson Planning

All subgroup students will benefit as teachers will gain strategies to teach inclusion classes and students that are mainstreamed.

Literacy Coach/ Assistant Principal will conduct small group professional development activities, demonstration lessons and model strategies to improve student performance.

Workshops will be conducted in class management, core knowledge and writing. These workshops will be open to all staff and interested parents.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

□

Activities and materials will be used to build teacher capacity to analyze and interpret student performance in all curricula areas as well as developing teacher capacity to drive instruction in writing areas. We will be selecting specific grade teachers for participation. Trained teachers will then turnkey information during the start of school training sessions in order to extend capacity for more informed writing instruction in all grade levels. During our After school or Summer Institute the following sessions will be held:
Differentiated Instruction.

Use of Technology

Core Knowledge

Use of Data to inform instruction.

Lesson Planning

All subgroup students will benefit as teachers will gain strategies to teach inclusion classes and students that are mainstreamed.

Literacy Coach/ Assistant Principal will conduct small group professional development activities, demonstration lessons and model strategies to improve student performance.

Workshops will be conducted in class management, core knowledge and writing. These workshops will be open to all staff and interested parents.

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;

□

Through the effective implementation of project-based instruction/learning and technology integration that will cause an upward trend in reading and math scores, the emphasis will be on learning activities that are long term, interdisciplinary, student-centered, and integrated with real world issues and practices. The administrators, teachers and support staff, and students will have many unique opportunities to build relationships through “conversation pieces” and “accountable talk”, extending to the homes and larger community. Student work will be shared with other students and teachers, parents, and the business community, all holding a stake in the education process. Real world connections will be established by communicating with the world outside the classroom, via the Internet or collaboration with community members and other constituencies.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and

□

Through the effective implementation of project-based instruction/learning and technology integration that will cause an upward trend in reading and math scores, the emphasis will be on learning activities that are long term, interdisciplinary, student-centered, and integrated with real world issues and practices. The administrators, teachers and support staff, and students will have many unique opportunities to build relationships through “conversation pieces” and “accountable talk”, extending to the homes and larger community. Student work will be shared with other students and teachers, parents, and the business community, all holding a stake in the education process. Real world connections will be established by communicating with the world outside the classroom, via the Internet or collaboration with community members and other constituencies.

c. Minimize removing children from the regular classroom during regular school hours;

Through the effective implementation of project-based instruction/learning and technology integration that will cause an upward trend in reading and math scores, the emphasis will be on learning activities that are long term, interdisciplinary, student-centered, and integrated with real world issues and practices. The administrators, teachers and support staff, and students will have many unique opportunities to build relationships through “conversation pieces” and “accountable talk”, extending to the homes and larger community. Student work will be shared with other students and teachers, parents, and the business community, all holding a stake in the education process. Real world connections will be established by communicating with the world outside the classroom, via the Internet or collaboration with community members and other constituencies.

4. Coordinate with and support the regular educational program;

Activities that require supplemental materials in the regular education program will support the learning process. There will be coordination involved in the entire process so as to ensure academic success.

5. Provide instruction by highly qualified teachers;

As required by the NCLB, I.S. 129 will ensure that high qualified teachers possess a deep knowledge of the subjects they teach, demonstrate the teaching skills necessary to help all students achieve high standards, create a positive learning environment, use a variety of assessment strategies to diagnose and respond to individual learning needs, integrate technology into curriculum to support student learning, collaborate with colleagues, parents, and community members and other educators, reflect on their practices in order to improve future teaching and student learning, pursue professional growth into both content and pedagogy, and instill a passion for learning in students. Every teacher will exhibit evidence of firm understanding of how students learn through the implementation of diverse strategies in classroom instruction. Data-driven instruction will be implemented so that a comprehensive analysis of various forms of assessment is conducted so as to effect improvement in student performance, evidenced in increased motivation and achievement.

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

To improve teacher knowledge in one or more subjects they teach, increase skills in methods for improving student behavior, or learn how to teach students with disabilities, or coping with their students' language learning barriers, I.S. 129 will ensure the implementation of the following key elements in effective professional development:

Various learning activities are referenced to student learning;

Use of data to make decisions about the content and type of activities that constitute professional development;

Tasks and activities that are based on research-validated practices;

Placing subject matter mastery a top priority;

Provision of a long-term plan that enhances a focused and ongoing professional development with time well allocated;

Evaluation of any forms of professional development, focusing on activities that address the State and City standards, assessment, and the regional/school curriculum.

7. Provide strategies to increase parental involvement; and

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their children's progress.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as often as possible.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

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

The following resources will be consolidated in the School-wide Program, namely: budget allocations for the school, participation in the CEI-PEA (PSO), Middle School Success grant, school-based fundraising campaigns, and other grants from various Federal, State and local funding agencies, such as Learning and Leadership Grants and Innovation Grants. Sponsors from the private sectors, such as PENCIL, will also be sought. The aforementioned resources will be used to support the different areas in the implementation of I.S. 129's various programs for 2009-10 so that goals and objectives are achieved successfully. Funds needed to support or supplement these programs involving all constituencies will come from the above named resources to make them feasibly operational.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

26

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

For the STH population, the school will provide support by utilizing the Title 1 funds in providing workshops for parents in career development, budgeting, hygiene, etc., providing counseling (one-to-one or group) inside and outside the building, shouldering uniform costs as well as school supplies, assigning an attendance teacher, guidance counselor or social worker to follow up on matters affecting the students in this population.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_12X129_102910-123356.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster <i>type here</i>	District	School Number	School Name <i>type here</i>
Principal <i>type here</i>	Assistant Principal <i>type here</i>		
Coach <i>type here</i>	Coach <i>type here</i>		
Teacher/Subject Area <i>type here</i>	Guidance Counselor <i>type here</i>		
Teacher/Subject Area <i>type here</i>	Parent <i>type here</i>		
Teacher/Subject Area <i>type here</i>	Parent Coordinator <i>type here</i>		
Related Service Provider <i>type here</i>	Other <i>type here</i>		
Network Leader <i>type here</i>	Other <i>type here</i>		

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

C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	%
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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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
--------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						

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

C. Home Language Breakdown and ELL Programs

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

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

	EL L	EP																				
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																					0	0
Haitian																					0	0
French																					0	0
Other																					0	0
TOTAL	0																					

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

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

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

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
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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

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

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

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

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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	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					0
7					0
8					0
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									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 129 Twin Parks Upper					
District:	12	DBN:	12X129	School		321200010129

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.0	90.7	89.7
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	173	219	178				
Grade 7	174	183	226				
Grade 8	167	172	171				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	8	2	0				
Total	522	576	575				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	89.8	94.4	93.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	72.7	76.9	81.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	9	32	39

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	8	13	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	60	54	55	Principal Suspensions	0	3	4
# in Collaborative Team Teaching (CTT) Classes	0	0	9	Superintendent Suspensions	30	23	33
Number all others	44	55	49				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	42	43	TBD	Number of Teachers	34	37	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	13	8
# receiving ESL services only	38	32	TBD	Number of Educational Paraprofessionals	5	6	11
# ELLs with IEPs	8	21	TBD				

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

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
	20	13	46	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.6	62.2	81.6
				% more than 5 years teaching anywhere	52.9	48.6	57.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	70.0	81.6
American Indian or Alaska Native	0.0	0.2	0.2	% core classes taught by "highly qualified" teachers	72.2	88.2	83.2
Black or African American	35.4	35.2	32.3				
Hispanic or Latino	62.8	63.0	64.3				
Asian or Native Hawaiian/Other Pacific	1.3	1.4	1.4				
White	0.2	0.0	1.4				
Male	51.9	51.4	53.7				
Female	48.1	48.6	46.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	53.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.3						

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

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

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