



**I.S. 162
LOLA RODRIQUEZ DE TIO ACADEMY OF FUTURE
TECHNOLOGIES**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 07X162

ADDRESS: 600 SAINT ANN'S AVENUE, BRONX, N.Y. 10455

TELEPHONE: 718 292 -0880

FAX: 718 292 -5735

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 162X **SCHOOL NAME:** Lola Rodriguez de Tio Academy of Future Technologies

SCHOOL ADDRESS: 600 Saint Ann's Avenue, Bronx, N.Y. 10455

SCHOOL TELEPHONE: 718 292 -0880 **FAX:** 718 292 -5735

SCHOOL CONTACT PERSON: Maryann Manzolillo **EMAIL ADDRESS:** mmanzol@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Darby Benedict

PRINCIPAL: Maryann Manzolillo

UFT CHAPTER LEADER: Lucas Koehler

PARENTS' ASSOCIATION PRESIDENT: Jazmina Mc Farlane

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 07 **CHILDREN FIRST NETWORK (CFN):** 406

NETWORK LEADER: Sandra Litrico

SUPERINTENDENT: Yolanda Torres

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
Maryann Manzolillo	*Principal or Designee	
Lucas Koehler	*UFT Chapter Chairperson or Designee	
Jazmina Mc Farlane	*PA/PTA President or Designated Co-President	
Rhonda Wilson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jenny Morales	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Darby Bennedict	Member/ Co chairperson	
Benjamin Borener	Member/ Teacher	
	Member/ Parent	
	Member/Parent	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Lola Rodriguez de Tio Academy of Future Technologies at Intermediate School 162 Bronx is committed to middle level education. The school is designed as a middle school with its own identity. It is a place where students in grades 6-8 feel a deep sense of belonging and identity. Teams of teachers and students are formed resulting in surrogate families creating "smallness within bigness". The school provides a logical transition from the self-contained classroom of the elementary school to a more departmentalized middle school model, although not as departmentalized as the high school. Each student is provided with a variety of learning modes.

All members of the educational community of the Academy of Future Technologies at Intermediate School 162 are committed to providing all students with a challenging academic program infused with technology. This prepares students to meet the ever increasing complexity of the 21st century's highly technological society. Students are seen as individuals and learners who share a sense of cultural identity and diversity. This provides for a deeper understanding of our world and an appreciation and respect for the people that inhabit it. There is a focus on the development of critical thinking skills, problem solving, and the communication of ideas in a language rich environment. The school's academic program incorporates hands on learning, inquiry and project-based activities, enabling students to become active participants in the learning process. The school strives to enhance students' intellectual, social, personal, moral, emotional as well as multicultural development.

Students in all grades are provided with the opportunity to participate in Supplemental Education Service (SES) programs provided onsite, including Sports and Arts, NESI and in the 2010-11 school year IEP which teaches literacy through science and nonfiction. Other after-school programs include: After School Study Center for Literacy and Mathematics, Art Portfolio workshop, Computer Based projects, Specialized High School Test Prep, Exit Project Prep Program in Science and Social Studies, Robotics, Chess, Science Exploration Club, And the Model United Nations Program. For the 2010-2011 school year students in grade 7 and 8 will be able to take advanced mathematics which will allow them to take the integrated algebra Regents examination in June 2011 for High School credit.

Strategic school partnerships provide hands-on activities that enhance literacy and mathematics. These programs include: Columbia University Kids Witness News, (students create television programs from scriptwriting to video-production) READ Foundation, (students are trained to become reading tutors for grade K-2 pupils) Lego Robotics, (students have won Championships), CHAMPS, (students develop physical fitness to combat obesity) Metropolitan and Bronx Opera Companies, (students experience first hand the insider's view of what makes up an opera) and the Battery Dance Company (students work in classrooms with professional dancers). The entire school family works hand in hand providing for excellence in instruction in a most professional, sensitive and caring environment.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	JHS 162 Lola Rodriguez de Tio				
District:	07	DBN #:	07x162	School BEDS Code #:	320700010162

DEMOGRAPHICS

Grades Served in 2008-09:	<input type="checkbox"/>	Pre-K	<input type="checkbox"/>	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	
	<input checked="" type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>	Ungraded							
Enrollment:				Attendance: % of days students attended															
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10										
Pre-K							88.7	89.3	TBD										
Kindergarten																			
Grade 1				Student Stability: % of Enrollment															
Grade 2				(As of June 30)			2007-08	2008-09	2009-10										
Grade 3							94.1	92.2	TBD										
Grade 4																			
Grade 5				Poverty Rate: % of Enrollment															
Grade 6	286	281	268	(As of October 31)			2007-08	2008-09	2009-10										
Grade 7	326	281	271				83.5	82.2	92.3										
Grade 8	325	317	276																
Grade 9	1			Students in Temporary Housing: Total Number															
Grade 10				(As of June 30)			2007-08	2008-09	2009-10										
Grade 11							22	162	TBD										
Grade 12																			
Ungraded	21	18	20	Recent Immigrants: Total Number															
				(As of October 31)			2006-07	2007-08	2008-09										
Total	960	897	835				23	28	9										
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number															
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10										
Number in Self-Contained Classes	86	79	95																
No. in Collaborative Team Teaching (CTT) Classes	33	34	31	Principal Suspensions			146	61	TBD										
Number all others	48	79	74	Superintendent Suspensions			7	25	TBD										
<i>These students are included in the enrollment information above.</i>																			
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number															
(BESIS Survey)				(As of October 31)			2007-08	2008-09	2009-10										
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			0	0	0										
# in Trans. Bilingual Classes	40	57	59	Early College HS Participants			0	0	0										
# in Dual Lang. Programs	0	0	0																
# receiving ESL services only	38	67	95	Number of Staff: Includes all full-time staff															

DEMOGRAPHICS							
# ELLs with IEPs	0	12	50	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	83	77	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	25	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	4	TBD
	15	14	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.8	98.7	TBD
American Indian or Alaska Native	0.1	0.1	0.0	Percent more than two years teaching in this school	50.6	58.4	TBD
Black or African American	24.6	25.3	26.2	Percent more than five years teaching anywhere	37.3	44.2	TBD
Hispanic or Latino	74.1	72.8	72.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	1.1	0.8	Percent Masters Degree or higher	67.0	71.0	TBD
White	0.3	0.3	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.9	100	TBD
Multi-racial							
Male	44.8	45.8	49.7				
Female	55.2	54.2	50.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title 1 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):						
	Phase		Category			
	Restructuring		Focused			
	Advanced					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	X		ELA:		
	Math:	√		Math:		
	Science:	√		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups		Elementary/Middle Level			Secondary Level	
		ELA	Math	Science	ELA	Math

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
All Students	√	√	√		
Ethnicity					
American Indian or Alaska Native					
Black or African American	√	√			
Hispanic or Latino	√	√			
Asian or Native Hawaiian/Other Pacific Islander					
White					
Multiracial					
Other Groups					
Students with Disabilities	√SH	√			
Limited English Proficient	X	√			
Economically Disadvantaged	√	√			
Student groups making AYP in each subject	5	6	1		0
Key: AYP Status					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√SH	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	74.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.0	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	18.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	45.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

A comparison of results of the 2007-2010 New York State ELA Test reveals the following trends:

Students Achieving Levels 3 and 4 in ELA- School wide (A Four Year Study)

Grade	2007	2008	2009	2010	Increase 2007to 2009	Decrease 2009 to 2010 After change in exam scoring
6	38.4%	36.6%	53.4%	17.8%	+15.0%	-35.6%
7	37.1%	55.3%	55.8%	17.2%	+18.7%	-38.6%
8	33.9%	31.0%	51.5%	26.3%	+17.6%	-25.2%
Totals 6,7,8	36.4%	40.7%	53.5%	20.5%	+17.1%	-33%

Chart Summary: (see above)

From 2007- 2009, there was a significant increase in the percentage of students achieving levels 3 and 4 in all grades (17.1%).

The change in scoring caused a significant drop in the number of students scoring level 3 and 4 in all grades.

Students Achieving Level 1 in ELA- School wide (A Four Year Study)

Grade	2007	2008	2009	2010	Decrease 2007-2009	Increase 2009-2010
6	3.4%	2.6%	0.0%	29.6%	- 3.4%	+29.6%
7	12.2%	2.3%	0.4%	26.2%	- 11.8%	+25.8%
8	8.8%	8.2%	2.7%	18.2%	- 6.1%	+15.5%
Totals 6,7,8	8.3%	4.4%	1.1%	24.7%	- 7.2%	+23.6%

Chart Summary: (see above)

There was a significant decrease in the percentage of students scoring at Level 1 from 2007-2009.

The largest decrease in the number of students achieving Level 1 occurred in grade seven (decrease of 11.8%). The total number of students achieving Level 1 in grades six, seven and eight decreased by 7.2%.

When the changed scoring was put into place in 2010 the number of students scoring level 1 in all grades increased significantly.

A comparison of results of the 2007 - 2010 New York State Mathematics Test reveals the following trends:

Students Achieving Levels 3 and 4 in Mathematics- School wide (A Four Year Study)

Grade	2007	2008	2009	2010	Increase/Decrease 2007-2009	Decrease 2009-2010
6	59.0%	46.6%	48.9%	28.3%	-10.1%	-20.6%
7	38.0%	63.7%	63.4%	29.7%	+25.4%	-33.7%
8	34.1%	56.6%	72.8%	25.6%	+38.7%	47.2%
Totals 6,7,8	43.0%	56.0%	62.3%	27.9%	+19.3%	34.4%

Chart Summary: (see above)

From 2007- 2009, there was a significant increase in the percentage of students achieving levels 3 and 4 in grades seven and eight. There is a 19.3% increase in the total number of students achieving levels 3 and 4 in grades six, seven and eight. The transition from the elementary school math program (Everyday Mathematics) to middle school math (Impact Mathematics) continues to be a problem for some students and is reflected in the 10.1% decrease in the scores of the higher achieving students. However, when the scoring was changed in 2010, a large number of students failed to reach level 3 and 4, which they had been achieving in previous years.

Students Achieving Level 1 in Mathematics – School wide (A Four Year Study)

Grade	2007	2008	2009	2010	Decrease 2007-2009	Increase 2009-2010
6	11.2%	12.6%	6.8%	19.7%	-4.4%	+12.9%
7	14.9%	4.5%	2.3%	21.1%	-12.6%	+18.8%
8	21.6%	9.3%	5.8%	15.7%	- 15.8%	+9.9%
Totals 6,7,8	16.1%	8.7%	5.0%	18.8%	- 11.1%	+13.8%

Chart Summary: (see above)

There was a significant decrease in the percentage of students scoring at Level 1 from 2007-2009. The largest decrease in the number of students achieving Level 1 occurred in grade seven and eight. The total number of students achieving Level 1 in grades six, seven and eight decreased by 11.1%. The change in scoring in the 2010 school year caused a significant increase in the number of students scoring level 1 in all grades. In every grade except grade 8 this increase resulted in percentages which are greater than those from 2007. During those years however the tested population fell from 966 to 754 a reduction of over two hundred students while the percentage of students within this population which are listed as students with disabilities increased. There has been a 15.3% increase in the number of ELL students in Level 3. There were 0 students in Level 4 in ALL THREE YEARS 2007-2009.

A study of this school's results of the 2010 ELA and Mathematics Tests as compared to NYC results show the following:

ELA

2010ELA- in N.Y.C.- grade six– 40.1% of students were at or above grade level
2010ELA- in IS 162- grade six- 17.8% of students were at or above grade level.
This school's result is 22.3% less than N.Y.C.'s.

2010ELA- in N.Y.C.- grade seven – 38.2% of students were at or above grade level
2010ELA- in IS 162- grade seven- 17.2% of students were at or above grade level.
This school's result is 21% less than N.Y.C.'s.

2010 ELA- in N.Y.C grade eight- 37.5% of students were at or above grade level
2010ELA- in IS 162- grade eight- 26.3%of students were at or above grade level
This school's result is 11.2% less than N.Y.C.'s.

Mathematics

2009 In NYC grade 6- 53% of students were at or above grade level
2009 In 162 grade 6- 28.3% of students were at or above grade level
This school's result is 24.7% less than N.Y.C.'s.

2009 In NYC grade 7- 52.6% of students were at or above grade level
2009 In 162 grade 7- 29.7% of students were at or above grade level
This school's result is 22.9% less than N.Y.C.'s.

2009 In NYC grade 8- 46.3% of students were at or above grade level
2009 In 162 grade 8- 25.6% of students were at or above grade level
This school's result is 20.7% less than N.Y.C.'s.

The School Accountability Report, (part of the New York State School Report Card 2009-2010) revealed that 0out of 6 student groups made AYP in English Language Arts. As a result the school did not make the AYP in ELA keeping the school in SINI Restructuring.
In Mathematics all students: Black or African, Hispanic or Latino, Economically Disadvantaged, Limited English Proficient and Students with Disabilities, both the Limited English Proficient group and the Students with Disability group made AYP.

Barriers to Accomplishments:

- Percent of instructors teaching in this school more than five years still remains an issue, as experienced teachers continue to retire.
- Science teachers are difficult to retain and to hire.
- Student Stability- declined over a three year period- 2006-2007- 96.4%, 2007-2008- 94.1%. and 2008-2009 to 92.2% There is a decline in stability of 4.2%
- The numbers of students in Temporary Housing has been increasing over a four year period- 2005-2006- 12 students, 2006-2007- 13 students and 2007-2008- 22 students, 2008-2009-162students. Over a four year period, the number of students in temporary housing has increased 1350%.
- Poverty rate: the poverty rate which had remained steady in the 82-83% range has risen to 92.3% for the 2008-09 school year.
- Increase in student incidents both in and out of school: An increase in the number and severity of incidents both in and out if the school has caused safety and security

- concerns and will be addressed by the implementation of the PBIS (Positive Behavior Intervention Strategies) curriculum.
- Continuous budget cuts and a reduction in the school's register, have forced the school to excess guidance and attendance personnel and this coming year teachers. These cuts have also caused us to be unable to hire additional teachers to service "At Risk" students through AIS programs and decreased the amount of money available for after school remediation programs.
- Limited English Proficient Students: We continue to enroll additional ELL's and many of the students come to 162 and their parents want them to be mainstreamed in monolingual English classes and received ESL services. The limited support they receive in the ESL classes make it difficult for them to transition and achieve English Language skills needed to succeed. In addition, we have started to receive some students who come with no English Language skills from countries were their native languages are French or Foulani. They are placed in Monolingual classes with only ESL for support and are expected to test in specific subject areas and English shortly after arrival.
- The continued expansion of Green Dot High School and 75X010 which share our building, along with the ALC will cause our school to share the gym, auditorium, cafeteria and library areas. Since 2008 we have given up all of the fourth floor to Green Dot High School and the ALC.

Plans to Aid Accomplishments:

- Funding from the DINI school improvement grant will allow us to implement an impressive professional development program including:
Ramp-up literacy for all special education classes
Literacy Navigator for all ELA, science and social studies classes
Writing Aviator for all ELA classes
Mathematic Institute for all mathematics teachers
Mathematics Strategies for teaching ELL's for all math teachers
Forty days of on-site coaching from America's Choice to support all of these programs.
- Continuation of differentiation of instruction based upon interpretation of test data and implications
- Improved use of data and understanding of its implications for instruction
- Expansion of the school's Inquiry Teams to include teachers of all subjects and curriculum areas.
- IS 162X's teacher have been trained to use detailed knowledge of the progress and performance of individual students, classes, and grades through effective data management.
- Clear procedures are in place to identify students and groups in need of improvement and to put into effect appropriate intervention strategies during the school day and after-school when possible.
- IS 162X tracks individual students using progress portfolios and setting individual student goals throughout their time in school which helps to raise achievement, increase attendance and create a feeling of community.
- Teachers have developed lesson plans for September through June as part of the PBIS curriculum (Positive Behavior Implementation Strategies)

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1- To increase student performance in English Language Arts working with all groups and concentrating on subgroup performance for Limited English Proficient students (ELLs) and Students with Disabilities.

Measurable Objective: By June 2011, there will be an increase of 10 % in the number of students who will achieve at least one-half (.5) a proficiency level in English Language Arts in the Spring 2011 ELA exam

Goal #2- To increase student performance in Mathematics for specific subgroups; students performing on the lowest levels (level 1 and 2) and students performing on the highest level by programmatic changes.

Measurable Objective: By June 2011, there will be an increase of 10% in the number of students on the lowest level who will achieve at least one-half (.5) a proficiency level in Mathematics in Spring 2011 exam. Students on the highest level will be prepared to take and pass the New York state Integrated Algebra Regents in June 2011.

Goal #3- To increase the number of participants in the entire school community who continue to develop of the school's vision and mission and work toward successful implementation of the goals through participation in teacher inquiry groups, school leadership team, and parent association meetings.

Measurable Objective: By June 2011, 80% of the members of the school community will participate in the continued development of the school vision and mission and work toward successful implementation of the goals, as evidenced by an increase participation in the Learning Environment Survey, attendance sign in sheets from Parent Association meetings, Inquiry team agendas and minutes and School Leadership Team agendas and minutes,

Goal #4- The number classification and frequency of incidents reported in ORRS, specifically incidents of a severe nature (levels 3, 4 and 5) will be reduced through the implementation of a school safety action plan and the PBIS program.

Measurable Objective: By June 2011, the severity and number of ORRS incidents, as evidenced by the classification level and number of incidents reported in ORRS will decrease as compared to the 2009-2010 school year totals.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1- To increase student performance in English Language Arts concentrating on subgroup performance for Limited English Proficient students (ELLs) and Students with Disabilities. Measurable Objective: By June 2011, there will be an increase of 10 % in the number of students who will achieve at least one-half (.5) a proficiency level in English Language Arts in the Spring 2011 ELA exam</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To improve Literacy instruction for ELLs in all content areas by using a highly structured standards-based curriculum – Responsible Staff- administrators, data specialist, mentors, lead teachers – for all staff – ongoing 9/10-6/11 • To conduct a comprehensive review and analysis of students English Language Arts (ELA) achievement data using Acuity reports (ARIS)and Performance Scantron – Responsible Staff- administrators, data specialist- for all staff- ongoing 9/10-6/11 • To disaggregate data by major student subgroups- ELLs – Responsible Staff- administrators, data specialist- for all staff – ongoing 9/10-6/11 • To use quantitative and qualitative data (included in Teacher Assessment Binder) to evaluate effectiveness of ELA instruction- Responsible Staff- administrators, data specialist, lead teachers, mentors, all staff- ongoing 9/10-6/11 • To service ELL’s according to their placement on a Pre test in “Writing Aviator” by using a “push in Model” of ESL / ELA services to improve their writing skills- ongoing 9/10-6/11 • To provide for ongoing embedded assessment for periodic individual, small group and whole group assessment – Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff- ongoing 9/10-6/11 • To provide for different types of assessments as ELLS show what they know in different ways- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers for all staff- ongoing 9/10-6/11 • To continue longitudinal studies of individual students to show achievement growth in English Language Arts as evidenced by: performance on standardized exams, teacher made assessments, informal classroom assessments, interim exams, NYS Alternative Assessments,

	<p>running records, Writing Aviator pre and post testing, Ramp –up pre and post testing and predictive and adaptive exams- Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff- ongoing 9/10-6/11</p> <ul style="list-style-type: none"> • To provide comprehensive professional development for teachers of every content area which will focus on differentiation of instruction for ELLs using the standardized curricula on each subject- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers , for all staff- ongoing 9/10-6/11 • To provide on-site coaching from America’s Choice for teachers of ELA and ELL’s to improve the delivery of instruction and student performance. ongoing 9/10-6/11 • To provide support from the Inquiry Team focusing on their examination of performance problems of low performing students. Additional focus and support is given to high achieving students who receive enrichment activities. They test instructional strategies that will help to close the achievement gap of ELLs – Responsible Staff- administrators, Inquiry Team members, mentors, lead teachers, for all staff- ongoing 9/10-6/11 • To utilize programs such as Wilson Intervention Program, and Read 180 to facilitate learning for ELL students- Responsible Staff- administrators, data specialist, mentors, lead teachers- for selected staff members- ongoing 9/10-6/11 • To develop an informal individualized action plan similar to an IEP for all students identified as “at risk” to facilitate learning and accelerate growth- Responsible Staff- administrators, data specialist, mentors, lead teachers – for all staff- ongoing 9/10-6/11 • To integrate literacy with the arts to reinforce skills and strategies of ELL students- Responsible Staff- administrators, music teachers, art teachers, lead teachers, mentors- for selected teachers- ongoing 9/10-6/11 • To use Socratic methodology to move children in their thinking that results in significant steps forward for ELLs – Responsible Staff- administrators, consultants from Great Books, lead teachers for all staff- ongoing 9/10-6/11 • To provide Academic Intervention Services (AIS) during the entire school day to accelerate learning – Responsible Staff- administrators, data specialist, AIS providers- ongoing 9/10-6/11 • To provide students in grades 6-8 with additional instruction in ELA, Math and Science- Tuesdays/Wednesdays/Thursdays (3:00-5:00) – Responsible Staff- administrators, selected teachers- ongoing- October 2010-June 2011 • Students will be trained in “academic” language, which they will use in making cross curricular connections in ELA, Science and Social studies. Ongoing 9/10-6/11 • Teachers will begin to use Common Core Lesson plans which were developed over the summer of 2010 by a teacher / principal committee with network support. Ongoing 2010-2012
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p>Staffing/Training/Schedule</p> <ul style="list-style-type: none"> • Support by the school-based Professional Development Team: Principal, Assistant Principals, Data Specialist, Bilingual SETTS teacher, Bilingual Coordinator, Bilingual teachers, ESL teachers, mentors, lead teachers, guidance counselors, AIS providers, health related services providers, psychologist, KAPLAN ASSC providers- all staff- ongoing 9/10-6/11 • The data specialist provides instruction to access Acuity Reports and Performance Scantrons

<p><i>described in this action plan.</i></p>	<ul style="list-style-type: none"> and explains their implication for instruction- all staff- ongoing 9/10-6/11 • Mentors, data specialist and lead teachers provide differentiated professional development and modeling for new teachers- select staff- ongoing 9/10-6/11 • Inquiry team members demonstrate strategies to ensure that all students (including ELLs) are achieving at high levels, model the use of “Best Practices” to improve student outcomes and support student achievement – all staff- ongoing 9/10-6/11 <p>Implications for Budget: Teacher per Session rate of \$41.98 per hour SINI / DINI Grant Funds for America’s Choice, Ramp – up and teacher coaches. Implications for Budget (sources)-Tax Levy, Title I, C4E, Budget Codes: 130,199,3001,3004,3009,0689, 2531, 2461</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>Indicators of Interim Progress and/or Accomplishment:</p> <ul style="list-style-type: none"> • Interim Adaptive and Predictive Assessments: Oct. 2010, Dec. 2010, Feb 2011, May 2011 and June 2011 • Student individualized educational plans for identified students “at risk”- ongoing 9/10-6/11 • Improved test scores on grades 6,7,8 English Language Arts exam- Spring 2011 • Report card growth- four times year:- Nov. 2010, Feb. 2011, April 2011, June 2011 • Portfolio assessment, exit projects, investigations- ongoing 9/10-6/11 • Improvement as indicated on School Progress Report, School Report Card- 2009-2010 • Individual student profiles in Assessment Binders- moving levels- in literacy- ongoing 9/10-6/11 • An increase in the number of teachers signing into the Acuity Data System to review and analyze students’ ELA achievement data (monitored by the Principal and the Data Specialist – ongoing 9/10-6/11 • Ongoing formative assessments Inquiry Target Group • Ramp up assessment series unit and monthly exams • Use of Performance Series to target individual goals for student progress in ELA. <p>Projected Gains:</p> <ul style="list-style-type: none"> • There will be an increase of 10 % in the number of ELL students who will achieve at least one-half (.5) a proficiency level in English Language Arts in the Spring 2011 ELA exam. • There will be a one-level gain in performance scores for our high achievers Inquiry Target group • Students in the Inquiry Team Target group will achieve Level 3 on the scoring writing rubrics on the NYS English Language Arts exam (extended responses) • Students using the Writing Aviator program will show an increase in their scores on the writing part of the ELA, Science and social studies exams. • Students using the “Ramp-up” Reading program will show a one to two grade increase in their reading grade level.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student performance in Mathematics for specific subgroups; students performing on the lowest level and students performing on the highest level by programmatic changes. Measurable Objective: By June 2011, there will be an increase of 10% in the number of students on the lowest level who will achieve at least one-half (.5) a proficiency level in Mathematics in Spring 2011 exam. Students on the highest level will be prepared to take and pass the New York state Integrated Algebra Regents in June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To increase the use of data and assessment materials in planning for the delivery of instruction and for setting student and class goals- Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff- 9/10-6/11- ongoing • To use data more uniformly across the school community to provide differentiated instruction- Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff- 9/10-6/11 –ongoing • To conduct a comprehensive review and analysis of students’ mathematics achievement data using Acuity reports (ARIS) – Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff- 9/10-6/11 –ongoing • To compare the school’s Peer Horizon score to Peer Horizon score of the highest achieving school using score range (note average change in the student proficiency levels) - Principal, Assistant Principals, data specialist- for all staff- 9/10-6/11 –ongoing • To disaggregate data by major student subgroups- i.e. ELLs – Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff- 9/10-6/11 –ongoing • To use quantitative and qualitative data to evaluate effectiveness of mathematics instruction- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff- 9/10-6/11 –ongoing • Analysis of individual student data by teachers to inform differentiated instruction- selected teachers – Responsible Staff- administrators, data specialist, Lehman University Consultant, mentors, lead teachers- for all staff- 9/10-6/11 –ongoing • To provide for ongoing embedded assessment for periodic individual, small group and whole group assessment – Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff-9/10-6/11 –ongoing • To provide for different types of assessments as subgroups show what they know in different ways- all staff- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff- 9/10-6/11 –ongoing

	<ul style="list-style-type: none"> • To provide additional support for students on all grades by their attendance in the After School Study Center- Tuesdays, Wednesdays, Thursdays, 3:00-5:00- Responsible Staff- administrators, data specialist- for selected staff- 9/10-6/11 –ongoing • To provide programming which will facilitate homogenous grouping of students in mathematics across the grade. Sept 2010 • To provide support by the Inquiry Team by their examination of performance problems of low performing students. They will test instructional strategies that will help to close the achievement gap of lowest performing students in mathematics – for all staff-9/10-6/11 –ongoing • To design a program for high achieving students in mathematics in grades 7 and 8 which will prepare them to take the Integrated Algebra Regents at the end of Grade 8. 9/10-6/11 –ongoing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Staffing/Training/Schedule</p> <ul style="list-style-type: none"> • Support by the school-based Professional Development Team: Principal, Assistant Principals, Data Specialist, Bilingual SETTS teacher, Bilingual Coordinator, Bilingual teachers, ESL teachers, mentors, lead teachers, guidance counselors, AIS providers, health related services providers, psychologist, KAPLAN ASSC providers- for all staff-9/10-6/11 –ongoing • Training for teachers assigned to teach the Integrated Algebra classes on grades 7 and 8. Sept 2010 • In school coaching for teachers assigned to teach the Integrated Algebra classes. 9/10-6/11 –ongoing • The data specialist continues to provide instruction to access Acuity reports and explains their implication for instruction- for all staff- 9/10-6/11 –ongoing • Mentors, data specialist and lead teachers provide differentiated professional development and modeling for new teachers- selected staff- 9/10-6/11 –ongoing • Inquiry team members demonstrate strategies to ensure that all students (including ELLs) are achieving at high levels. They model the use of “Best Practices” to improve student outcomes and support student achievement – for all staff- 9/10-6/11 –ongoing <p>Implications for Budget (sources)-Tax Levy, Title I, C4E, Budget Codes: 130,199,3001,3004,3009,0689, 2531, 2461 C4E funding for reduced class size as per grouping for instruction Teacher per Session rate of \$41.98 per hour SWP funds for the professional development consultant from Lehman SINI / DINI Grant Funds for Coaching from America’s Choice</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>Indicators of Interim Progress and/or Accomplishment</p> <ul style="list-style-type: none"> • Interim Adaptive and Predictive Assessments: Oct. 2010, Dec. 2010, Feb 2011, May 2011 and June 2011 • Student individualized educational plans for identified students “at risk”- ongoing 9/10-6/11 • Improved test scores on grades 6,7,8 Mathematics Exam- Spring 2011 • Passing scores on NYS Integrated Algebra Regents- June 2011 • Report card growth- four times year:- Nov. 2010, Feb. 2011, April 2011, June 2011

- Portfolio assessment, exit projects, investigations- ongoing 9/10-6/11
- Improvement as indicated on School Progress Report, School Report Card- 2010-2011
- Individual student profiles in Assessment Binders- - Ongoing- 9/10-6/11
- An increase in the number of teachers signing into the Acuity Data System to review and analyze students' mathematics achievement data (monitored by Principal and Data Specialist) ongoing- 9/10-6/11

Projected Gains:

There will be an increase of 10 % in the number of students who will achieve at least one-half (.5) a proficiency level in Mathematics in Spring 2011 exam

Eighty percent (80%) of the students who are enrolled will take and pass the New York state Integrated Algebra Regents in June 2011

Subject/Area (where relevant): Learning Environment/ School Community

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of participants in the entire school community who continue to develop of the school’s vision and mission and work toward successful implementation of the goals. Measurable Objective: By June 2011, 80% of the members of the school community will participate in the continued development of the school vision and mission and work toward successful implementation of the goals, as evidenced by a need to increase participation in the Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All members of the school community, teachers, support staff, parents (i.e. PTA, School Leadership Team) and community partners will participate in joint activities for the planning and improvement of school-wide initiatives- Responsible staff members- School Leadership Team Chairperson, administration, Parent Coordinator- 9/10-6/11 –ongoing • School wide activities will focus on the improvement of instruction and the implementation of differentiated instruction models – Responsible staff members- administration, Data Specialist, lead teachers, mentors, consultant - for all staff members- 9/10-6/11 –ongoing • Planning sessions will be scheduled during and after school, where all members of the school community can take part in a dialogue to plan and share ideas for the improvement of instruction and collaboration- Responsible staff members- the administration, Data Specialist, Lead teachers, consultant, mentors- for all members- 9/10-6/11 –ongoing • Teacher / staff committees will continue to be in place to review and decide on the purchase of books, supplies and instructional materials- Responsible staff members- the administration, Data Specialist, Lead teachers, consultant, mentors- for all staff members- 9/10-6/11 –ongoing • Teachers and staff will continue to participate in implementation meetings for School Based Options, scheduling classes and school reorganization, including room changes- Responsible staff- administration, UFT Chapter Chairperson –for all staff members 9/10-6/11 –ongoing • The staff will continue to participate in a dialogue and vote as to the future of the advisory period which replaced the previous after school remediation period (as per the UFT contract). As a result the advisory period has been redefined- Responsible staff members- administration and the UFT Chapter Chairperson, for all staff – 9/10-6/11 –ongoing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Staffing/Training/Schedule</p> <ul style="list-style-type: none"> • Parent Teacher Association meetings scheduled for morning and evenings to accommodate working parents and teachers- Facilitated by PTA President, Parent Coordinator- monthly 9/10-6/11 • School Leadership Team meetings- Facilitated by SLT Chairperson- 9/10-6/11 –ongoing • Parent Coordinator will reach out to parents to encourage attendance at meetings, workshops, trips- Facilitated by the Parent Coordinator- 9/10-6/11 –ongoing • Parent Coordinator will reach out to Community Based Organization’s for support- i.e. Lincoln Hospital- Facilitated by the Parent Coordinator- 9/10-6/11 –ongoing

	<ul style="list-style-type: none"> • Parents will be encouraged to attend Parent Teacher Conferences- Facilitated by the Principal, Assistant Principals, Parent Coordinator, PTA President and teachers- 9/10-6/11 –ongoing • Parent teacher reciprocal relationship formed by the creation of teacher parent social committee to facilitate luncheons, dinners, sharing fairs etc... <p>Implications for Budget</p> <ul style="list-style-type: none"> • Per session funds will be used to provide for teacher planning sessions and School Team members- monthly meetings- 9/10-6/11 –ongoing • Purchase of food, snacks, prizes etc... to increase attendance at meetings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress and /or Accomplishment</p> <ul style="list-style-type: none"> • Agendas and sign in sheets for the teacher / staff meetings/ parent meetings/ School Leadership Team meetings will show increased participation -all members- 9/10-6/11 –ongoing • Per session timesheets for the team planning sessions- selected staff- 9/10-6/11 –ongoing • Percent of Participation in the School Based Option vote- all staff- 9/10-6/11 –ongoing • Student attendance records and grades for the newly designed advisory period (pass/fail)-all students- 9/10-6/11 –ongoing • Participation rates of parents and teachers in the Learning Environment Survey will increase from Parental participation rate of 16% 2009-2010 and teacher participation rate of 78% 2009-2010. • Additional SLT meetings will be held from zero in 2008-2009, to two in 2009-2010. <p>Projected Gains:</p> <ul style="list-style-type: none"> • 60% of the members of the school community will participate in the continued development of the school vision and mission and work toward successful implementation of the goals

Subject/Area (where relevant): Learning Environment / Safety

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The number classification and frequency of incidents reported in ORRS will be reduced through the implementation of a school safety action plan and the PBIS program. Measurable Objective: By June 2011 the severity as evidenced by the classification level and number of incidents reported in ORRS will decrease as compared to the 2009-2010 school year totals.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To increase the use of data in the analysis of the location and frequency of safety incidents. 9/10-6/11 –ongoing • To use the IPV (camera) system to monitor and reduce incidents by proactive response to cluster activity. 9/10-6/11 –ongoing • To conduct a comprehensive review of the findings of the June Safety Walkthrough and design a Safety Action plan for all identified areas of concern. September 2010. • To provide classroom management training for staff who are identified through data analysis as in need of additional assistance. 9/10-6/11 –ongoing • To purchase additional Walk talkie radios and train the staff AP’s, Deans in their use. September 2010. • To design with the entire staff, and implement during the first three weeks of school the PBIS system of expectations throughout the building. September 2010 • To maintain the PBIS student reward system during the school year by the use of “STARBUCKS”- 9/10-6/11 –ongoing • To provide additional support for students on all grades by their attendance in the After School Study Violence Prevention Grant study center 9/10-6/11 –ongoing • To work with outside agencies “Partnership with Children” to reduce serious incidents of conflict and bullying -9/10-6/11 –ongoing • To create monthly activities for each grade and support their implantation through assembly programs reinforcing school wide behavior goals.- 9/10-6/11 –ongoing • To use the daily “ADVISORY” period as a time to introduce and reinforce lessons designed by the teacher teams in PBIS training and the guidance team. -9/10-6/11 –ongoing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Fair Student Funding will be used to create and additional Dean position on the second floor and to purchase additional advanced Two Way Radios for use by all deans and A.P.’s. Violence Prevention Grant funds will be used to fund an afterschool program and the Leadership program which will focus on conflict resolution and peer medication training. Funds will be used to purchase incentives to reinforce the PBIS “Starbucks” rewards system designed by the teachers. Our CFN 406 network will provide support through “Partnership for Children”</p>

Indicators of Interim Progress and/or Accomplishment

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

The number of incidents will decrease as compared to the 2009-2010 school year totals(over 500)
The level of severity of the incidents will decrease as evidence by increased monitoring of each incident and proactive response to the location, time and or students involved, through increased monitoring of statistics and data. Number of level 3 and 4 incidents will decrease from over 40% of the reported incidents.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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	70	50	10		15	15	15	25
7	60	50	10		20	10	17	15
8	45	40	32	22	35	10	22	15
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Intervention reading teachers (2) provide services to students using a pull out model. They use Read 180, Wilson and Milestones for ELL’s during the school day. The reading teachers also provide a push in model in classes where the AIS students are clustered. After school remediation and enrichment program, two days per week.
Mathematics:	Using the ARIS system student’s strengths and weaknesses are identified and the students are provided with a small group pullout during the day by certified mathematics teachers who work with them on computer adapted assignments. After school remediation and enrichment program, two days per week.
Science:	Intervention during the school day for grade 8 students identified as being At Risk. After school science club for working on hands on experiments and exit projects (January – May).
Social Studies:	Students who are Grade 8 holdovers are provided with computer assisted instruction in social studies by a computer teacher and a social studies teacher who collaborate during the school day. After school exit project workshop January – May.
At-risk Services Provided by the Guidance Counselor:	Guidance personnel (2) meet with students on an At Risk basis or when requested by parents or identified by school staff.
At-risk Services Provided by the School Psychologist:	The school psychologist provides behavioral intervention plans for suspended students and students identified by the PPT to possibly need additional help.
At-risk Services Provided by the Social Worker:	School social worker meets with students in crisis when indicated by parents or when identified by school staff.
At-risk Health-related Services:	The onsite Hunt’s point clinic is available to provide immediate medical intervention for students with needs including those with 504 mandated services and temporary medical service needs, (i.e. broken legs and arms, wheelchairs etc...)

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6,7,8 Number of Students to be Served: 33 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

An afterschool program for ELL's will be organized which will include the use of computer assisted instruction for students three days per week.

The program will be taught by an English Language Arts teacher or reading specialist who will work to increase student fluency, comprehension and speaking ability. The program will meet afterschool from 3-5PM. Direct instructional services will be provided to increase the skills in the target language – English. Supplemental materials in English which are aligned with the standards and are research based will be purchased- Making Content Comprehensible for English Learners- Sheltered Instruction Observation Protocol Model. (SIOP Model) The rationale for the selection of these materials is the need to increase scores in the reading and speaking parts of NYSESLAT. The SIOP is used as a model for planning and implementation of high quality sheltered instruction. Since many ELLs lack background knowledge and experience with content concepts, teachers provide concepts through explicit instruction. They enhance student learning with activities and experiences that involve students in reading, writing and discussion of important concepts and ideas. These supplemental materials support the core curriculum and contextualize learning. (This is important for ELLs who do not have grade level academic backgrounds and/or have language and learning difficulties) A variety of supplemental materials support different learning styles and multiple ways of knowing (multiple intelligences) because information and concepts are presented in a multi-faceted way.

Supplemental materials include:

- Hands-on manipulatives i.e. math manipulatives, science materials- used cooperatively in small groups to provide differentiated instruction and encourage conversation with peers
- Realia- Real life objects are used to make connections to the students' own lives- i.e. bank deposit slips and check registers for a unit on banking (small group instruction is differentiated to meet individual needs)
- Pictures/photos/illustrations provide visual support for a variety of content and vocabulary concepts- i.e. maps, bulletinboard displays- encourage vocabulary development and motivate speaking and writing
- Multi media materials- tape recorders, videos, CD-Roms are used for inquiry based learning and to enhance learning. Students read into tape recorders to hone their speaking and reading skills. They provide an additional modality for learning. In addition, computers are used for writing.
- Demonstrations are used to introduce and motivate project-based learning
- Scaffolding- Teachers model language and students practice concepts, strategies, skills and vocabulary in cooperative groups
- Adapted Texts (Milestones) are used to reduce reading demands and to increase self esteem. The texts are used in peer reading, guided reading and independent reading.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Professional development will support Title III staff on an ongoing basis. In addition a teacher study group will be created using some of the time provided for bilingual team meetings to reinforce the philosophy of the SIOP Model. They will collaboratively plan lessons aligned with the standards that address the special needs of the ELLs. Activities will be planned to promote language development in all skills while ELLs master content objectives and utilize authentic experiences to represent a reality for students mirroring those in the learners' world.

Teachers will learn to analyze and utilize data on an ongoing basis to redirect instruction and target areas in need of improvement. Professional development for teachers of all ELL's will be provided as part of the DINI School Improvement Grant.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The population of I.S. 162 is primarily Spanish speaking. Over 79% of our students are identified on the ethnic survey as Hispanic. Many of the parents primary language is Spanish, as identified by the Home Language survey. Parents who come into the office often need to be provided with on site translation services. Our office staff including two secretaries, our family worker and parent coordinator are all native Spanish speakers.

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.

All written documents which are sent home to parents need to be provided in both English and Spanish. Our office staff, our PTA President and several of our teachers all work to provide written translation of needed documents. Our elected Parent Association President works very hard to present our news and ideas to the Spanish speaking community.

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 documents used in the office and sent home need to be translated into Spanish, to allow parents to fully understand them.

Teachers and guidance personnel who have volunteered will be provided per session pay to translate these documents.

Parents who visit the office will be provided immediate assistance from Spanish speaking personnel who are employed in the school.

During after school hours, when the SES providers are in the building, the family worker will be paid extra hours to provide translation.

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

The Parent Association President provides translation services during the parent meetings. Our Parent Coordinator and family worker along with guidance personnel will provide translation services in the school during the school day.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. A notice is posted in the lobby of the building, and the general office providing parents with information regarding the DOE translation policy.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1062369.00	\$4753.00	\$1067122.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10623.69	\$47.53	\$10671.22
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$53118.45	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$106236.90	*	

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

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

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

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

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

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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- Parental Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

- Encourage parents to attend district and regional parent meetings
- Send home notices and letters informing parents of events and meetings

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

- Hold monthly meetings with the PTA Executive Board
- Attend PTA meetings when invited
- Hold parent orientation for new and returning students each September

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Learning Leaders

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx** 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 the quality of its Title I, Part A program. 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.

- Conduct a survey of parent needs and responses in September
- Distribute and collect the evaluation form at the Parent Orientation meetings
- Review and discuss the information gathered with the PTA, school leadership team and teachers and staff
- Respond to the issues identified in the survey as possible.

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, 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 Title I, Part A;
 - how to monitor their child's progress; and
 - how to work with educators.

Conducting parent workshops in academic skills, homework assistance, parenting skills, modifications and changes in the testing program, high school admissions process, and other topics identified by the parents and staff as being needed.

- 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. Additional parental involvement includes: providing workshops in technology, academies in Literacy and Mathematics in both English and Spanish, and use of a dual language lending library for parents to use in reinforcing students' reading skills at home. Parental assistance reflects reasonable and necessary expenses associated with parental involvement activities. This includes transportation and child care costs to enable parents to participate in school-related meetings and training sessions. To maximize parental involvement and participation in their children's education, school meetings are arranged at a variety of times. In-home conferences are conducted between teachers or other educators with parents who are unable to attend those conferences at school.
- The school will, with the assistance of the district and 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. The full time Parent Coordinator will implement and coordinate parent programs and build ties between parents and schools and encourage contributions of parents.
- 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 Title I 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).
Provide all parents with notices of meetings, events and school related functions in their native language as much as possible through the use of a school based translator and or the regional citywide translation department.

SCHOOL-PARENT COMPACT

The Lola Rodriguez de Tio School of Future Technologies I.S. 162 Bronx, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011

School Responsibilities

The Lola Rodriguez de Tio School of Future Technologies I.S. 162 Bronx will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:**
 - **High quality instruction will be provided for all students and additional academic interventions will be provided by push in and pull out programs, after school and weekend academies.**
- **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:**
 - **November and March of the school year**
 - **September Orientation for new and returning students**
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - **Interim reports to parents will be sent out in October to alert them to any potential problems.**
 - **ATS Report cards will be sent November, January, March and June**
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - **Staff on each academy team will be available during team planning meetings to meet as a team with the parents and students each week.**
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**
 - **Learning Leaders will provide training for parent volunteers in the beginning of the year to prepare them for volunteer jobs in the school.**
 - **The Parent Association room will be open and used to welcome parents into the building.**
 - **Parental Read aloud libraries will be provided for lending in both English and Spanish.**

Parent Responsibilities

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

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*

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

Student Responsibilities

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *come to school dressed in the school dress code of black and white on a daily basis*
- *listen and follow directions;*
- *respect our parents, teachers and classmates;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *ask for help when we don't understand;*

- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx will:

- involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for 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 all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend this meeting.
- provide information to parents of participating students in understandable and uniform formats, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the state assessment in at least English Language Arts and Mathematics.
- 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		

Student (if applicable)- Print Name		

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.

The school will implement the use of the NYC mandated curricula in Mathematics (Impact Math 6, 7, 8,), Science (Glencoe Textbook 6,7,8) and Social Studies (Holt Textbook 6,7, 8) during the 2010-2011 school year. A survey of teachers and parents as well as additional stakeholders has shown that there is a need for coherence of curricula across the school and across all grades. In order to address that need, we will also implement the use of a specific Literature series and texts in all grades beginning during the 2010-2011 school year. Supplementary materials to support the implementation of the America’s Choice; Ramp up, Literacy Navigator, Writing Aviator and Genre studies in Literacy will be purchased. For the ELL students additional specific materials which address the need to reinforce scientific vocabulary will be purchased to support the use of the Spanish language text as will practice materials for the NYSESLAT exams. The hope is that the use of a standardized text as well as the uniform NYC pacing calendar in all academic subjects will improve student achievement.

2. School-wide reform strategies which I.S. 162 will implement include:

- a) Use of the America’s Choice programs as outlined in the DINI grant.
- b) Use of standard curricula in reading, math social studies and science
- c) Use of the NYC pacing calendar of instruction in math, science and social studies
- d) Use of a school wide pacing calendar in ELA which was adopted by the ELA staff based on the TC model.
- e) Provide opportunity for after school study including instruction in reading and math and assistance in the completion of exit projects in science and social studies.
- f) Provide instruction in music and art.
- g) Identify and remediate the students who are identified as “at risk” for academic failure
- h) Identify and provide for student in need of counseling, attendance monitoring, college and career awareness/preparation, and the integration of vocational and technical education programs.

3. Instruction by highly qualified staff.

As per our status as SINI in Restructuring we are only able to employ staff who are identified as “highly qualified”. This includes newly hired teachers who are often the products of alternative certification programs. These new teachers are in need of mentoring and strong support for the beginning of their teaching career. We will continue to recruit highly qualified teachers from these sources along with additional teachers from teacher colleges and traditional certification programs, to find the staff which will provide the best level of instruction for our students.

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 School-wide Program to meet the state's student academic standards.

We are presently using a professional development program which incorporates retired F status teachers as mentors and coaches for our new teachers, consultants from Lehman College, and full time experienced staff members as in house experts. All of these professionals work together to provide differentiated professional development for all of our staff. In addition, staff members are sent out of the building to attend citywide and Empowerment Zone Network events and turn key their learning to the rest of the staff.

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

Our reputation as a stable and strong school has allowed us to recruit many high quality teachers from Teach for America and the Teaching Fellows. Each of these groups has developed a large group of teachers who work in our school and provide support for the new teachers we hire. In addition, many teachers with experience have applied to become part of the 162 community through the Open Market system of the DOE.

6. Strategies to increase parental involvement through means such as: family literacy services, workshops, PTA meetings, School Leadership Team, school volunteers, class trips, use of parent questionnaires to find about parent interests, needs, abilities. Our state of the art family library center, which was created as part of a Fund for Children Grant, has materials available for use by parents and families in both English and Spanish.

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.

Professional development for teachers has focused on the use of the Acuity assessment tools which the DOE has made available. Training which included a "hands on" session has been provided for all of the teachers who have signed on the ARIS system. Our Inquiry Team activities have expanded this year to include many smaller groups of teachers who work in smaller content area teams on similar inquiries to the one by the central team.

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.

After school remediation programs are provided for students identified as "at risk" for failure in the core academic subjects. These programs meet three days per week for two hours after school. In addition a reading teacher uses the Wilson and READ 180 programs with students "at risk".

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.

A Violence Prevention Program is in place which allows students to remain after and before school and take part in physical activities, including soccer, flag football and basketball as long as their academic grades remain above 75%. In addition a “Leadership” an anti bully program is in place for grade 6 students for 10 weeks. All funds are utilized to maximize the impact of the funds throughout the school and to serve as many students as possible.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			1,062,369.00	x	Action plan pgs.15-20
Title I, Part A (ARRA)	Federal	x			4,757.00	x	Action plan pgs.15-20
Title II, Part A	Federal			x			
Title III, Part A	Federal		x				
Title IV	Federal		x				
IDEA	Federal		x				
Tax Levy	Local	x			4,158,256.00	x	Action plan pgs. 15-20

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

NCLB/SED Status: SINI Restructuring Year 7 **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
The data on pages 8-12 indicate the large number of students who are now testing on Level 1 in English Language Arts.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

The action plans on pages 15-20 indicate how we are working to improve student achievement. In addition with the DINI grant we have received we are implementing a school restructuring program in conjunction with America's Choice which addresses the needs of our lowest performing students in the special education population and the ELL's. We will be working with America's Choice to implement Ramp up in all special education and I CT classrooms. In all of our classrooms including special education and bilingual, we will be using Writing Aviator and Literacy Navigator. In a smaller way we are continuing to support our mathematics program through a five day Math Institute for all math teachers. To support our English Language Learners we are providing professional development for both ELA and Mathematics teachers to help them to better scaffold the learning for our ELL's.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

School Under Registration Review (SURR)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
The 10% (\$1062369.00) will be used to maintain our present ratio of assistant principals to teachers while allowing two of our three assistant principals to focus on professional development and instruction instead of administrative matters. The Assistant principals will plan for and attend the weekly teacher / team planning meetings, facilitate faculty conferences, and facilitate the professional development sessions on the two required PD days in November and June and work in classrooms to produce and model lessons.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
Mentors are provided using consultants for the one new teacher during the first 40 days of school. In addition, full time staff who teach the same subject and grades are provided as a push in for new and newly assigned teachers.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A parent letter was sent out and a parent meeting was held to describe the format of the state assessment (AYP) which has rendered the school SINI for ELA . At the meeting and in the letter, the intervention strategies which are in place to help remove the school from SINI status were described.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
I.S. 162X has 18 students identified as being in temporary housing as of October 2010.
2. Please describe the services you are planning to provide to the STH population.
As part of our services to students identified as “at risk” they will be offered a seat in our after school programs, for reading, math science and social studies.
Counselors will be made available for students who are identified as needing “at risk” services by their behavior or by parental or agency request.
Supplies from the school store will be made available to students who need them.
Attendance personnel will assist the parents in locating transportation or new schools when and if the student and family are relocated.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 162 Lola Rodriguez De Tio					
District:	7	DBN:	07X162	School		320700010162

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.7	89.3	88.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.1	92.2	94.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	281	268	184	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	281	271	244		83.5	92.3	89.9
Grade 8	317	276	279				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		22	162	54
Grade 12	0	0	0				
Ungraded	18	20	24	Recent Immigrants - Total Number:			
Total	897	835	731	(As of October 31)	2007-08	2008-09	2009-10
					23	28	9

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	79	95	88	Principal Suspensions	146	61	106
# in Collaborative Team Teaching (CTT) Classes	34	31	25	Superintendent Suspensions	7	25	20
Number all others	79	74	77				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	57	59	TBD	Number of Teachers	83	77	80
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	25	12
# receiving ESL services only	67	95	TBD				
# ELLs with IEPs	12	50	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	3	4	14

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
	15	14	71	% fully licensed & permanently assigned to this school	98.8	98.7	93.0
				% more than 2 years teaching in this school	50.6	58.4	78.8
				% more than 5 years teaching anywhere	37.3	44.2	51.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	71.0	80.0
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	86.9	100.0	85.0
Black or African American	25.3	26.2	26.3				
Hispanic or Latino	72.8	72.1	72.6				
Asian or Native Hawaiian/Other Pacific	1.1	0.8	0.7				
White	0.3	0.5	0.4				
Male	45.8	49.7	50.5				
Female	54.2	50.3	49.5				

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress 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	X	v					
Economically Disadvantaged	v	v				-	
Student groups making	5	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	49.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 406	District 07	School Number 162	School Name Lola Rodriguez de Ti
Principal Maryann Manzollilo		Assistant Principal Greg Papadopoulos	
Coach		Coach	
Teacher/Subject Area Piedad Romero Torres NLA		Guidance Counselor Lillian Torres	
Teacher/Subject Area Luz Genao Math		Parent Jazmina Mc Farlane	
Teacher/Subject Area Rachael Borst ESL		Parent Coordinator Migdalia Gonzalez	
Related Service Provider		Other	
Network Leader Sandy Litrico		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	735	Total Number of ELLs	150	ELLs as Share of Total Student Population (%)	20.41%
------------------------------------	------------	----------------------	------------	---	---------------

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.

1. When a new student arrives at 162, the child's record is assessed by accessing the biographical data from the ATS system. If a student was previously enrolled in a NYC public school and is an ELL, the information including prior class placement and BESIS status is reviewed. The school then matches the placement based on parent choice. The child does not get tested using the LAB-R. However, if a student is new to the NYC public school system, an intake process occurs where the Home Language Survey is administered to the parent. In addition, an informal oral interview is rendered by a licensed pedagogue where the home language is determined and assessed using the appropriate OTELE code. If the home language is a language other than English, then the student is tested using the LAB-R for identification purposes. The LAB-R is often administered during the first meeting or within the first 10 days of admission by one of the bilingual team teachers. Once the test is completed, it is hand scored at the school level and proficiency is determined using cut scores that were identified in the assessment memo specific for the school year. If the child passes the LAB-R, the child is programmed as a general education student. Also, if a child whose home language is Spanish (SP) fails the LAB-R, the Spanish LAB-R is administered to determine proficiency in the native language.

Each year the bilingual team and the Principal reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates data to reflect trends and patterns in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strength and weaknesses of each child. Additional scaffold with instruction then occurs which is coupled by ancillary instructional materials that addresses the needs of each student. In addition, the school utilizes the NYSESLAT results in grouping the students based on proficiency level.

2. During the identification process and within the 10 day rule upon registration at the school level, a Parent Orientation which includes the showing of a video that outlines the three program models that the City currently employs. It is shown using the native language of the parent/s and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL) - a follow up question and answer segment occurs with the facilitation of Migdalia Gonzalez, Parent Coordinator, Irene Castro, Bilingual Coordinator and Maryann Manzolillo, Principal who in turn is a certified licensed ESL pedagogue. Using a Parent Survey and Program Selection Form, the school asks the parent to rank the three programs accordingly, after which, the facilitator discloses the different program model that the school currently employs. If the school does not have the first program choice of the parent, the Parent Coordinator then reaches out to the Office of Student Enrollment for a possible transfer to a neighboring school or citywide placement that has the first program choice. In the interim, the child is programmed accordingly to the second and third choice if applicable. The parent is informed of their child's temporary placement and the school would be identifying a timeline in following through with the request for transfer for the parent. In summary, the school adheres to State and city mandates of informing parents of their child's eligibility in the LAB-R using the Entitlement Letter and or Non-Entitlement Letter. In addition, the school is consistent in being transparent and maintaining communication with parents using the Continuation Letter as a means of articulating their child's progress in a summative assessment like the NYSESLAT.

3. Appropriate letters to parents are strictly adhered to by the school. As such, Entitlement and Non-Entitlement letters, Continuation and Placement Letters are constantly utilized and distributed by the team at meetings (within the 10 day rule) during which parents are explained about the process and their rights. These meetings are facilitated by the Parent Coordinator and or a licensed pedagogue. More specifically, the importance of acquiring the Program Selection Form and explaining the default program as per CR Part 154 is crucial for placement and programming purposes. In case the letters were not timely returned by the parent, a phone call to home is employed with a follow-up letter to parents by Ms. Gonzalez, Parent Coordinator. Appropriate home visits are scheduled for parents who do not attend the meetings and an amicable parent session is rescheduled.

4. Once a student is identified to be eligible as an English Language Learner, the parent is shown the three program models that the city employs. It is shown using the native language of the parent/s and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL) - a follow up question and answer segment occurs in the parent's native language with the facilitation of Migdalia Gonzalez, Parent Coordinator, Irene Castro, Bilingual Coordinator and Maryann Manzolillo, Principal who in turn is a certified licensed ESL pedagogue. The school reaches out to the Translation Unit at the DOE if the language the parent speaks is not spoken by any staff member at the school. Extensive discourse in the parent's native language and in times with the assistance of the Translation Unit is utilized with regard to articulating the linguistic needs of their child and the scientific research base implications of their placement. As a follow up, the school utilizes the appropriate letters of entitlement, non-entitlement and or eligibility purposes.

#5. After reviewing the Parent Surveys and Parent Selection Forms for the past few years, many parents have opted their children out of the Transitional Bilingual Education program, even when we at the school feel that the student needs the additional support of the transitional program. This was due in fact when New York State raised the bar of expectations for English Language Learners and changed the testing policy/rules from three years of not being tested in English to just one year, we have seen a reduction in the number of parents who wish their child to remain in a bilingual program. Parents tell us this is because the students are tested in English after only one year in an English Language School System. In summary, there is a trend of attrition in the enrollment under the TBE Program. For school year 2010-2011, there is a decrease in the TBE participation program model. We have 150 ELL students and only 59 chose to be in a Transitional Bilingual Education Program as evidenced by the Parent Program Selection Form.

#6. The program models offered at the IS 162 is aligned with parent requests. Since there is a historic change in parent choice as referenced in the trend and patterns identified earlier, IS 162 had to adjust the program offerings. The small number of parents who wish their children to remain in the transitional bilingual program has caused us to collapse our bilingual classes into only two classes on ATS and to provide the students in these two cross graded classes with differentiated instruction for the three grades during the day. Three years ago we had more than one hundred students enrolled in our three bilingual classes, one on each grade. Now we have only 16 students in grade 6 whose parents are willing to allow them to remain in bilingual classes.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							16	19	24					59
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained Push-In							24	38	29					91
Total	0	0	0	0	0	0	40	57	53	0	0	0	0	150

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	150	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	58
SIFE	25	ELLs receiving service 4-6 years	60	Long-Term (completed 6 years)	51

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	22	15	0	26	6	0	11		0	59
Dual Language	0			0			0			0
ESL	17	1	9	34	3	12	40	0	10	91
Total	39	16	9	60	9	12	51	0	10	150

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	19	24					59
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	16	19	24	0	0	0	0	59

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	38	24					86
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									4					4
TOTAL	0	0	0	0	0	0	24	38	29	0	0	0	0	91

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. We have two ATS classes which are for bilingual students who speak Spanish. These classes contain a total of 59 students in three grades, 6, 7 and 8. During the instructional periods the two classes are reconfigured into three classes by grade level. The students in the classes travel together to all of their subjects; ELA and or Native Language Arts, ESL and or reading intervention , Mathematics in Spanish, Social Studies, Science , Computer Technology and Art.

2. During the ESL, ELA and Native Arts periods the classes are more completely broken down by their proficiency levels as per their NYSESLAT scores and the number of years they have been served. The ELL's who have been served for more than 6 years or who have placed in the advanced section in their overall NYSESLAT scores are part of a group which works with a reading specialist. The beginners and intermediate students work with the ESL teacher to allow them to have the required number of periods/minutes per week. All students receive Native Language Arts instruction according to the times required by the use of block programming for the three teachers, ELA, ESL and Native Language Arts.

3. Mathematics is taught in Spanish by a bilingual mathematics teacher. Social studies and science are taught in English and the teachers also have the ability to provide assistance in Spanish, since they have dual certification as bilingual teachers. Materials of instruction are available in both English and Spanish in all three core subjects.

#4. SIFE students are provided with additional assistance from the ESL teacher and through other content periods through the use of computer assisted instruction which is individualized. In addition many of our Spanish speaking newcomers are given additional help during the Advisory period when they meet with our bilingual SETTS teacher as part of an "at risk" group. All of the teachers in the bilingual team provide a warm and nurturing environment for the student to transition to reading and writing in English. Student who have been receiving services for more than four years often are part of our large ELL/ Special Education subgroup and often receive many services mandated by their IEP. We offer bilingual Speech , Guidance and SETTS in our school. Many of the Long term ELLs are part of our special education population which is exempt for all other testing (NYSAA). They receive instruction in English since we do not have a bilingual special education class, but because they are unable to pass the NYSESLAT exam and are often repeatedly listed as beginners they appear to make little or no progress.

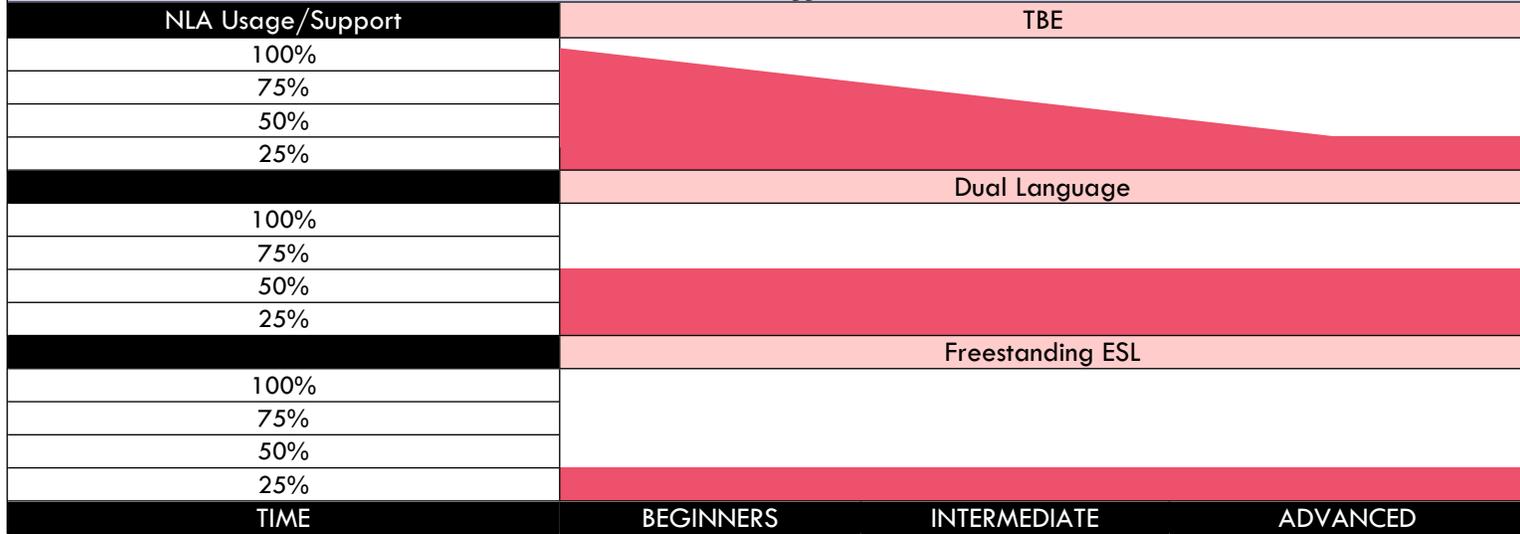
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

#5. In addition to providing the required mandates to all limited English proficient learners in NLA and in ESL, IS 162 is committed in providing supplementary support for all ELLs in ELA by employing a "push-in" model from reading specialists. Ancillary instructional programs such as Wilson or READ 180 depending on the student's level of progress or needs are utilized. Math interventions include pullout groups in the general education classes using English as the language of instruction while Spanish is the language of instruction in the TBE mathematics classes which address the needs of the level 1 low performing students. In addition many of our ELLs take advantage of the SES (Supplementary Education Services) after school programs which are offered by NESI, IEP and Champion.

#6. Since 20.41% of our school population is comprised of English Language Learners, it has become part of our school's mission to address not only this subgroup but the entirety of the school which is comprised of former ELLs and speakers of other languages. As such, one of our main school initiative is to improve and develop literacy instruction specifically in writing across the different content areas. All teachers not just those working in the bilingual classes are active participants in a sustained professional development in scaffolding instruction and its implications to teaching and learning in all classrooms. As a result, students who have achieved proficiency on the NYSESLAT are provided ongoing support in their mainstream classrooms as part of their transition. In addition, extended student accommodations such as extra time to complete assignments and tests; use of glossaries and native language support is consistent and coherent in mainstream classrooms. This year, the entire school is using the "Writing Aviator" program from America's Choice as part of our DINI Grant. This program works with students to structure their writing and improve their skills using a literature base approach.

#7. This year as part of our DINI grant we are embarking on a plan of professional development which includes a five day Mathematics Training program for all math teachers dealing with "How to Approach the Instruction of ELLs." We are also using funds from the grant to support professional development for all ELA, Social Studies and Science teachers using the America's Choice Writing Aviator program and the Literacy Navigator program. This professional development program includes onsite, in-classroom coaching for all teachers.

#9. ELLs are afforded equal opportunity to participate in any and all afterschool activities, including clubs, sports teams and remediation and enrichment programs. The Title III afterschool program targets the needs of the ELLs specifically but they are not limited to attending it. In addition the SES providers which are housed at 162 have made a strong commitment to work with our ELLs including hiring bilingual instructors.

#10. We have purchased instructional materials and libraries to support our ELLs, including the Core Curriculum in mathematics, social studies and science in all grades in Spanish. The "Milestones" reading program is in use in our bilingual ELA classrooms. For support of our ELLs in science, we have purchased the "Gateway" program which supports the development of scientific vocabulary and language in our bilingual science classrooms.

#11. Native Language Arts instruction is delivered by a certified Bilingual Spanish teacher to all the classes in our transitional bilingual program, in accordance to the mandated program units and timing.

#13. With regard to the needs of newcomers to the school who may be linguistically challenged, we utilize the services of language translators during scheduled School Orientation for new students to address both written and oral needs of ELL students. In addition, we offer an ongoing school tour for newly enrolled ELLs prior to the in-coming school year which also facilitates the introduction of school rules and regulations as well as various school extra curricular activities using translation services in Spanish as well as with other languages.

#14. Spanish is the only language offered to ELLs in our school.

C. Schools with Dual Language Programs

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

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.

#1. All of the teachers at 162 work with a population which includes ELLs - so all teachers are provided with professional development to support the teaching of ELLs. This year through our DINI grant, we will provide professional development in both "Writing Aviator," "Literacy Navigator," Testing Genres and Mathematics using staff developers from America's Choice. Two of the professional development programs are directly targeting the ELL population, and the majority of our math and ELA teachers will attend.

2. We have three staff memebtrs who work with our students to transition them into the middle school experience or on the high school. Two of those guidance personnel are bilingual. In addition, every day we have a entire school advisory program which allows all students including ELL's to work on transitioning activities.

3. The mathemtics and ELA traimning described above satisfies the requirements of Jose P.

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?

1. The majority of our office staff; two secretaries, one family worker and our parent coordinator are bilingual in Spanish. They provide a welcoming atmospere for our bilingaul parents. Our PTA Excutive Board consists of several Spanish speakers and translation at all meeting is provided by the PTA or school staff. All outreach to the community including flyers and meeting notices are provided in English and Spanish.

2. The parent coordinator and the PTA president work with outside agencies to provide services to all of our students including our ELL's.

3. In the beginning of the school year at the orientation for new students and at the ELL parent meeting a survey is distributed by the parent coordinator and collected by her to determine the needs of our parents. The survey includes questions about needed services and workshops they would be interested in attending as well as contact information for them.

4. Parental activites are designed to include parent's needs and their expressed preferences. Student performances and special events including teas and class celebrations are well attended. Unfortunately parent involmment including attendance at PTA meetings and other adult events is a continuing problem for the school.

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)							5	8	4					17
Intermediate(I)							13	18	18					49
Advanced (A)							18	25	8					51
Total	0	0	0	0	0	0	36	51	30	0	0	0	0	117

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	2	1				
	I							7	7	2				
	A							16	26	13				
	P							16	7	14				
READING/ WRITING	B							5	3	4				
	I							13	8	18				
	A							16	16	8				
	P							8	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	2	3	2	18
7	25	17	3	0	45
8	23	23	2	0	48
NYSAA Bilingual Spe Ed	0	0	0	0	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	5	3	14	5	11	3	3	0	44
7	9	6	17	6	5	0	3	0	46
8	13	6	16	6	8	2	0	0	51
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8	20		35		4		0		59
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	39		6		2		0		47
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	25	23	14				

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

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

1. As a middle school, our school begins in grade six and as such we use, running records, the Slossen and Orbit Wrap to assess incoming students including out ELL's. This year as part of the "Literacy Navigator" program we are adding the assesment tools from the America's Chioce website to properly place all of our students.

2. Review of individual student's NYSESLAT scores from one year to the next show that many of our students have made adequete progress up to a point and then they stop in the Intermediate or Advanced stage and do not achieve proficiency. Review of individual results are used to determine why are students seem to be stalling at specific points in their progress. Hopefully the new program format and the replacement of the ESL teacher will have a postive effect on student progress this year. The review of the data in the last year after our most experienced English Language Arts teacher retired has shown that the majority of the students in the bilingual progam made little or no progress on the NYSESLAT exam in both the listening and speaking and the reading and writing strands. The ESL teacher who was with us transferred and so we now have a new team working with the students this year including a reading specialist who will provide specific targeted instruction for each student.

3. We have begun to increase the amount of instructional time which is now provided for direct reading and writing instruction and have assigned an reading specialist to the program in the hope that this will address the needs of the students more completely. More time is being provided for remedial work in the classroom since the class size is nowreduced to between 5-10 students per teacher.

4. Students in our transitional bilingual program are offered the exams in both English and Spanish (math, social studies and science) when available. The majority of the students take the exams in the English Language booklet. The only place you see a number of students using the Spanish translation is in Math, students appear to do equally in both langauges in mathematics. When they do not have the Spanish support the scores are lower as in Social Stuides and Science. This trend is also evident in the ELE exam which is taken by the Bilingual classes only. These students score for the most part in the second and third quartile, although several have done very well in previous years. Recently the number of student's coming in with strong skills in their native language has declined and along with their nummbers the scores have likewise declined. The periodic assessments are given in both ELA and Mathematics. The results are used by teachers in mathematics and ELA to design and produce individualized remediation which is used for small group instruction. All of the teachers and the administrative team monitor the use of the remediation materials and practice available on the web. Supervisory observations focus on individualized instruction and differentiated learning. Teachers are expected to form groups and create instructional activities using the predictive and periodic results.

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		