



J.H.S. 166 ROBERTO CLEMENTE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: J.H.S. 166 ROBERTO CLEMENTE
ADDRESS: 250 EAST 164 STREET
TELEPHONE: 718-681-6334
FAX: 718-537-6043

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010166 **SCHOOL NAME:** J.H.S. 166 Roberto Clemente

SCHOOL ADDRESS: 250 EAST 164 STREET, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-681-6334 **FAX:** 718-537-6043

SCHOOL CONTACT PERSON: LAUREN REISS **EMAIL ADDRESS:** LReiss@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Mace

PRINCIPAL: LAUREN REISS

UFT CHAPTER LEADER: Relitia Rudd

PARENTS' ASSOCIATION PRESIDENT: Alejandrina Velez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: ROBERT COHEN/Martha Frans

SUPERINTENDENT: DOLORES ESPOSITO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/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
Lauren Reiss	Principal	Electronic Signature Approved.
Relitia Rudd	UFT Chapter Leader	Electronic Signature Approved.
Shawn Georges	UFT Member	Electronic Signature Approved.
Carmen Felix	UFT Member	Electronic Signature Approved.
Nancy Soto	DC 37 Representative	Electronic Signature Approved.
Maria Mace	Admin/CSA	Electronic Signature Approved.
Alejandrina Velez	Parent	Electronic Signature Approved. Comments: This parent has approved the CEP but has not logged into the online system This parent has approved the CEP but has not logged into the online system.
Domingo Espinal	Parent	Electronic Signature Approved. Comments: This parent has approved the CEP but has not logged into the online system This parent has approved the CEP but has not logged into the online system.
Jasmine Escobar	Parent	Electronic Signature Approved. Comments: This parent has approved the CEP but has not logged into the online system This parent has approved the

		CEP but has not logged into the online system.
Brenda Dandridge	UFT Member	Electronic Signature Approved. Comments: This teacher has approved the CEP but has not logged into the online system.
Mercedes De La Cruz	Parent	Electronic Signature Approved. Comments: This parent has approved the CEP but has not logged into the online system This parent has approved the CEP but has not logged into the online system.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Mission of the Roberto Clemente Intermediate School, CIS 166X, is to provide our students with a rigorous curriculum in a safe and nurturing environment. CIS 166X is committed to creating an environment that supports all of its students on their educational journey. We offer a learning environment where a diverse group of students, teachers, and parents work together to create an exciting and rewarding educational experience.

We also have a 21st century Library Media Center featuring a state-of-the-art computer lab and thousands of catalogued books that have encouraged our students to engage in independent reading.

We offer an advanced 8th grade math class and specialized high school test preparation. The integration of technology is a priority here at 166. We have a number of computer labs with Smartboards, and access to a variety of online research tools. At this time, we have a school website through up and running where teachers create class websites, information is posted for staff, students, and parents.

Both before and after school, we offer science, mathematics, and English language learner tutoring programs. We also have a student-centered extra-curricular program which includes a softball team, entrepreneurial class, flag football, basketball, fitness and dance programming.

The school is committed to the development of teams to develop collaboration and small Professional Learning Communities. These teams include Grade Level Teams, Subject Specific Grade Level Teams (e.g. 8th grade ELA), a Student Representative Council (SRC), Specific Groups Team (e.g. special education and ELL teachers), an Inquiry Team, an Administrative team, Behavior Support Team, School Leadership Team and Instruction Support Team.

Here at 166, there are active parent volunteers that assist with attendance, lunch duty, hallway patrol and school trips. The School Leadership Team meets monthly to discuss programming, instructional, and financial issues that affect the school.

The Children's Aid Society provides after school and holiday programming to over two hundred students. The organization is a key player in decision making in our school; providing feedback as well as ideas on how to improve the school community.

Teachers' work is focused on providing rigorous classroom instruction. This instruction is differentiated to address the diverse needs of our students. Teachers reflect on student work as a means to continually improve teaching practice and develop quality curriculum.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		J.H.S. 166 Roberto Clemente								
District:		9	DBN #:		09X166	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			88.3	88.1	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			92.3	89.98	TBD	
Grade 4		0	0	0						
Grade 5		175	140	0	Poverty Rate - % of Enrollment:					
Grade 6		257	200	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		235	255	173			73.4	94.8	91.2	
Grade 8		268	211	241						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		1	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			14	16	TBD	
Grade 12		0	0	0						
Ungraded		0	2	2	Recent Immigrants - Total Number:					
Total		936	808	416	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							33	24	7	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		102	89	40	Principal Suspensions		61	31	TBD	
# in Collaborative Team Teaching (CTT) Classes		35	52	31	Superintendent Suspensions		62	62	TBD	
Number all others		41	45	25						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		111	73	42						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	97	113	67	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	15	24	44	Number of Teachers	83	78	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	20	26	TBD
				Number of Educational Paraprofessionals	5	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	13	18	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	69.9	64.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	59	53.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	73	68	TBD
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.2	86.4	TBD
Black or African American	29.3	29	26.7				
Hispanic or Latino	68.3	68.7	71.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.9	1.7	1.9				
White	0.3	0.2	0				
Multi-racial							
Male	56.2	55.6	57.7				
Female	43.8	44.4	42.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:	-		

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√	-	-	-	
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√		-	-	-	
Hispanic or Latino	√	√		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	√				-	
Limited English Proficient	X	√					
Economically Disadvantaged	√	√		-	-	-	
Student groups making AYP in each subject	4	6	1	0	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

According to our NYS cut scores in ELA and MATH about 70% of our students are performing at or above grade level. We anticipate about a 10% increase once the final scores are released.

English Language Learners-

According to DY0 assessments, and NYSESLAT scores, ELL's in our bilingual classes are not developing fluency with the English language as quickly as our ELL's in ESL classes. ESL and bilingual teachers were held accountable to attend staff development and weekly PD sessions in all subject areas. In prior years, ELL teachers did not consider themselves to be part of the general education learning community. In our 7th grade ESL classes, only 6 out of 25 students did not meet promotional criterion on the NYS ELA exam. In our 8th grade ESL classes, 11 out of 35 students did not meet promotional criterion on the NYS ELA exam.

According to 2010 NYS CUT SCORES IN ELA AND MATH Despite significant gains of our Students **with disabilities**, only XX% are performing on or above grade level in ELA The Inquiry Team concluded that the CTT model was particularly successful in increasing student achievement. Additionally, the Inquiry Team concluded that engaging student in double journal reflective writing, significantly improved students

<p>understanding of specific mathematical concepts.</p>	
<p>Our scores in all documentation available indicate that our focus on development of coherent curricular and instructional practices has been successful in improving student performance. We must maintain and further develop this work.</p> <p>Grade level curriculum teams in ELA and Math meet weekly during school time for PD and collaborative planning.</p>	
<p>The School Environment Student Survey showed an improvement in the important survey questions over the last 12 months. Despite this, concerns were still evident in the area of engagement. We are trying to provide engaging programming and opportunities for our students despite the lack of funding for arts initiatives and our phase-out status. We provide after-school activities along with Children’s Aid Society (CAS). It is worth mentioning that CAS has made a conscious decision to support CIS166 through the phase-out process (due to the positive relationship that we have cultivated) despite the fact that the organization is no longer operating programs in the South Bronx.</p>	

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> All 8th grade students will create and maintain a mathematics work portfolio which will include work in progress, teacher feedback indicating next steps, and revised work by content strand.	<input type="checkbox"/> Staff feedback and our promotion in doubt data indicate that we still have a core of students who are performing below grade level standard. Our priority this year is to create individual education plans for these students. The plans will include a variety of interventions tailored specifically to the needs of the students. This is a year long process which will culminate with a portfolio celebration.
<input type="checkbox"/> All 8th grade students will create and maintain an English Language Arts work portfolio which will include work in progress, teacher feedback indicating next steps, and revised work by content strand.	<input type="checkbox"/> Staff feedback and our promotion in doubt data indicate that we still have a core of students who are performing below grade level standard. Our priority this year is to create individual education plans for these students. The plans will include a variety of interventions tailored specifically to the needs of the students. This is a year long process which will culminate with a portfolio celebration.
<input type="checkbox"/> To increase the level of parent/guardian participation at school sponsored family events.	<input type="checkbox"/> We plan to host a family ARIS night, 8 th grade orientation, portfolio celebrations, high school information sessions and various workshops to meet the needs of our students and their families. Our parent coordinator and parent involvement teams will lead these initiatives along with the help of Children's Aid Society

<p><i>action plan.</i></p>	<p>in developing their portfolios through the use of a portfolio development class</p> <p><u>OTPS:</u></p> <p>NYSTL Software: To purchase relevant software in the technology lab <input type="checkbox"/></p> <p>NYSTL Hardware: To assist in maintaining equipment in the technology lab <input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teams will be conducting classroom walkthroughs with a focus on progress of portfolio completion • A table of contents will be used as a timeline • Through student and staff conferencing, students will continually monitor their own progress • Parents will be receiving updates on portfolio progress

**Subject Area
(where relevant) :**

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>All 8th grade students will create and maintain an English Language Arts work portfolio which will include work in progress, teacher feedback indicating next steps, and revised work by content strand.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Staff feedback and our promotion in doubt data indicate that we still have a core of students who are performing below grade level standard. Our priority this year is to create individual education plans for these students. The plans will include a variety of interventions tailored specifically to the needs of the students. This is a year long process which will culminate with a portfolio celebration.</p>

	<p>All 8th grade mathematics teachers will lead this initiative One teacher will work with students on developing portfolios in a talent class dedicated to portfolio development One technology teacher will provide students with computer support/training to complete portfolios</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <u>PS:</u> Half of one teacher's salary (50% of their weekly schedule) will be utilized to support students in developing their portfolios through the use of a portfolio development class</p> <p><u>OTPS:</u> NYSTL Software: To purchase relevant software in the technology lab <input type="checkbox"/> NYSTL Hardware: To assist in maintaining equipment in the technology lab <input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teams will be conducting classroom walkthroughs with a focus on progress of portfolio completion A table of contents will be used as a timeline Through student and staff conferencing, students will continually monitor their own progress Parents will be receiving updates on portfolio progress</p>

Subject Area
(where relevant) :

Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To increase the level of parent/guardian participation at school sponsored family events.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>We plan to host a family ARIS night, 8th grade orientation, portfolio celebrations, high school information sessions and various workshops to meet the needs of our students and their families.</p> <p>Our parent coordinator and parent involvement teams will lead these initiatives along with the help of Children’s Aid Society.</p> <p>A parent calendar will be provided to parents/guardians outlining the programming for the year.</p> <p>Parent coordinator will check in with the administrative team on level of parent involvement</p> <p>Teachers will inform students about events. In turn, students will recruit their families to attend events</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p><u>PS:</u></p> <p>Parent Coordinator</p> <p><u>OTPS:</u></p> <p>Parent coordinator - administrative overtime</p> <p>Parent outreach materials/supplies- Title I parent set aside</p>

Indicators of Interim Progress and/or Accomplishment

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

- Parent coordinator will check in with the administrative team on level of parent involvement
Teachers will inform students about events. In turn, students will recruit their families to attend events
Percentage of families attending and participating at events will be increased

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8	23	27			10	10		5
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Newcomers : Designed for students with few to no English skills, and provides instruction through an assortment of lessons and activities. The program introduces crucial vocabulary and concepts affiliated with English, math, science and American history while building oral language through context sentences and patterns. Method of delivery: Small Group When: 37½ Minutes</p> <p>Keep on Reading: Provides lessons that revolve around the ELA, Math, Social Studies and Science learning standards. The curriculum is designed to help students learn fundamental comprehension strategies and skills. Each unit focuses on a specific strategy that in turn will support students to thrive in their reading endeavors. Method of delivery: Small Group When: 37½ Minutes</p> <p>ELA Boot Camp: This is a newly designed program that is intended to prepare students in 8th grade for the demands inherent to attaining high scores on the 2011 NYS ELA examination. Students meet in small groups on Saturdays beginning in November 2010.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>Count on It!: Customized to the NYS learning standards and provides crucial problem-solving techniques that will help students to become successful problem solvers. This program is aligned to the problem solving strategies that we currently implement during daytime instruction. Method of Delivery: Small Group</p>

	<p>When: 37½ Minutes</p> <p>Mathematics Boot Camp: This is a newly designed program that is intended to prepare students in 8th grade for the demands inherent to attaining high scores on the 2011 NYS Mathematics examination.</p> <p>Students meet in small groups on Saturdays beginning in January 2011.</p>
Science:	<input type="checkbox"/> <p>Science Boot Camp: This is a program that is intended to prepare students in grade 8 for the demands inherent to attaining high scores on the 2011 NYS Science examination.</p> <p>Students meet in small groups on Saturdays beginning in March 2011.</p>
Social Studies:	<input type="checkbox"/> <p>Social Studies Exit Project Development: During class time, students work in small groups to research topics, write essays, and assemble artwork for their social studies exit projects. Teachers are also available during prep periods to assist students as requested.</p>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <p>Students are identified by Student Intervention Team as needing one-on-one or group counseling. Parent conferences and referrals to outside agencies are made when additional support is needed. Guidance Counselors address lateness concerns for our students the use of I-Log, phone calls, and family mediation.</p>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <p>Two school psychologists and one bilingual social worker provide at-risk counseling Staff provides outreach to parents and students</p>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <p>Student's social/emotional needs are addressed by the intervention of four school social workers. Social Workers address the attendance concerns for our students through ongoing daily communication with families, tracking data through I-Log, and making referrals to those families who have ongoing attendance concerns. Students are potentially identified as needing behavioral intervention, group counseling, or individual counseling by deans or teachers. Students meet with social worker during the</p>

	school day.
At-risk Health-related Services:	<input type="checkbox"/> Speech improvement services are offered during the school day by two certified speech teachers

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

8

Number of Students to be Served:

LEP 49

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 0

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.

□

All ESL teachers are integrated with educators of Special Education and General Education classes through weekly professional development study sessions in which unit curriculum is presented, reviewed, discussed and modeled. The expectations for curriculum planning and implementation are the same. Units of study in all content areas are clearly defined by the subject Assistant Principal. Differentiation of projects, lesson structures and materials are discussed, selected and used to teach students at varying levels. Analysis of student data drives lesson instruction and the strategies and practices selected by the teacher of ELL students.

We plan on serving our ELL population through the following class structures :

- One CTT bilingual class in the 8th grade
 - One ESL class in the 8th grade
 - An 8th grade ESL pull-out program for English language learners

Type of program/activities:

Bilingual and ELL after-school program

Number of students to be served:

Grade level(s):

8

Language(s) of instruction:

Program duration :

January 2011 – June 2011

Service provider and qualifications:

English Language Learner after-school

- *For our ESL students, this program will serve to develop their mastery of the English language. The bilingual program will be for the students who are in bilingual classes. Students will receive 75% of their instruction in English as well as 25% in Spanish in order to improve native language as well as to strengthen their skills in their native language. This knowledge in turn will be transferrable.*

- *This program will be targeting our students who are in ESL and Bilingual programs for more than three years and will ensure that students are truly prepared to meet the demands of the NYSESLAT (New York State English as a Second Language Achievement Test). Students will receive supplemental instruction in reading, writing speaking and listening practices, with a focus placed upon developing the necessary test strategies they will need to attain a passing grade.*
- *Comprehensive Assessment of Reading Strategies) will be used, along with NYSESLAT preparation guides, and Orchard Learning Language Arts. For the Spanish portion of the program, we will be using another funding source to purchase materials.*

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.



- Topics of professional development include
- Curriculum design and instructional planning in ELA
- Consolidating independent and guided reading practices through the use of differentiated grouping.
- Using UBD Backward design for unit planning
- Administering/analyzing the WRAP assessment in English and/or Spanish
- Analyzing internal school writing data to inform writing instruction
- Conferencing with students utilizing the school’s writing conference sheet that is aligned with the writing assessment
- Reviewing differentiation strategies for teachers to use to support student levels.
- Analyzing standardized student data and internal school data in math to plan and implement lesson grouping and instruction process.
- Model lessons to support appropriate implementation

Section III. Title III Budget

School: 09x166
BEDS Code: 320900010166

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

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$6,984.60	<input type="checkbox"/> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="993 172 1308 581"> Professional salaries (schools must account for fringe benefits) </td> <td data-bbox="1308 172 1514 581" style="text-align: right; vertical-align: top;"> \$5,587.68 Tues and Wed for 14 weeks – 2 teachers (112 hours – 56 hours each) </td> <td data-bbox="1514 172 1892 581"> 112 hours (56 hours per teacher x 2 teachers) of per session for two ESL teachers to support ELL students: 112 hours x \$49.89 (current teacher per session rate with fringe) = \$5,587.68) </td> </tr> </table> <input type="checkbox"/> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="993 662 1308 1377"> Professional salaries (schools must account for fringe benefits) </td> <td data-bbox="1308 662 1514 1377" style="text-align: right; vertical-align: top;"> \$1,396.92 </td> <td data-bbox="1514 662 1892 1377"> 18 hours of per session for teachers to support ELL families through literacy training, parent outreach, and ARIS training during monthly family night events :18 hours x \$49.89 (current teacher per session rate with fringe) = \$898.02 10 hours of per session for guidance counselor to support ELL families with parent outreach, and the high school articulation process during monthly family night events = \$498.90 </td> </tr> </table>	Professional salaries (schools must account for fringe benefits)	\$5,587.68 Tues and Wed for 14 weeks – 2 teachers (112 hours – 56 hours each)	112 hours (56 hours per teacher x 2 teachers) of per session for two ESL teachers to support ELL students: 112 hours x \$49.89 (current teacher per session rate with fringe) = \$5,587.68)	Professional salaries (schools must account for fringe benefits)	\$1,396.92	18 hours of per session for teachers to support ELL families through literacy training, parent outreach, and ARIS training during monthly family night events :18 hours x \$49.89 (current teacher per session rate with fringe) = \$898.02 10 hours of per session for guidance counselor to support ELL families with parent outreach, and the high school articulation process during monthly family night events = \$498.90
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Purchased services	\$6,900	<input type="checkbox"/>						

<p>- High quality staff and curriculum development contracts</p>		<p>Consultant, Ms. Ros Cooper, from AUSSIE, working with teachers of English Language Learners on curriculum design and effective teaching strategies for ELL population @ \$1,150/day x 2 days = \$2,300.00</p> <p>Consultant, Ms. Ros Cooper, from AUSSIE, working with teachers of English Language Learners on supporting student language development and instruction in English and native language arts @ \$1,150/day x 4 days = \$4,600.00</p> <p><input type="checkbox"/></p>
<p>Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	<p>\$4,615.40</p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Workbooks (<i>Object code 337</i>): For after-school ELL programming. Preparing for the NYSESLAT books/audio CD's.</p> <p>Supplies (paper, markers, headphones) for after-school ELL programming</p> </div> <hr/> <p>Workbooks for family literacy and parent outreach.</p> <p>Supplies for family night events which will serve to support ELL families through literacy training, parent outreach, and ARIS training.</p>
<p>Educational Software (Object Code 199)</p>	<p>0</p>	<p><input type="checkbox"/> N/A</p>
<p>Travel</p>	<p>0</p>	<p><input type="checkbox"/> N/A</p>
<p>Other</p>	<p>0</p>	<p><input type="checkbox"/></p>

TOTAL	0	
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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.

- Upon student enrollment by a parent/guardian, the pupil accounting secretary provides the HLIS (Home Language Identification Survey) to collect data on languages spoken at home. This data is entered into ATS.
- Parent coordinator maintains daily office hours for parents to visit and discuss their concerns.
- Teachers and Supervisors provide translated documents to be mailed or backpacked home in both English and Spanish.
- Documents that have translation copies found on the DOE website are downloaded, copied and mailed or backpacked home.

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

- At CIS 166, about 53 % of the parents indicated that they speak a language other than English. Forms are translated into Spanish, displayed and distributed to the community.
- The parent coordinator concentrates on providing translated material and information in their native language to parents regarding their child's educational rights.

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.

- Documents are translated by in-house school staff in a timely manner. Documents are translated into Spanish which is provided on the reverse side of the English document to be distributed.
- Examples of translated documents are not limited to the following:
 - Health;
 - Safety;
 - Legal or disciplinary matters;
 - Entitlement to public education or placement in any special education,
 - English language learner or non-standard academic program; and
 - Permission slips/consent forms.
- A weekly ESL class will be open to all parents and guardians of CIS166 students. This newly designed program is intended to help any non-English speaking person to learn English. Books and supplies will be provided for parents for this program.

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

- In-house school staff members are available for oral interpretation at all times. We have a number of school aides, guidance counselors, teachers and office staff members that translate as needed.
- For Parent-Teacher conferences, school aides and paraprofessionals were hired to serve as translators on each floor of the school building.
- During school meetings and presentations, all dialogue is translated for parents.

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

- Upon enrollment to CIS166, the pupil accounting secretary provides parents/guardians with a HLIS (Home Language Identification Survey) to collect data on languages spoken at home. This data is entered into ATS.
- School signage is provided in both English and Spanish at all times.
- The main office is staffed with bilingual personnel so as to meet the needs of the parents in communicating effectively with their child's school.
- The parent coordinator is available for parents to express their need for any translation services as they relate to school safety, health or academics.
- When provided, DOE translated documents are provided to parents/guardians.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$510,948	\$33,301	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,109		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,547	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$51,090	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- Teachers have been assigned to teach within their certification area
- Teachers have been offered payment (through Title 1 HQ set-aside) for Content Specialty Tests costs associated with their licensure
- Teachers have taken the HOUSSE survey to demonstrate subject matter competency

- Conferences have taken place with teachers regarding their current license status and have been sent to Regional certification experts when necessary

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

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

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Our school will provide opportunities (via Parent Meetings, Family Night, etc) to participate in the planning and design of Title I programs and activities.

Title I Representatives and alternates will be encouraged to participate in school-wide decision making processes such as the School Leadership Team. Meetings of staff members and groups of parents representing all pupils including those with having special abilities, needs, and problems such as the ELL and Special Education student.

Administrative and Support Staff will conduct meetings to plan Parent Teacher Conferences including Parent Workshops on Academic Support at Home and Effective Parenting Strategies geared toward the social and psychological needs of the middle school student.

Title I Representatives, alternates, Parent Coordinator, Administrative and Support Staff will conduct and annual evaluation of present Involvement Policies, to include participation rate, feedback from parents, student academic achievement on standardized tests with attention to parents of ELL and Special Needs. School Leadership Team will also evaluate results of evaluation in order to make revisions to the Parent Involvement Policy.

Parent Coordinator will conduct parent workshops to inform parents of NYS Academic Performance Standards and how it relates to promotional criteria. Parents will learn how to access information available to them on score reporting web-sites to monitor their child’s

progress. Parents will be encouraged to seek out additional resources for test preparation through workshops, conferences held by the school or other Community Based Organizations. Classes will be held on topics such as Adult Literacy, ESL for Adults and Computer Technology. Additional classes will be held as per parent needs and requests.

Special events will be organized of cultural, ethnic and topical natures which are initiated by parent groups, to involve the cooperative effort of students and parents.

Notices in languages other than English and Spanish will be made available either on the DOE web-site or if not available the Translation Services either form a contracted agency of parent in the community will be utilized.

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

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

CIS 166, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011

Required School-Parent Compact Provisions

School Responsibilities

CIS 166 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.

CIS 166 will hold Curriculum Night by grade to inform parents of all curriculum and instructional mandates and provide materials that can be used at home, and helpful web-sites.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

Parent-Teacher Conferences are held in November and February of each school year although parents can make an appointment to speak to the teacher when needed.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

Report Cards will be distributed four times per year at the conclusion of each marking period . Progress reports will be distributed mid way through each marking period.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Parents can call the Assistant Principal, dean, social worker, or guidance counselor of their child's grade and set up an appointment to meet with teachers, and/or support staff as needed.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Open School Week is held twice a year and parents are invited to visit their child's, class, speak to the teachers and ask questions regarding curriculum and/or student progress. Teachers may request parent volunteers for special class events such as holiday parties, plays and trips.

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

This process begins with the SLT review of the policy in conjunction with the PTA. Next, during a PTA meeting, the policy is reviewed until a consensus is reached.

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

This process begins with the SLT review of the policy in conjunction with the PTA. Next, during a PTA meeting, the policy is reviewed until a consensus is reached.

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

This information is disseminated to parents at a time that is convenient to the majority of parents.

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

Documents are translated by in-house school staff in a timely manner. Documents are translated into Spanish which is provided on the reverse side of the English document to be distributed.

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

All students participating in our academic intervention services are sent home with a notice explaining the program they are involved in.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Upon request, the PTA in conjunction with our parent coordinator holds meetings as necessary.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Each department maintains a class at a glance sheet in each student's portfolio. This information is shared with parents at Parent Teacher conferences, as well as on progress reports. Parents are given a printout from NYStart that is printed by the DOE.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

N/A

Parent Responsibilities

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Please refer to Section IV: Needs Assessment.

2. Schoolwide reform strategies that:

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

Differentiated reading instruction evidenced by guided reading, and leveled independent reading occurring on a regular basis throughout the year.

Math teachers meet weekly to plan differentiated lessons. Hands on math activities are discussed to reinforce the student's learning

Teachers will be required to use the school internal diagnostic writing assessment three times per year and analyze data to inform instruction

Out of hours curriculum writing workshops will take place to develop quality curriculum

Common planning time will be programmed into the school schedule.

Professional development focused on instructional practices to support differentiation in reading and writing will be provided.

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

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

Princeton Review SES after school program to increase ELA proficiency.

Bilingual after-school programming to assist bilingual students in improving their writing, listening, and reading comprehension skills

Saturday math and ela tutoring programs

o Help provide an enriched and accelerated curriculum.



- Teachers plan collaboratively using the UBD (Understanding By Design) model evidenced by lesson plans being recorded and stored centrally as well as the occurrence of weekly planning meetings.
- Learning walks, classroom environment feedback, informal observations and formal observations will be used to guide educators through the school wide vision and content area curriculum focus strategies.
- Administering the WRAP assessment in Spanish and English three times to provide baseline, midline and endline reading data.
- Analyzing the WRAP data to inform reading instruction on an ongoing basis.
- Analyzing internal school writing data to inform writing instruction to support students in performing well in the writing assignments built into the ELA units of study and the Math short and long answer problems.

o Meet the educational needs of historically underserved populations.



- CTT educators will continue the practice of team planning in content area curriculum, classroom management to support all learners in their classroom.
- ELA teachers will participate in writing units of study with specific focus on adapting and modifying lessons and activities for special needs learners.

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



- Counseling services will be provided through our mandated guidance counselor as well as through our part-time social worker funded through Middle school task force funds.
- College and career awareness programming will provided through our advisory classes which take place during the school day

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

3. Instruction by highly qualified staff.



- Teachers have been assigned to teach within their certification area
- Teachers have been offered payment (through Title 1 HQ set-aside) for Content Specialty Tests costs associated with their licensure
- Teachers have taken the HOUSSE survey to demonstrate subject matter competency
- Conferences have taken place with teachers regarding their current license status and have been sent to Regional certification experts when necessary

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



ELA

Professional development and training will be delivered in the following areas

- Use of UBD Backward design unit planning
- Administration of WRAP assessment in Spanish and English
- Analysis of WRAP data to inform reading instruction
- Analysis of internal school writing data to inform writing instruction
- Differentiation strategies for teachers (guided reading, conferencing and small group instruction)

Please refer to action plans for further details

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

This question is not applicable since this is the last year that our school will be in operation.

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



- Establish a parent lending library focused on:
 - How to help you child with their homework
 - Reading with your child
- Teen issues such as violence prevention/gang awareness, drug abuse, and addiction

- Creation of a Parent GED Learning Program
- Parent workshops conducted by parent coordinator and outside vendors.

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 as we do not have a 5th, 6th, or 7th grade this coming year.

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.

To ensure that teachers will be participants in decisions regarding the use of academic assessments, overall instructional programming, and the achievement of individual students, an intervention team will be assembled. Meeting on a scheduled weekly basis, the team will assess and reevaluate the learning needs of level one students, holdovers, and multiple holdovers. The goals of this team will be to determine if current educational programming is effective, or does it need to be changed. It too will develop a package of relevant assessments, and create a procedure for the classroom teacher and the service provider to regularly communicate. In addition, the following will take place:

- Provide GROW reports outlining student achievement on ELA and MATH assessments to teachers
- Establish common planning time for teachers across curriculum areas to share student data and assessment information
- One-on-One conferencing with ELA coach/consultant to discuss student data and assessments
- Training for all staff on access to Acuity Website, school internal data base and *NYSstart*
- Provision in schedule for weekly grade level meetings
- Provision for weekly ELA and math curriculum meetings in grade level teams

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.

- Those students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement in the area of mathematics will receive additional assistance via means of pull-out math intervention programming. To ensure that these students are given additional academic assistance in a timely manner, school administrators and teachers will examine the test results of monthly mathematics unit tests, and use the results of diagnostic math examinations to determine the exact content strand students have demonstrated problems in meeting competency.
- All students are assessed using a comprehensive reading assessment in the first weeks of school. This information forms the basis for the one to one data conferences with the literacy coach.

- For students whose reading is significantly below grade level, an individual internal intervention plan will be developed. This plan will generate ideas and strategies for the teacher to use in the classroom.
- Baseline writing data will be collected in the first week of school and following teacher analysis of this work, grade level meetings will focus on strategies to address the issues of struggling writers.
- Students who received a level one on the State ELA exam will be provided with Academic Intervention Services
- Biweekly AIS meetings, SETSS meetings, IEP meetings, and parent conferences will take place to discuss student achievement
- Princeton Review Supplemental Education Services after school program for improving ELA proficiency for low level students
- Investigation of research based practices through inquiry
- Development and use of school wide comprehensive data base which tracks student attendance, biographical data and achievement in Math and ELA

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.

Our parent coordinator will be working with our grade level teams and student support teams to organize critical programming for our students in violence prevention, nutrition and health education.

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all

consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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 Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Restructuring (Advanced)
 - Focused **SURR 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.

- Consultant support in the following areas will assist with removing the school from school improvement lists:
 - Professional Development for English Language Arts teachers
 - Literacy support across all content areas
 - Assist teachers with reviewing data to plan instruction
 - Coach teachers at classroom level in exemplary practice
 - Provide opportunities for peer observation and collaborative planning
 - Facilitating administrative team processes
 - Developing and supporting behavior management policies and procedures

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 teacher mentoring program that will be used to provide high-quality professional development in mathematics will be centered on the strategic use of the school's math coach, and our lead teacher. These individuals will be given the capacity to both help struggling teachers in matters pertaining to fully understanding both math content and its process, modeling the elements of what constitutes the "Workshop Model" as it relates to math and ELA, and aiding newly hired teachers in matters related to effective classroom management.

- A teacher institute will be established to assist teachers
- A handbook will be created with information regarding each subject area as well as school operations
- Experienced teachers will be paired with newer teachers
- Coaches will work with new teachers on developing best teaching practices

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

- Our Assistant Principal will provide support in the following areas will assist with removing the school from school improvement lists:
 - Professional Development for English Language Arts teachers
 - Literacy support across all content areas
 - Assist teachers with reviewing data to plan instruction
 - Coach teachers at classroom level in exemplary practice
 - Provide opportunities for peer observation and collaborative planning
 - Facilitating administrative team processes
 - Developing and supporting behavior management policies and procedures

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

The teacher mentoring program that will be used to provide high-quality professional development in mathematics will be centered on the strategic use of the school's math coach, and our lead teacher. These individuals will be given the capacity to both help struggling teachers in matters pertaining to fully understanding both math content and its process, modeling the elements of what constitutes the "Workshop Model" as it relates to math and ELA, and aiding newly hired teachers in matters related to effective classroom management.

- A teacher institute will be established to assist teachers
- A handbook will be created with information regarding each subject area as well as school operations
- Experienced teachers will be paired with newer teachers
- Coaches will work with new teachers on developing best teaching practices

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.

□

- The Title 1 parent notification letter provided by NYCBOE will be distributed in English, Spanish and Haitian-Creole to meet the needs of our student's families.
- Parent workshops will be held outlining the issues surrounding identification as a SINI school. Translation will be provided.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

3

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

We provide students in temporary housing with all school supplies, backpacks, and extra copies of their classroom textbook when necessary.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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.

CEP RELATED ATTACHMENTS

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

File Name - 28_09X166_020311-101203.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 09	School Number 166	School Name Roberto Clemente
Principal Ms. Lauren Reiss	Assistant Principal Ms. Maria Mace		
Coach Ms. Ros Cooper (AUSSIE)	Coach type here		
Teacher/Subject Area Ms. Elizabeth Solis/TESOL	Guidance Counselor Ms. Nancy Diaz		
Teacher/Subject Area Mr. Santos deLeon/ESL Teacher	Parent Ms. A. Velez		
Teacher/Subject Area Ms. R. Rudd/Math Portfolio	Parent Coordinator Ms. Nancy Soto		
Related Service Provider Amy Kirschenblatt/Social Work	Other type here		
Network Leader Mr. Bob Cohen	Other type here		

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

C. School Demographics

Total Number of Students in School	177	Total Number of ELLs	44	ELLs as Share of Total Student Population (%)	24.86%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Within 10 days upon enrollment to CIS 166, the Home Language Survey will be administered by the Assistant Principal (Ms. M. Mace) in conjunction with ESL Teacher (Mr. Santos deLeon) and Parent Coordinator (Ms. N. Soto). An oral interview will be conducted for both parent and student to determine what language is spoken at home and the extent of the student's English proficiency. Upon completion of the Home Language Survey, parent/child interview and its determined that a language other than English is spoken in the home the LAB-R will be administered and scored by Mr. Santos deLeon (ESL Teacher) to determine whether the child is eligible for state mandated services for ELL's. If a student who speaks Spanish at home and scores below proficiency level on the LAB-R will then be administered the Spanish LAB to determine language dominance. Each spring students that are receiving ELL services will be administered the NYSESLAT to determine if the student whether or not the student continues to be eligible for services. CIS 166 offers supplemental instruction in reading, writing, speaking and listening skills, with a focus placed upon developing the necessary test strategies they will need to attain a passing grade. The program runs twice a week for 2 hours.

2. After completion of the Home Language Survey Assistant Principal (Ms. Mace) and Parent Coordinator (Nancy Soto) will present program options that our school can offer. Presently, we have the following programs: Self-contained ESL class, CTT Bilingual Class and push-in ESL services. We will also show the DVD and clarify any questions or concerns parent may have. In some cases if the parent needs further clarification, the parent will be allowed to visit an ESL and/or Bilingual Class to ensure that the program choice will meet the needs of the student. This process will be completed within the first 10 days of school or upon registration.

3. Upon completion of this process, parent(s) will be notified by phone, if no response a certified letter indicating the program choice. Parent Coordinator will follow-up with phone calls, letters if the form has not been returned with the parent's signature. All forms will be kept on file in Assistant Principal's office (Ms. M. Mace).

4. In addition, other support programs will be made available such as AIS, SES Tutoring and after school programs that are designed for ELL students. Parents will be given an application in their native language which will explain the nature of the program, hours, etc.

5. The trend is that parents prefer their child be placed in a self-contained class rather than a pull-out program so that the student does not miss classroom instruction. For the past 3 years ESL self-contained classes, CTT Bilingual classes have been filled to capacity. Last year for example we had One CTT 7th grade bilingual class, One 8th grade Spanish dominant Special Education class and One 8th grade Spanish dominant bilingual class and Two ESL classes in the 7th and 8th grade and all classes were filled.

6. CIS 166 strives to make every effort to accommodate parent requests. We offer parents additional support services such as counseling, referrals to CBO's and access to technology (computers) when needed. This year we had a total of 4 new entrants and all were placed in Bilingual CTT class due to HLS, LAB-R and the program meets the needs of the students. Since we are phasing out in June 2011, we have been able to accommodate all parental requests using the programs we have available.

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>									10					10
Dual Language <small>(50%:50%)</small>									0					0
Freestanding ESL														
Self-Contained									11	0				11
Push-In									10					10
Total	0	0	0	0	0	0	0	0	31	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	8
SIFE	4	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	3	1	0	4	1	2	6	1	2	13
Dual Language										0
ESL	6	0	1	9	1	1	16	2	3	31
Total	9	1	1	13	2	3	22	3	5	44

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									13					13
Chinese														0
Russian														0
Bengali									0					0
Urdu														0
Arabic														0
Haitian														0
French									0					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	13	0	0	0	0	13							

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

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									23					23
Chinese														0
Russian														0
Bengali									2					2
Urdu														0
Arabic														0
Haitian														0
French									3					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	28	0	0	0	0	28							

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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.
<p>CIS 166-Roberto Clemente Intermediate School will be phasing out by June, 2011. All data used throughout this plan is based on current information on student achievement and how this information will be used to differentiate classroom instruction. Our goal is to reflect on the instructional goals to ensure our students are progressing and will pass NYSESLAT as well as other State assessments.</p>

1. a. We plan on serving our ELL population through the following class structures:

- One CTT bilingual class in the 8th grade
- One ESL class in the 8th grade
- One ESL pull-out program for English language learners
- One ESL push-in program for English Language learners

b. The CTT bilingual class and the ESL class have approximately 10/11 periods blocked out in their schedule for ESL/ELA instruction. The classes travel as a group. The majority of the groups are heterogeneously grouped. At this time we only have 8th graders in our school as we will be phasing out June, 2011.

2. a. Each period is approximately 43 minutes and on average there are two period blocks per day set aside for ESL instruction. Total instructional minutes per week are 430 which are more than required under CR Part 154. There are approximately 8 periods per week for ELA (364 minutes) instruction.

3. The Bilingual students receive 50% of their instruction in English as well as 50% in Spanish in order to improve native language as well as strengthen their skills in their native language. The class is 50/50 between Advanced and Intermediate. In content areas of Social Studies and Science materials used are in both English and Spanish. Instruction is delivered by two teachers – with a Bilingual teacher present to assist with instruction. Math instruction is presented and reinforced using manipulatives, use of word wall to reinforce vocabulary, repetition of vocabulary words/concepts, use of reading strategies when dealing with word problems, charts displayed to reinforce concepts taught and for review. ELA will be further discussed throughout the plan with differentiation of projects, lesson structures and materials discussed as part of Professional Development. In addition to written materials, technology (computers, internet access ,smart boards) are part of instructional practice. Classroom libraries are available in every class and school library is available for access as well. Bilingual students receive 10 periods per week of ELA instruction (430 minutes). Native Language Arts is infused across all curriculum areas to create a culturally responsive environment.

4. Currently we have 37% of our 8th grade students failed to meet proficiency in the content area of ELA. This number includes our ELL populations: SIFE, Newcomers, ELLS receiving service four thru six years, Long Term ELLs and special needs. We will be providing our students ELA intervention programs focused on phonics, grammar and specific ELA performance indicators in which students demonstrated difficulty attaining mastery. Since large majority of our ELL's have not met Proficiency on Reading/Writing Modality of the NYSESLAT, we will use school wide diagnostic writing assessment to find student reading levels 3 times yearly.

Since our school will be phasing out in June, 2011 we continue to offer support students that passed the NYSESLAT 2010. 30 students were placed in full-time ESL/Bilingual classes. By utilizing this program model(s) teachers assess prior to, during and after instruction to plan and implement steps to meet instructional goals, deepend reading/writing comprehension and increase fluency. Informal assessments conducted alongside instruction will help teachers refine learning goals and measure actual classroom instructional practices. .

All Bilingual and ESL teachers are integrated with educators of Special Education and General Education classes through weekly professional development sessions in which curriculum is presented, reviewed, discussed and modeled. The expectations for curriculum planning and implementation are the same.

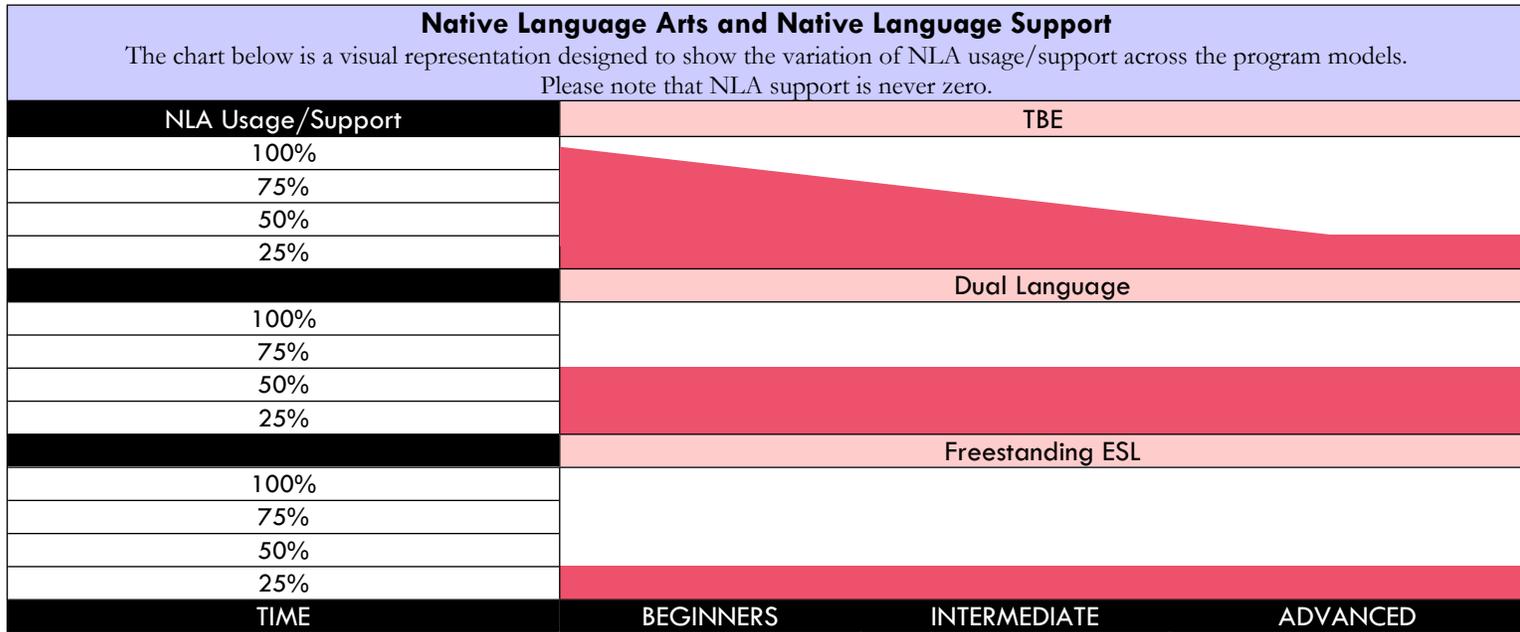
This year we will continue to move student's scale scores towards proficient levels. Assessment is the strategy that we use to drive instruction. We know that ELL students require instructional strategies that support them in their learning. As a school wide practice we expect that all ELL educators will provide the same assessment. To insure that we have accurate info regarding the student's native language level we also have the WRAP assessment in Spanish as well as in English. Educators have been provided PD in assessment, curriculum design (UBD), interpretation, implementation and next steps. PD is mandatory and built into the educator's schedule. If more support is needed the educator can access administration and AUSSIE for individual discussion and coaching.

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
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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



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?

. CIS 166 offers additional intervention programs such as AIS (after school) in ELA and Math. In addition Title III LEP funds will be utilized for after school, per session classes with additional Professional Development from our AUSSIE consultant. Parents also have the option of SES tutoring after school, 2 days per week and one-on-one private tutoring as well.

6. Since our school will be phasing out in June, 2011 we offer support to students that passed the NYSESLAT 2010. The students were placed in full-time monolingual classes. They will continue to receive AIS and ESL services for the remainder of the school year.

7. Our programs will continue as is, with PD opportunities so teachers can meet and analyze student data, strategies and practices selected by the teacher of ELL students to improve instruction.

8. All programs continue as planned - none have been discontinued.

9. All ELL students are given information regarding after school programs that are sponsored by Children's Aid Society, CIS 166 AIS Program, SES providers and any program that is available. The Title III LEP program will focus on NYSESLAT Test Preparation to help ensure a passing grade on the NYSESLAT as well as other standardized exams. All these programs are advertised within the school building, on the CIS 166 web-site and parent workshops held throughout the year. ELL students actively participate in all programs, trips and celebrations.

10. Computer labs are available throughout the day for Open Access. Teachers have access to class sets of laptops for additional instructional support. ELL students have access to Radius Audio Learning System which are content-rich interactive lessons which are supported by sound, LCD images and activity cards. In addition students are using VISIONS which features vocabulary exercises, phonics, reading and writing activities and projects to build group work and portfolios which are additional assessment tools for ELA and Math.

11. Teachers will expose students to a variety of texts for both pleasure and for information as part of Native Language Arts instruction.

12. All services, supports and resources correspond to appropriate age/grade level of our students.

13. During late August letters are sent home in English and Spanish with pertinent information regarding school procedures, rules and policies. Specific staff members are available during the last week of August to answer any questions parents may have either by phone or in person. Ms. Soto, Parent Coordinator is available as a resource for additional information and our Bilingual Guidance Counselor, Ms. N. Diaz will also disseminate information as needed.

14. There are no language electives available at this time.

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 Does not apply to CIS 166

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. Professional development specifically for all teachers of ELL students will be conducted by our Aussie Consultant. The consultant will meet with the TESOL and bilingual education teachers during their subject area professional development periods along with teachers of students in general education and special education classes. The consultant will join teachers in their classrooms to guide and assess their teaching.

Professional development is and will be held in:

- Conduct weekly grade level ELA meetings
- PD on shared lesson planning, modeling, interclass visitation
- Conduct ongoing planning sessions with ELA Teachers
- Establish expectations that all teachers will teach planned units.
- Document the Units of Study in detail to enable ongoing use and refinement process.
- Use the school website to enable access to units of study throughout the planning process

All ELA/ELL teachers will be using a daily grammar program to improve student spoken and written English.

All students are assessed using a comprehensive reading assessment in the first weeks of school. Baseline writing data will also be collected in the first week of school. This information forms the basis for the one to one data conferences with the literacy coach.

For students whose reading and writing are significantly below grade level, an individual internal intervention plan will be developed through teacher analysis of the student's work. Teacher grade level meetings will focus on strategies to address the issues of struggling readers and writers. This plan will generate ideas and strategies for the teacher to use in the classroom.

Weekly professional development sessions in Math cover a wide range of topics. Teachers are engaged in meaningful dialogue surrounding the sharing of student work and portfolios. Teachers participate in a video teaching project where each teacher is videotaped and the footage is viewed and discussed as a group. Best practices are shared and methods for differentiating instruction to meet the needs of English Language Learners are shared. Each teacher is required to maintain and display a class at a glance sheet which lists student state exam data, as well as baseline exam information so students can become familiar with their status. Data analysis of baseline exam results takes place which identify areas of student need.

2. As students begin the transition to high school, the articulation process is thoroughly explained by our bilingual guidance counselor, (Ms. N. Diaz). Individual information sessions are held with both student and parent to explain the process and to assist with choosing high school programs will meet the student's needs. Curriculum Night is held in mid-September and parents have the opportunity to meet with our guidance counselor and receive additional information on High School Open Houses, information sessions and to ask questions about the high school application process. All these services are available in Spanish.

3. All Bilingual and ESL teachers are integrated with educators of Special Education and General Education classes through weekly professional development study sessions in which unit curriculum is presented, reviewed, discussed and modeled. The expectations for curriculum planning and implementation are the same. Our AUSSIE Consultant works with teachers across curriculum areas to ensure that ESL strategies are being implemented during bi-weekly professional development sessions in order to effectively implement strategies for ESL instruction.

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. Parent Coordinator (Ms. N. Soto) will conduct parent workshops to inform parents of NYS Academic Performance Standards and how it relates to promotional criteria. Parents will learn how to access information available to them on score reporting web-sites such as ARIS to monitor their child's progress. Ms. Soto also coordinates Workshops on health issues such as Breast Cancer Awareness and parenting issues such as setting boundaries with teens, bullying, etc.
 - Monthly "Family Night" meetings will keep parents up-to-date on school news, events, high school articulation.
2. CIS 166 partners with Children's Aid Society, EPIC (Every Person Influences Children) , Binet which provides a variety of workshops geared toward parenting, character education and leadership training.
3. Parents have the opportunity to voice any concerns regarding their child's education to our Parent Coordinator. Parents also have the opportunity to participate in a Learning Environment Survey. The information captured by the survey is designed to support a dialogue among all members of the school community about how to make the school a better place to learn.
4. The following activities are designed and implemented to facilitate the home-school collaboration:
 - Curriculum Night will be held to inform parents of all curriculum and instructional mandates. Materials and helpful web-sites will be provided that can be used at home.
 - Parent-Teacher Conferences are held in November and February of each school year. Parents are also encouraged to make an appointment to speak to the teacher when needed. In addition translation services are always available.
 - Assistant Principal(Ms. Mace), dean(Mr. Lennon) , social worker(Ms. Amy K.), or guidance counselor(Ms. Diaz) can be contacted at any time to set up an appointment to meet with parents as needed.
 - Open School Week is held twice a year. Parents are invited to visit their child's class, speak to the teachers and ask questions.
 - Students who received a level one on the State ELA/Math exam will be provided with Academic Intervention Services.
 - Parents are encouraged to volunteer for special class events such as holiday parties, plays and trips.
 - Parents of ELL students are encouraged to join the PTA and/or School Leadership Team in order to participate in planning and school wide organization.

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)									2					2
Intermediate(I)									16					16
Advanced (A)									26					26
Total	0	0	0	0	0	0	0	0	44	0	0	0	0	44

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B									1				
	I									2				
	A									22				
	P									19				
READING/ WRITING	B									2				
	I									16				
	A									24				
	P									2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	15	25	1	0	41
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	8		28		5		0		41
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	37		24		0		0		61
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	44		28		0		0		72
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	7	4	0				
Chinese Reading Test								

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

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

1. There are 44 English Language Learners (ELL) currently attending MS 166X. These students would benefit from both Bilingual and ESL instruction. Our programs will be constructed to address the students' levels of functioning. A school data system has been established and tweaked to include all learners. In our school data system all students across educational programs, (ELL, Gen Ed, and Sp Ed) are profiled using the same data and assessment information. This year we will continue to move student's scale scores towards proficient levels. Assessment is the strategy that we use to drive instruction. We know that ELL students require instructional strategies that support them in their learning. As a school wide practice we expect that all ELL educators will provide the same assessment. To insure that we have accurate info regarding the student's native language level we also have the WRAP assessment in Spanish as well as in English. Educators have been provided PD in assessment, curriculum design (UBD), interpretation, implementation and next steps. PD is mandatory and built into the educator's schedule. If more support is needed the educator can access administration and AUSSIE for individual discussion and coaching.

2. We recognize value and build on the language skills that students have acquired and continue to develop student's ability to speak and write confidently in a variety of situations. Students will continue to use proficiency level data to set next step goals they will accomplish through ELA and math classes this year. In order for this to be accomplished each teacher has been provided the data to study, question and discuss before using it with their students. We have approximately 20 students that are Advanced and 15 that are Intermediate. When these students have a better understanding of their own data and next steps, they will have a clear understanding of what is needed to get to that Proficient level.

3. In reviewing the 2010 NYSESLAT scores, we were able to create 2 classes (ESL and CTT Bilingual) which have a total of 30 students combined. These teachers will be able to construct a program to address the students' level of functioning, target students who are in Bilingual/ESL for 3 plus years, and ensure that students are truly prepared to meet the demands of the NYSESLAT. This year we will continue to move student's scale scores towards proficient levels. Assessment is the strategy that we use to drive instruction. We know that ELL students require instructional strategies that support them in their learning. As a school wide practice we expect that all ELL educators will provide the same assessment. To insure that we have accurate info regarding the student's native language level we also have the WRAP assessment in Spanish as well as in English. Educators have been provided PD in assessment, curriculum design (UBD), interpretation, implementation and next steps. PD is mandatory and built into the educator's schedule.

4. Students will continue to use proficiency level data to set next step goals they will accomplish through ELA and math classes this year. In order for this to be accomplished each teacher has been provided the data to study, question and discuss before using it with their students. Each student is profiled to demonstrate their ongoing learning through formal and informal assessment. Data sheets have been designed by coaches as the tool for teachers to use to teach the significance of proficiency levels.

5. Does not apply to CIS 166 since we do not have a Dual Language Program.

6. The success of our ELL programs is based on the results of the NYSESLAT, State assessments, teacher evaluations (Progress Reports, Report Cards) Interim Assessment Data, ARIS and the achievement of individual students. The combination of data will shape the effectiveness of our current program and guide the decisions for future programming changes. Portfolios for Math and ELA are additional supports to for gauging the individual strengths and weaknesses, make placement adjustments if needed and tailor instruction to meet students needs. By using a wide variety assessment measures which are aligned with program's content areas, standards, curriculum and actual instructional practices, shows a system of accountability for supporting ELLs in general education classes as well as ELLs that receive instruction whether in

a push-in/pull-out program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 166 Roberto Clemente					
District:	9	DBN:	09X166	School		320900010166

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.3	88.1	87.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	140	0	0				
Grade 6	200	0	0				
Grade 7	255	173	0				
Grade 8	211	241	169				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	2	2	0				
Total	808	416	169				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.3	90.0	91.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	73.4	91.2	92.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	14	16	19

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	33	24	7

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	89	40	0	Principal Suspensions	61	31	39
# in Collaborative Team Teaching (CTT) Classes	52	31	16	Superintendent Suspensions	62	62	30
Number all others	45	25	11				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	73	42	TBD	Number of Teachers	83	78	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	26	27
# receiving ESL services only	113	67	TBD				
# ELLs with IEPs	24	44	TBD				

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	3	7
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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
	13	18	40	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	69.9	64.1	73.5
				% more than 5 years teaching anywhere	59.0	53.8	82.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	68.0	89.7
American Indian or Alaska Native	0.2	0.2	0.6	% core classes taught by "highly qualified" teachers	91.2	86.4	68.1
Black or African American	29.0	26.7	26.6				
Hispanic or Latino	68.7	71.2	67.5				
Asian or Native Hawaiian/Other Pacific	1.7	1.9	3.6				
White	0.2	0.0	0.0				
Male	55.6	57.7	57.4				
Female	44.4	42.3	42.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v		-	-	-	
Hispanic or Latino	v	v		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	v				-	
Limited English Proficient	X	v					
Economically Disadvantaged	v	v		-	-	-	
Student groups making	4	6	1	0	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 09X166

All Title I SWP 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:	510,948.00	33,301.00	544,249.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,109.00	333.00	5,442.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,547.40	*	25,547.40
4. Enter the anticipated 10% set-aside for Professional Development:	51,094.80	*	51,094.80

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- Teachers have been assigned to teach within their certification area
- Teachers have been offered payment (through Title 1 HQ set-aside) for Content Specialty Tests costs associated with their licensure
- Teachers have taken the HOUSSE survey to demonstrate subject matter competency
- Conferences have taken place with teachers regarding their current license status and have been sent to Regional certification experts when necessary

* 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.

- Our school will provide opportunities (via Parent Meetings, Family Night, etc) to participate in the planning and design of Title I programs and activities.
- Title I Representatives and alternates will be encouraged to participate in school-wide decision making processes such as the School Leadership Team. Meetings of staff members and groups of parents representing all pupils including those with having special abilities, needs, and problems such as the ELL and Special Education student.

- Administrative and Support Staff will conduct meetings to plan Parent Teacher Conferences including Parent Workshops on Academic Support at Home and Effective Parenting Strategies geared toward the social and psychological needs of the middle school student.
- Title I Representatives, alternates, Parent Coordinator, Administrative and Support Staff will conduct an annual evaluation of present Involvement Policies, to include participation rate, feedback from parents, student academic achievement on standardized tests with attention to parents of ELL and Special Needs. School Leadership Team will also evaluate results of evaluation in order to make revisions to the Parent Involvement Policy.
- Parent Coordinator will conduct parent workshops to inform parents of NYS Academic Performance Standards and how it relates to promotional criteria. Parents will learn how to access information available to them on score reporting web-sites to monitor their child's progress. Parents will be encouraged to seek out additional resources for test preparation through workshops, conferences held by the school or other Community Based Organizations. Classes will be held on topics such as Adult Literacy, ESL for Adults and Computer Technology. Additional classes will be held as per parent needs and requests.
- Special events will be organized of cultural, ethnic and topical natures which are initiated by parent groups, to involve the cooperative effort of students and parents.
- Notices in languages other than English and Spanish will be made available either on the DOE web-site or if not available the Translation Services either from a contracted agency of parent in the community will be utilized.

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.

CIS 166, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011

Required School-Parent Compact Provisions

School Responsibilities

CIS 166 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.

CIS 166 will hold Curriculum Night by grade to inform parents of all curriculum and instructional mandates and provide materials that can be used at home, and helpful web-sites.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

Parent-Teacher Conferences are held in November and February of each school year although parents can make an appointment to speak to the teacher when needed.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

Report Cards will be distributed four times per year at the conclusion of each marking period . Progress reports will be distributed mid way through each marking period.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Parents can call the Assistant Principal, dean, social worker, or guidance counselor of their child's grade and set up an appointment to meet with teachers, and/or support staff as needed.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Open School Week is held twice a year and parents are invited to visit their child's, class, speak to the teachers and ask questions regarding curriculum and/or student progress. Teachers may request parent volunteers for special class events such as holiday parties, plays and trips.

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

This process begins with the SLT review of the policy in conjunction with the PTA. Next, during a PTA meeting, the policy is reviewed until a consensus is reached.

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

This process begins with the SLT review of the policy in conjunction with the PTA. Next, during a PTA meeting, the policy is reviewed until a consensus is reached.

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

This information is disseminated to parents at a time that is convenient to the majority of parents.

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

Documents are translated by in-house school staff in a timely manner. Documents are translated into Spanish which is provided on the reverse side of the English document to be distributed.

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

All students participating in our academic intervention services are sent home with a notice explaining the program they are involved in.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Upon request, the PTA in conjunction with our parent coordinator holds meetings as necessary.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Each department maintains a class at a glance sheet in each student’s portfolio. This information is shared with parents at Parent Teacher conferences, as well as on progress reports. Parents are given a printout from NYStart that is printed by the DOE.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

N/A

Parent Responsibilities

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Please refer to Section IV: Needs Assessment.

2. Schoolwide reform strategies that:

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

- Differentiated reading instruction evidenced by guided reading, and leveled independent reading occurring on a regular basis throughout the year.
- Math teachers meet weekly to plan differentiated lessons. Hands on math activities are discussed to reinforce the student's learning
- Teachers will be required to use the school internal diagnostic writing assessment three times per year and analyze data to inform instruction
- Out of hours curriculum writing workshops will take place to develop quality curriculum
- Common planning time will be programmed into the school schedule.
- Professional development focused on instructional practices to support differentiation in reading and writing will be provided.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Princeton Review SES after school program to increase ELA proficiency.
 - Bilingual after-school programming to assist bilingual students in improving their writing, listening, and reading comprehension skills
 - Saturday math and ela tutoring programs

- Help provide an enriched and accelerated curriculum.
 - Teachers plan collaboratively using the UBD (Understanding By Design) model evidenced by lesson plans being recorded and stored centrally as well as the occurrence of weekly planning meetings.
 - Learning walks, classroom environment feedback, informal observations and formal observations will be used to guide educators through the school wide vision and content area curriculum focus strategies.
 - Administering the WRAP assessment in Spanish and English three times to provide baseline, midline and endline reading data.
 - Analyzing the WRAP data to inform reading instruction on an ongoing basis.
 - Analyzing internal school writing data to inform writing instruction to support students in performing well in the writing assignments built into the ELA units of study and the Math short and long answer problems.

- Meet the educational needs of historically underserved populations.
 - CTT educators will continue the practice of team planning in content area curriculum, classroom management to support all learners in their classroom.
 - ELA teachers will participate in writing units of study with specific focus on adapting and modifying lessons and activities for special needs learners.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Counseling services will be provided through our mandated guidance counselor as well as through our part-time social worker funded through Middle school task force funds.
 - College and career awareness programming will provided through our advisory classes which take place during the school day

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

3. Instruction by highly qualified staff.
 - Teachers have been assigned to teach within their certification area
 - Teachers have been offered payment (through Title 1 HQ set-aside) for Content Specialty Tests costs associated with their licensure
 - Teachers have taken the HOUSSE survey to demonstrate subject matter competency
 - Conferences have taken place with teachers regarding their current license status and have been sent to Regional certification experts when necessary

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

ELA

Professional development and training will be delivered in the following areas

- Use of UBD Backward design unit planning
- Administration of WRAP assessment in Spanish and English
- Analysis of WRAP data to inform reading instruction
- Analysis of internal school writing data to inform writing instruction
- Differentiation strategies for teachers (guided reading, conferencing and small group instruction)

Please refer to action plans for further details

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
This question is not applicable since this is the last year that our school will be in operation.

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

Establish a parent lending library focused on:

- How to help you child with their homework
- Reading with your child

- Teen issues such as violence prevention/gang awareness, drug abuse, and addiction
- Creation of a Parent GED Learning Program
- Parent workshops conducted by parent coordinator and outside vendors.

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 as we do not have a 5th, 6th, or 7th grade this coming year.

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.

To ensure that teachers will be participants in decisions regarding the use of academic assessments, overall instructional programming, and the achievement of individual students, an intervention team will be assembled. Meeting on a scheduled weekly basis, the team will assess and reevaluate the learning needs of level one students, holdovers, and multiple holdovers. The goals of this team will be to determine if current educational programming is effective, or does it need to be changed. It too will develop a package of relevant assessments, and create a procedure for the classroom teacher and the service provider to regularly communicate. In addition, the following will take place:

- Provide GROW reports outlining student achievement on ELA and MATH assessments to teachers
- Establish common planning time for teachers across curriculum areas to share student data and assessment information
- One-on-One conferencing with ELA coach/consultant to discuss student data and assessments
- Training for all staff on access to Acuity Website, school internal data base and *NYSStart*
- Provision in schedule for weekly grade level meetings
- Provision for weekly ELA and math curriculum meetings in grade level teams

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.
- Those students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement in the area of mathematics will receive additional assistance via means of pull-out math intervention programming. To ensure that these students are given additional academic assistance in a timely manner, school administrators and teachers will examine the test results of monthly mathematics unit tests, and use the results of diagnostic math examinations to determine the exact content strand students have demonstrated problems in meeting competency.
 - All students are assessed using a comprehensive reading assessment in the first weeks of school. This information forms the basis for the one to one data conferences with the literacy coach.
 - For students whose reading is significantly below grade level, an individual internal intervention plan will be developed. This plan will generate ideas and strategies for the teacher to use in the classroom.
 - Baseline writing data will be collected in the first week of school and following teacher analysis of this work, grade level meetings will focus on strategies to address the issues of struggling writers.
 - Students who received a level one on the State ELA exam will be provided with Academic Intervention Services
 - Biweekly AIS meetings, SETSS meetings, IEP meetings, and parent conferences will take place to discuss student achievement
 - Princeton Review Supplemental Education Services after school program for improving ELA proficiency for low level students
 - Investigation of research based practices through inquiry
 - Development and use of school wide comprehensive data base which tracks student attendance, biographical data and achievement in Math and ELA
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.
- Our parent coordinator will be working with our grade level teams and student support teams to organize critical programming for our students in violence prevention, nutrition and health education.

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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			429,196.8	✓	19-22, 30-43, 47-48
Title I, Part A (ARRA)	Federal	✓			32,968	✓	19-22, 30-43
Title II, Part A	Federal			✓	0		
Title III, Part A	Federal	✓			10,679	✓	23-27
Title IV	Federal			✓	0		
IDEA	Federal			✓	0		
Tax Levy	Local	✓			1,049,471	✓	6, 10-17

– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

–