



**THE ENVIRONMENTAL SCIENCE,
MATHEMATICS, AND TECHNOLOGY SCHOOL
INTERMEDIATE SCHOOL 190**

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

**SCHOOL: 12X190
ADDRESS: 1550 CROTONA PARK EAST – 5TH FLOOR
BRONX, NY 10460
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12x190 **SCHOOL NAME:** The Environmental Science,
Mathematics, and Technology School –
Intermediate School 190

SCHOOL ADDRESS: 1550 Crotona Park East – 5th Floor, Bronx, NY 10460

SCHOOL TELEPHONE: (718) 620-9423 **FAX:** (718) 620-9427

SCHOOL CONTACT PERSON: DianaJade Santiago **EMAIL ADDRESS:** djsantia@schools
.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>ROBIN WILLIAMS</u>
PRINCIPAL:	<u>DIANAJADE SANTIAGO</u>
UFT CHAPTER LEADER:	<u>MANUEL LOPEZ</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>VENCE COLE JR.</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>JULISSA DEJESUS</u>

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: RUDY RUPNARAIN

SUPERINTENDENT: MYRNA RODRIGUEZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
DIANAJADE SANTIAGO	*Principal or Designee	
MANUEL LOPEZ	*UFT Chapter Chairperson or Designee	
VENCE COLE JR.	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
JULISSA DEJESUS	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
ROBIN WILLIAMS	Member/Teacher	
CARMEN NUNEZ	Member/Parent	
ROCHELLE BONILLA	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Environmental Science, Mathematics and Technology School – Intermediate School 190 (E.S.M.T.- I.S. 190) is located in the Morrisania section of the Bronx, New York. This sixth to eighth grade middle school serves a population of approximately 251 students – 70.12% (176) Hispanic, 29.48% (74) Black, and 0.4% (1) Asian. The school shares the building with Francisco Oller - Community School 61 (C.S. 61). We are located on the fifth floor of the building.

Mission Statement: We are a collaborative school community dedicated to improving our students' academic performance while fostering their social and emotional growth. We provide a nurturing environment, with standards and data driven instruction to address the needs of each student. Through continued collaboration of parents, administrators, staff, community based organizations and the Children First Network 608, we will prepare every student to meet the needs of an ever-changing society.

Vision Statement: We envision that each student values education, holds high personal and educational expectations, is accountable for his or her own learning, communicates effectively, excels in all areas, connects school and real life situations and develops into a life-long learner.

The mission statement exemplifies the commitment of every member of E.S.M.T. – I. S. 190 to address the needs of our students and to prepare them for the future. The last Quality Review states that "Staff is very dedicated, and expectations are high and clearly understood". Our vision demonstrates the high expectations we have for each student. This expectation is shared with everyone and it translates into our school scoring an "A" in the Progress Report for three consecutive school years (2006-2007, 2007-2008, 2008-2009). On 2009-2010 school year, we scored B due to the changes made in the NYS Tests scoring policy.

We offer the following academic subject areas: English Language Arts (ELA), Mathematics, Science, Social Studies, Physical/Health Education, Theatre and French. Two Regents courses, Integrated Algebra and Global History are offered in grade 8. In addition, we enrich and supplement our school curriculum with special programs and initiatives. During school hours, we are providing enrichment activities and intervention services through Enrichment Clusters Program, small group tutoring, one-to-one tutoring, push-in, Integrated Team Teaching (ITT), use of technology, and educational trips. All students receive enrichment and academic intervention services during 37.5 Minutes of Instruction.

We are also providing academic intervention services and enrichment activities after school hours through After School Academy, Saturday Academy, and Vacation Academy. Additional programs such as Cooperative Healthy Active Motivated Students (C.H.A.M.P.S) and Police Athletic League (PAL) offer opportunities for children to engage in a wide variety of physical activities.

We are in partnership with NYC Connected Learning Program, Others Are Us, Urban Advantage, Urban Park Rangers, and PENCIL. Our community based organization, Children's Aid Society (CAS), provides academic and important services to our students during and after school. We connect

parents to the social services they need which are provided by CAS. These include, but are not limited to health and dental services and courses such as Child-Rearing, General Education Diploma (GED) and English as a Second Language (ESL).

To maintain an environment that is safe and conducive to learning, we have developed and implemented the Positive Behavior Interventions and Supports (PBIS) Program. Expectations on how to be Safe, Organized, Accountable, and Respectful (SOAR) in every area of the school are taught and reinforced throughout the school year. With the support from the Children First Network 608, we are confident that we will accomplish our goals for this school year.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	ESMT – I. S. 190				
District:	12	DBN #:	12X190	School BEDS Code:	321200010190

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					88.1	91.7	92.0		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.2	94.3	96.5		
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	81	88	88		73.0	81.3	76.4		
Grade 7	69	72	85						
Grade 8	88	73	67	Students in Temporary Housing: Total Number					
Grade 9				(As of June 30)	2007-08	2008-09	2009-10		
Grade 10					2	3	5		
Grade 11				Recent Immigrants: Total Number					
Grade 12				(As of October 31)	2007-08	2008-09	2009-10		
Ungraded	0	1	1		2	3	1		
Total	238	234	241						
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	27	37	30	Principal Suspensions	60	83	46		
No. in Collaborative Team Teaching (CTT) Classes	19	11	5	Superintendent Suspensions	31	37	38		
Number all others	14	15	14	<i>These students are included in the enrollment information above.</i>					

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	25	24	27				
# ELLs with IEPs	0	8	11	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	22	23	20
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	4	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	2
	3	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	94.4
American Indian or Alaska Native	0.4	0.0	0.0	Percent more than two years teaching in this school	52.2	66.7	70.0
Black or African American	31.9	29.5	34.4	Percent more than five years teaching anywhere	45.3	50.0	50.0
Hispanic or Latino	66.8	69.2	65.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.4	0.0	Percent Masters Degree or higher	83.0	75.0	80.0
White	0.0	0.9	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.3	95.2	90.5
Multi-racial	0.0	0.0	0.0				
Male	47.5	54.3	51.0				
Female	52.5	45.7	49.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Other Groups							
Students with Disabilities	√ ^{SH}	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged		√					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	100.7	Quality Statement Scores:	NR
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

To determine the effectiveness of the current educational practices in E.S.M.T. – I. S. 190, the School Leadership Team, the Inquiry Team, teachers, parents and CFN 608 reviewed and analyzed the data available from New York State Education Department and New York City Department of Education accountability and assessment resources.

STUDENT PERFORMANCE TRENDS

The findings from the review and analysis revealed that due to the change of passing scores in the 2010 NYS ELA and Mathematics Tests, there were drastic decrease in the percentage of students meeting proficiency in both ELA and Mathematics. In ELA, only 17.9% were on proficiency level, Levels 3 and 4, a decrease of 34.4%. In Mathematics, 29.3% were on Levels 3 and 4, a decrease of 42.8% from the previous year. Further analysis of available data revealed that there was a significant increase in the percentage of students below proficiency levels – Levels 1 and 2.

Among special education students, the percentages of students meeting the state standards are as follows: 2.4% in ELA, 24.4% in Mathematics, 81% in Social Studies (8th Grade only), and 56% in Science (8th Grade Only). The percentage of English Language Learners (ELL) students meeting the state standards are as follows: 8.3% in ELA, 20.0% in Mathematics, 60% in Social Studies (8th Grade only), and 40% in Science (8th Grade only).

The above-mentioned data was reflected in the 2009-2010 Progress report. Our overall score decreased from 100.2 to 52.8. This gave us a grade of B. An analysis of Learning Environment Survey revealed that our strengths are in the areas of Academic Expectations and Engagement. On the other hand, we must make improvement in the areas of Communication and Safety and Respect.

As per 2009-2010 NYS School Report Card, the following subgroups did not meet Adequate Yearly Progress (AYP) in ELA: All Students; Hispanic or Latino; Students with Disabilities (SWD); and Economically Disadvantaged. All subgroups met the AYP in Mathematics and Science. Our last Quality Review was on 2007-2008 in which we scored Proficient.

GREATEST ACCOMPLISHMENTS

One of our greatest accomplishments over the last two years was the significant progress we made in 2008-2009 as reflected in the Progress Report, in which we scored an "A." A review and analysis of the 2008-2009 Progress Report data revealed that we made significant progress in all categories. As a result of all this progress, our school met and surpassed the target score for that school year and placed us in the 96 percentile of all middle school citywide. For 2009-2010, our greatest accomplishment was the development of the Positive Behavior Interventions and Supports (PBIS) matrix. PBIS is a proactive and systematic approach to maintaining a safe and effective learning environment through positive reinforcements and rewards for positive behavior. It is being implemented this school year.

SIGNIFICANT AID AND BARRIERS

The significant aids to our continuous school improvement can be attributed to the following:

- Teamwork and collaboration among the staff.
During common grade and departmental meetings, the teachers have the opportunities to participate in the following activities:
 - common planning
 - looking at student work
 - analyzing student data
 - study group
 - sharing of best practices
 - discussing the current educational issues and trends
 - professional development
- The Inquiry Team Process
Through the Inquiry Team process, the classroom teachers are able to reflect on their own instructional practices. Practices that were informed by the Inquiry Team process include, but are not limited to the following:
 - On-going differentiated professional development workshops are provided for teachers as needed to meet the needs of individual student.
 - Collaboration and sharing of best practices among the teachers to achieve the goals set at the beginning of the year.
 - Teachers learned to modify instructional plans to ensure opportunities for all students.
 - Involved students and families in establishing goals for learning.
 - Students' awareness of their own strengths and weaknesses.
 - Students learned to monitor their progress based on their individual goals.
- On-going differentiated professional development for teachers in-house and outside the school.
- Capacity building in the school.

A significant barrier to the school's continuous improvement has been budget constraints. We can not fully integrate the use of technology due to the lack of technology resources. This keeps the teachers from differentiating instruction effectively with the use of technology. The ELA, French, Physical Education and Theatre departments have shortages of instructional materials and resources. The number of hours for after school intervention program has been shortened due to budget cuts.

The second barrier has been the lack of parental involvement in the education of their children. The number of parents attending the scheduled conferences and workshops has to increase. Last school year, the number of parents participated in the Learning Environment Survey decreased significantly from 66% to 40%.

The third barrier is students' poor attitude towards the discipline code. Last school year, 2009-2010, we have a total of 212 incidents reported in OORS. We believe that the lack of parental involvement and students' attitude towards discipline code have tremendous effects on the academic performance of the students. This is the reason why we made parental involvement and decreasing suspension rate as two of our annual goals this school year.

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.

1. English Language Arts

In the 2009-2010 school year, only 16.6% of the students achieved proficiency (Level 3 or 4), indicating that 83.4% did not achieve proficiency.

In the 2010-2011 school year, we will improve the rate of our students achieving proficiency to 25% as measured in the 2011 NYS ELA Test.

2. Mathematics

In the 2009-2010 school year, only 27.4% of the students achieved proficiency (Level 3 or 4), indicating that 72.6% did not achieve proficiency.

In the 2010-2011 school year, we will improve the rate of our students achieving proficiency to 35% as measured by the 2011 NYS Mathematics Test.

3. Students with Disabilities – ELA

By June 2011, the number of all tested students with disabilities performing at or above Level 3 on NYS ELA Test will increase by at least 5% while the number of all tested students on Levels 1 or 2 will decrease by at least 5% as measured by the 2011 NYS ELA Test.

4. Parental Engagement

By June 2011, parental involvement will increase by at least 5% as indicated by the 2010-2011 Environment Learning Survey Report.

5. Suspension Rate

By June 2011, the total Principal's and Superintendent's suspension rate for all students will decrease by at least 15% school wide as measured in School Wide Information System (SWIS) and Online Occurrence Reporting System (OORS).

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ENGLISH LANGUAGE ARTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2009-2010 school year, only 16.6% of the students achieved proficiency (Level 3 or 4), indicating that 83.4% did not achieve proficiency. In the 2010-2011 school year, we will improve the rate of our students achieving proficiency to 25% as measured by the 2011 NYS ELA Test.</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>To accomplish the goal in ELA, the following action plans will be implemented by September 2010.</p> <ul style="list-style-type: none"> ➤ Academic Intervention Services (AIS) for students that did not achieve proficiency or at-risk of not achieving proficiency (Levels 1 and 2, SWDs, ELLs and overage) ➤ Align ELA instruction and resources with the Common Core State Standards (CCSS) with reading as the entry point ➤ Provide Tier III/Intensive services through Response to Intervention (RTI) Child Study Teams created through consultation with parents, teachers, and administrators. These individualized supports of 6 - 10 week plans include, but are not limited to: academic scaffolding, at-risk counseling, screenings, intensive AIS, Functional Behavior Analysis, and Behavior Intervention Plans. ➤ Use of Fountas and Pinnell to assess the reading level and comprehension of students at-risk three times a year ➤ Use of technology (Acuity, Read 180, Study Island) ➤ Use of Point of Entry Model to deliver ELA instruction ➤ 90 minute block of ELA instruction ➤ Use of Accountability Tools and resources, such as NYC Progress Report, NYS Report Card, NYC School Survey, Quality Review, ARIS, and Acuity/Periodic Assessments, to analyze student data and drive instruction ➤ Professional development for staff and administrators – CCSS, differentiated instruction, use of technology, time on task, Accountability Tools and resources, analyzing data and

	<p>looking at student work, use of rubric, Integrated Team Teaching (ITT) and interdisciplinary team and current educational issues and trends in ELA instruction</p> <ul style="list-style-type: none"> ➤ Facilitate connections between The Arts and ELA to advance student learning
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources: Title 1 and C4E funds</p> <ul style="list-style-type: none"> ➤ Academic Intervention Services (AIS) staff is funded through Contract for Excellence (C4E) ➤ After School Academy is funded through C4E ➤ Professional development is funded through Title 1
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ By September 2010, review/analysis of the student data to identify the students in need of academic interventions and special services ➤ An improvement of at least 10% for all students not meeting and or at-risk of not meeting the NYS standards on each of the Predictive and Instructionally Targeted Assessments given during the 2010-2011 school year ➤ 2011 New York State ELA Test results indicate 25% of students achieving proficiency ➤ The ELA curriculum maps and learning targets will be modified to reflect the new standards, CCSS ➤ Reading will be the core focus across content areas ➤ The student reading levels will be tracked three times a year and the results will be shared at meetings ➤ Progress shown in the student report card for the four grading periods during the 2010-2011 school year

	<p>looking at student work, use of rubric, Inquiry Team Process, ITT and interdisciplinary team and current educational issues and trends in mathematics instruction</p> <ul style="list-style-type: none"> ➤ Use of technology (Acuity, Impact Mathematics, Geometer’s Sketchpad, Tabula Digita, Study Island). ➤ Facilitate connections between mathematics and real-life applications through project-based learning ➤ Collaborate with PENCIL and our school partner, architecture firm, Skidmore, Owings, and Merrill to develop and implement the “My Ideal School” standard-based project in architecture and design throughout the year
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources: Title 1 and C4E funds</p> <ul style="list-style-type: none"> ➤ AIS staff is funded through C4E ➤ After School Academy for at-risk students is funded through C4E ➤ Professional development is funded through Title 1
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ By September 2010, identification of students in need of academic intervention and special services ➤ An improvement of at least 3% for all students not meeting and or at-risk of not meeting the NYS standards on each of the Predictive and Instructionally Targeted Assessments given during the 2010-2011 school year ➤ 2011 New York State Mathematics Test results indicate 35% of students achieving proficiency ➤ The Mathematics curriculum maps and learning targets will be modified to reflect the new standards, CCSS ➤ Students will participate in project-based learning and evaluate the differentiated end product of the project-based venture. ➤ Progress shown in the student report card for the four grading periods during the 2010-2011 school year

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): STUDENTS WITH DISABILITIES (SWD) – ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of all tested students with disabilities performing at or above Level 3 on NYS ELA Test will increase by 5% while the number of all tested students performing at Levels 1 or 2 will decrease by 5% as measured by the 2011 NYS ELA Test.</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>To accomplish the ELA goal, the following action plans will be implemented by September 2010.</p> <ul style="list-style-type: none"> ➤ Academic Intervention Services (AIS) for students that did not achieve proficiency or at-risk of not achieving proficiency (Levels 1 and 2 and overage) ➤ Align ELA instruction and resources with the Common Core State Standards (CCSS) with reading as the entry point ➤ Provide Tier III/Intensive services through Response to Intervention (RTI) Child Study Teams created through consultation with parents, teachers, and administrators. These individualized supports of 6 - 10 week plans include, but are not limited to: academic scaffolding, at-risk counseling, screenings, intensive AIS, Functional Behavior Analysis, and Behavior Intervention Plans. ➤ Use of Fountas and Pinnell to assess the reading level and comprehension of students at-risk three times a year. ➤ Use of Accountability Tools and resources, such as NYC Progress Report, NYS Report Card, NYC School Survey, Quality Review, ARIS, Acuity/Periodic Assessments, to analyze student data and drive instruction ➤ Use of technology (Acuity, Read 180, Study Island) ➤ Use of Point of Entry Model to deliver ELA instruction ➤ 90 minute block of ELA instruction ➤ Professional development for staff and administrators – CCSS, differentiated instruction, use of technology, time on task, Accountability Tools and resources, analyzing data and looking at student work, use of rubric, ITT and interdisciplinary team and current

	<p>educational issues and trends in ELA instruction</p> <ul style="list-style-type: none"> ➤ Facilitate connections between The Arts and ELA to advance student learning
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources: Title 1 and C4E funds</p> <ul style="list-style-type: none"> ➤ AIS staff is funded through C4E ➤ After School Academy for at-risk students is funded through C4E ➤ Professional development is funded through Title 1.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ By September 2010, review/analysis of the student data to identify the students in need of academic interventions and special services ➤ An improvement of at least 10% for all students not meeting and or at-risk of not meeting the NYS standards on each of the Predictive and Instructionally Targeted Assessments given during the 2010-2011 school year ➤ The ELA curriculum maps and learning targets will be modified to reflect the new standards, CCSS ➤ Reading will be the core focus across content areas ➤ The student reading levels will be tracked three times a year and the results will be shared at meetings ➤ The number of all tested students with disabilities performing at or above Level 3 on NYS ELA Test will increase by 5% while the number of all tested students performing at Levels 1 or 2 will decrease by 5% as measured by the 2011 NYS ELA Test. ➤ Progress shown in the student report card for the four grading periods during the 2010-2011 school year

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): PARENTAL ENGAGEMENT

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, parental involvement will increase by at least 5% as indicated by the 2010-2011 Environment Learning Survey Report.</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>To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following actions/strategies/activities during the 2010-2011 school year.</p> <ul style="list-style-type: none"> ➤ Build strategic relationships with parents to support school mission and vision and meet identified needs of school’s families. ➤ Communicate high expectations and opportunities to parents on regular basis. ➤ Provide when needed, specific guidance and support to teachers on effective communication strategies. ➤ Engage parents in the development of personal student success plans, outlining strategies for success as well as identifying supports available for their children ➤ Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school ➤ Provide opportunities for all interested parents to be integral members of the Parents Association and the School Leadership Team ➤ Collaborate with CBO to connect parents to social services they need. ➤ Hold VIP Nights for Parents four times a year ➤ Conduct monthly workshop for parents to enable them help their children with school work at home ➤ Invite parents to celebrate the academic success of the students during the Honor Assembly four times a year ➤ Establish ARIS Parent Link Protocols that utilize technology received through city grants. This will ensure that parents have access to the site.

	<ul style="list-style-type: none"> ➤ Hold “Family Friday” day – open door classrooms and access to Media Center. ➤ Identify and implement strategies to meet the needs of caring, but “hard to reach” parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ➤ Parent Association activities are funded through Title 1. ➤ Parent/Staff professional development and after school activities are funded through Title 1.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Collect, record, analyze parents’ attendance at all events in which their participation are needed. ➤ An increase by at least 5% participation as indicated in the 2010-2011 Environment Learning Survey.

	<ul style="list-style-type: none"> • Build on established PPC protocols to expand the Child Study Team with a clear link to Response to Intervention (RTI)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources include:</p> <ul style="list-style-type: none"> • Early Intervention Support Coordinator (EISC) support and American Recovery and Redistribution Act) ARRA funding • TL Student Fair Funding • Professional Development funded through Title I
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ By September 2010, analysis of Benchmarks of Quality (BOQ) assessment and PBIS Self Assessment Survey (SAS) to establish areas in need of development ➤ By September 2010, review student data (OORS, attendance, academic) to develop an action plan ➤ Continual examination of SWIS and OORS data to identify trends so that interventions can be planned ➤ Clearly developed RTI accountability plans for targeted at- risk students that set goals and measurable outcomes ➤ A decrease of 15% in total Principal's and Superintendent's suspension as indicated in OORS report

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	52	45	52	52	80	0	17	1
7	68	57	68	68	87	0	36	0
8	63	52	63	63	79	0	29	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Programs: Read 180, Rewards, Wilson, Focus, ELA Coach, Great Leaps Method for Delivery of Service: Small group, one-to-one tutoring, push-in Time for Delivery of Service: 37.5 minutes, during school hours, After School Academy, Saturday Academy, Vacation Academy
Mathematics:	Programs: After School Achievers, Number Tools, Math Coach, Skills Intervention Method of Delivery of Service: Small group, one-to-one tutoring, push-in Time for Delivery of Service: 37.5 Minutes of Instruction, during school hours, After School Academy, Saturday Academy, Vacation Academy
Science:	Programs: In-Depth Science Exploration, Reading Comprehension and Writing Strategies, Exit Project Method of Delivery of Service: Small group, one-to-one tutoring, push-in Time for Delivery of Service: 37.5 Minutes of Instruction, during school hours, After School Academy, Saturday Academy
Social Studies:	Programs: Reading Comprehension and Writing Strategies, Exit Project Method of Delivery of Service: Small group, one-to-one tutoring, push-in Time for Delivery of Service: 37.5 minutes, during school hours, After School Academy, Saturday Academy
At-risk Services Provided by the Guidance Counselor:	Programs: Peer Mediation, Young Men/Young Women (Gender-Based Grouping), Crisis Intervention, Counseling Method of Delivery of Service: Small group, one-to-one, networking with outside agencies Time for Delivery of Service: During and after school hours
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Programs: Peer Mediation, Young Men/Young Women (Gender-Based Grouping), Crisis Intervention, Counseling Method of Delivery of Service: Small group, one-to-one, networking with outside agencies Time for Delivery of Service: During and after school hours

At-risk Health-related Services:

Programs: Health Coping Skills/Strategies

Method of Delivery of Service: One-to-one, Networking with outside agencies

Time for Delivery of Service: During school hours

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

Using available data, the parent coordinator, ESL teacher/coordinator, and data specialist conducted a survey/analysis of students' home language. All completed Home language Identification Surveys, emergency cards and data obtained from the ATS are kept in a drawer in the main office.

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

The number one non-English home language is Spanish. There are three students whose home language is not English or Spanish. One student's home language is French, the second is Wolof, and the third is Afrikaans. The findings were reported to the school community through written communication and oral communication during staff, grade, departmental meetings and parent workshops.

Part B: Strategies and Activities

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

All written communication is written in English and Spanish. Translation is done at least a month before the written communication is sent to parents to accommodate time for review and revision. Written translation is provided in-house by staff members who speak Spanish and the Parent Coordinator. The parents of three students, whose home languages are French, Wolof, and Afrikaans respectively, read and understand English fairly well.

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

Oral interpretation services are provided in-house. Every staff member whose native language is Spanish serves as an interpreter. Occasionally a parent volunteer also serves as an interpreter.

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>.

In compliance with Section VII of Chancellor's Regulations A-663, the school will undertake the following steps:

- a. **Provide each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The translated versions of this document will be taken from the DOE website.**
- b. **Signs indicating the availability of interpretation services will be displayed in conspicuous locations in school.**
- c. **School's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barriers.**

In situation where there is no available translator or interpreter, the school will contact the DOE Translation and Interpretation Unit.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$175,095.00	\$85,631.00	\$260,726.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,750.00	\$856.31	\$2,607.26
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,755.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$17,510.00	*	

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

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

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

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

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

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

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

PARENT INVOLVEMENT POLICY

Parents and families of students in ESMT – I.S. 190 will be provided with opportunities to participate in school-based planning committees, and in the School Leadership Team. Parents education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, ESMT – I.S. 190 will:

- Provide parent workshops/meetings related to:
 1. Chancellor’s Regulations, Code of Discipline Policy
 2. Learning Standards
 3. Promotional Policies
 4. Impact Mathematics Curriculum (Grades 6-8)
 5. Balanced Literacy (Grades 6-8)
 6. New York State Testing Program
 7. Periodic Assessments
 8. Data and the Accountability Tools
 9. Common Core State Standards
 10. The High School Articulation Process
 11. Health & Nutrition Workshops
 12. Violence and prevention awareness
 13. Holding parent meeting to discuss Title I Funds.
 14. The Inquiry Team Process
 15. Use of Technology in collaboration with Connected Learning Program

- Institute the Crisis Team which is comprised of the principal, assistant principal, social worker, parent coordinator, coaches, and IEP/SETTS teacher to address the needs of the parents and students.
- Encourage parents to network with each other and to communicate with the school staff regularly.
- Invite/Encourage parents to participate in School Leadership Team meetings and Parent Association meetings to ensure they are informed of all policies and changes involving their children’s education
- Encourage parental involvement in our school by:
 1. Maintaining always a welcoming environment for the parents and family of our students.
 2. Holding orientation meetings to introduce parents to the staff, CBO and the mission,vision,and goals of our school, rules and regulations (uniform policy, attendance, lateness, parental involvement).
 3. Providing training for parents who volunteer to assist in classrooms and on trips.
 4. Conducting outreach activities especially to new and non-English speaking parents.
 5. Providing training to staff to enhance meaningful, regular communication with parents regarding their child’s academic progress.
 6. Distributing school reports, notices, and other communications in both English and Spanish.
 7. Providing accommodation for parents with disabilities.

Parent Coordinator

Type/Print Name

COMPACTO DE ECUELA - PADRE

Nombre de Escuela: **The Environmental Science, Mathematics and Technology School (ESMT) – I.S. 190**

La escuela y los padre/guardianes trabajando unidos para proveer una mejor educación para los niños, están de acuerdo en que:

La Escuela se conforma a:	El Padre/Guardián se conforma a:
<ul style="list-style-type: none">• Reunirse anualmente para informarles del programa Titulo I y sus derechos a involucrarse.• Ofrecer varias reuniones y si necesario reunirse uno a uno (por cita) con la directora y coordinadora de padres para asegurar que cada padre tenga la oportunidad mantenerse informados.• Activamente involucrar los padres en planear, revisar y mejorar el Plan Comprehensivo de Educación (CEP) y la póliza de participación de padres.• Mantener los padres informados de todos los programas y reuniones. Proveer perfiles de realización por petición y modificación de comportamiento, si necesario con el acuerdo del padre, maestro y director.• Mantener alta calidad del currículo de educación.• Tratar con asuntos de comunicación entre padre y maestro a través de:<ul style="list-style-type: none">• Conferencias de padre y maestro dos veces al año.• Llamadas telefónicas a los padres.• Acceso razonable a los empleados (por cita)• Oportunidades de servir como voluntarios y participar en nuestros salones.• Observación de las actividades en nuestros salones• Resolución de conflicto/equipo de crisis.• Asegurar que los padres puedan participar en el Equipo de Liderazgo en la escuela y talleres de currículo.• Colaborar con los CBO establecidos para proveer clases de ESL y computadora para los padres.	<ul style="list-style-type: none">• Asegurarse que la escuela siempre tenga como comunicarse con Ud.• Involucrarse en el desarrollo, implemento, evaluación y reviso de la póliza de participación de padre y escuela, y el CEP.• Tomar parte o pedir asistencia de la escuela o región ofrezca en ayuda de crianza, estrategias de aprendizaje.• Revisar trabajo escolar con nuestros niños.• Supervisar nuestros niños :<ul style="list-style-type: none">• Asistencia escolar• Tareas• Conformación con reglas de uniforme• Compartir en la responsabilidad de logro académico de su niño.• Comunicarse con los maestros de sus niños sobre la necesidad de su educación.• Participar por lo menos a una (1) reunión de la asociación de padres durante el año escolar para hablar sobre asuntos importantes.• Participar en talleres de currículo (matemática, lectura, ciencia, etc.) y otros talleres importantes a toda la familia durante el año escolar para seguir informados sobre lo que su niño esta aprendiendo.• Atender eventos encolares (ceremonias de premios y obras de teatro)• Participar en las reuniones VIP de la directora durante el año escolar.• Seguir informados sobre la educación de su niño y seguir el reviso de los cuadernos y trabajos. Preguntándoles a sus niños si alguna correspondencia fue mandada a la casa o también llamar la escuela y preguntar sobre cualquier evento o algún atento a comunicarse con el/ella.

Estamos de acuerdo trabajar juntos, lo mejor posible, como padres y educadores para llegar a nuestro gol común de proveer una exitosa educación para nuestros niños.

Firma de la Directora Escolar

Firma del Padre/Guardián

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.

To determine the effectiveness of the current educational practices in E.S.M.T. – I. S. 190, the School Leadership Team, the Inquiry Team, teachers, parents and CFN 608 reviewed and analyzed the data available from New York State Education Department and New York City Department of Education accountability and assessment resources.

The findings from the review and analysis revealed that due to the change of passing scores in the 2010 NYS ELA and Mathematics Tests, there were drastic decrease in the percentage of students meeting proficiency in both ELA and Mathematics. In ELA, only 17.9% were on proficiency level, Levels 3 and 4, a decrease of 34.4%. In Mathematics, 29.3% were on Levels 3 and 4, a decrease of 42.8% from the previous year. Further analysis of available data revealed that there was a significant increase in the percentage of students below proficiency levels – Levels 1 and 2.

Among special education students, the percentages of students meeting the state standards are as follows: 2.4% in ELA, 24.4% in Mathematics, 81% in Social Studies (8th Grade only), and 56% in Science (8th Grade Only). The percentage of English Language Learners (ELL) students meeting the state standards are as follows: 8.3% in ELA, 20.0% in Mathematics, 60% in Social Studies (8th Grade only), and 40% in Science (8th Grade only).

The above-mentioned data was reflected in the 2009-2010 Progress report. Our overall score decreased from 100.2 to 52.8. This gave us a grade of B. An analysis of Learning Environment Survey revealed that our strengths are in the areas of Academic Expectations and Engagement. On the other hands, we must make improvement in the areas of Communication and Safety and Respect.

As per 2009-2010 NYS School Report Card, the following subgroups did not meet Adequate Yearly Progress (AYP) in ELA: All Students; Hispanic or Latino; Students with Disabilities (SWD); and Economically Disadvantaged. All subgroups met the AYP in Mathematics and Science. Our last Quality Review was on 2007-2008 in which we scored Proficient.

2. Schoolwide reform strategies that:
TEMPLATE - MAY 2010

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

In order to provide all students in the school to meet the State's proficient and advanced levels of student academic achievement, ESMT – I. S. 190 will

- **use research-based strategies such as, but are not limited to the following:**
 - o **Identifying Similarities and Differences**
 - o **Summarizing and Note Taking**
 - o **Reinforcing Effort and Providing Recognition**
 - o **Homework and Practice**
 - o **Nonlinguistic Representations**
 - o **Cooperative Learning**
 - o **Setting Objectives and Providing Feedback**
 - o **Generating and Testing Hypotheses**
 - o **Cues, Questions, and Advance Organizers**
 - o **Student Engagement (Time on Task)**
 - o **Differentiated Instruction**
- **provide each staff member with copy of *Classroom Instruction that Works* which contains the above-mentioned research-based strategies.**
- **conduct professional development for teachers about the above-mentioned research-based strategies.**
- **Provide Academic Intervention Services (AIS), Guidance and Counseling, Enrichment and Advisory Programs, Career Awareness, and Leadership Program to address the needs of all students.**
- **increase the amount and quality of learning time through 37.5 Minutes of Instruction, After School Academy, Saturday Academy, and Vacation Academy.**

3. Instruction by highly qualified staff.

- **ESMT – I. S. 190 will continue to hire highly qualified teachers (as per NCLB/SED definition) to teach the core subject areas.**
- **Keep an updated list of teachers with the following information:**
 - o **Teaching experience**

- **Certification – state, city, and National Board Certification**
- **Higher education – Master’s Degree or higher**
- **Professional membership and activities**

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.

The following professional development will be provided to administrators, teachers, paraprofessionals and support staff to enable the children to meet the State’s academic standards:

- **Research-Based Strategies That Work such as, but are not limited to the following:**
 - **Setting objectives and providing feedback**
 - **Nonlinguistic representations**
 - **Cues, questions, and advance organizers**
 - **Cooperative learning**
 - **Summarizing and note taking**
 - **Homework and practice**
 - **Reinforcing effort and providing recognition**
 - **Generating and testing hypothesis**
 - **Identifying similarities and differences**
 - **Student Engagement (Time on Task)**
- **New York State and New York City Accountability Tools**
- **Analysis and Use of Data**
- **Collaborative Team Teaching**
- **Academic Interventions/Enrichment Teams: Sustaining and Increasing Student Achievement**
- **Quality Teaching for English Language Learners**
- **Differentiated Instruction**
- **Blueprint for Middle School Success**
- **Scaffolded Inquiry Project**
- **Inquiry Team Process**
- **Common Core State Standards**

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

- **ESMT – I. S. 190 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements.**
- **ESMT – I. S. 190 will participate in citywide recruiting events.**
- **Share the school’s strong support plan for teachers, such as, but not limited to the following**

- **Mentoring for new teachers**
- **Professional development opportunities**
- **Encourage teachers to continue their education and obtain higher degrees and additional certifications through UFT, district and Department of Education sponsored programs and grants.**
- **Provide time for teacher collaboration through scheduling.**
- **Include teachers in professional development planning and decision making.**

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

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following actions/strategies/activities during 2010-2011 school year.

- **Build strategic relationships with parents to support school mission and vision and meet identified needs of school's families.**
- **Communicate high expectations and opportunities to parents on regular basis.**
- **Provide when needed, specific guidance and support to teachers on effective communication strategies.**
- **Engage parents in the development of personal student success plans, outlining strategies for success as well as identifying supports available for their children**
- **Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school**
- **Provide opportunities for all interested parents to be integral members of the Parents Association and the School Leadership Team.**
- **Collaborate with CBO to connect parents to social services they need.**
- **Hold VIP Nights for Parents**
- **Conduct monthly workshop for parents to enable them help their children with school work at home.**
- **Identify and implement strategies to meet the needs of caring, but "hard to reach" parents.**

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.

- **For the incoming sixth graders, ESMT – I. S. 190 will**
 - **continue to participate in the annual Middle School Fair.**
 - **establish and maintain relationships with feeder schools.**
 - **conduct an Orientation Night for students and families to make them get acquainted with the school's mission and vision, facilities, academic programs, special programs and initiatives.**
 - **provide sixth grade students special programs during the first weeks of schools to introduce them to school norms and routines and an overview of the year-long project that culminates with transition to seventh grade.**

- **implement a yearlong Leadership Program which provides training in leadership, self concepts, teambuilding and conflict resolution skills to both students and their teachers, offering intervention when needed and, more importantly, techniques for developing future leaders in school and beyond.**
- **For the eight graders, ESMT – I. S. 190 will**
 - **provide them with on-going support to ensure that they succeed under the eight grade promotion policy through**
 - **differentiated instruction**
 - **academic intervention and remediation during and after school hours**
 - **enrichment and advisory programs**
 - **guide students through the challenges and opportunities of the high school application and transition process.**
 - **invite speakers for the College and Career Readiness Day.**

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 are included in the decisions regarding the use of academic assessments, ESMT – I. S. 190 will

- **provide on-going professional development on the following:**
 - **gathering, using and analyzing student data to drive instruction.**
 - **NYS Learning Standards**
 - **accountability tools**
 - **formative and summative assessments**
- **encourage teachers to have an input on the type of research-based benchmark assessments that are aligned to the NYS Learning Standards to be used in school.**
- **Provide weekly meetings for teachers in the schedule – to analyze student assessments and reviewing/analyzing student work with others.**
- **involve teachers in the Inquiry Process.**

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.

Administrators, staff, parent coordinator, social worker/guidance counselor and family worker will plan and implement the following actions/strategies/activities during 2010-2011 school year.

- a. **By September 2010, identify the students who are not meeting or at-risk of not meeting the state standards.**
- b. **Provide differentiated assistance to identified students based on the students needs during school hours, 37.5 minutes of instruction, After School Academy, Saturday Academy, and Vacation Academy.**
- c. **Provide guidance and support to students and their families and assist in providing school-wide support needed (by social worker/guidance counselor, family worker and parent coordinator).**

- d. Conduct home visits (by social worker/guidance counselor, family worker and parent coordinator) as necessary.
- e. Identify which students are most in need and would benefit most from mentorship/ advisory program.
- f. Provide professional development to teachers on research-based strategies and differentiated instruction.

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.

Title I Funds will be used for Professional Development, Parent Involvement, 10% for Highly Qualified Staff, Science Teacher, ESL Teacher, Saturday Academy, School Leadership Team, Instructional Materials.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are four students that are in temporary housing who are currently attending our school.

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

We provide at-risk counseling for these students. We also provide food assistance for the family by donating food and referring each family to food pantries. Each student is also provided with metro cards for school transportation and free lunch. We refer the student and family to outside mental health agency to assist them in coping with stressors from being in the shelter system or in the family as a whole. We also link the family with Children's Aid Society to assist them with any other financial need with the New York Times grant. This grant provides families with financial hardship money to buy home furnishings like beds, mattresses, dressers and clothing for the family. This grant takes effect after the family has been placed in a permanent home. The Children's Aid Society also assists them with vouchers to buy clothing while in the shelter. We also donate uniforms and school supplies to the family and students. Each family is also referred to apply for Medicaid coverage and other public assistance that are available for them.

The guidance counselor/social worker is in collaboration with the educational liaison worker at the shelter to assist the family in monitoring student's academic and behavioral process and to monitor their attendance. If the child is already receiving outside mental health, the guidance counselor/social worker works closely with the outside therapist.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	E.S.M.T- I.S. 190					
District:	12	DBN:	12X190	School		321200010190

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.1	91.7	92.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.2	94.3	96.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	88	88	81	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	72	85	87		73.0	76.4	76.4
Grade 8	73	67	80				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	3	5
Grade 12	0	0	0				
Ungraded	1	1	2	Recent Immigrants - Total Number:			
Total	234	241	250	(As of October 31)	2007-08	2008-09	2009-10
					2	3	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	30	26	Principal Suspensions	60	83	46
# in Collaborative Team Teaching (CTT) Classes	11	5	3	Superintendent Suspensions	31	37	38
Number all others	15	14	16				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	22	23	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	4
# receiving ESL services only	24	27	TBD				
# ELLs with IEPs	8	11	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	1	1	2

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
	3	0	10	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	52.2	66.7	70.0
				% more than 5 years teaching anywhere	43.5	50.0	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	75.0	80.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	94.3	95.2	90.5
Black or African American	29.5	34.4	29.6				
Hispanic or Latino	69.2	65.6	70.0				
Asian or Native Hawaiian/Other Pacific	0.4	0.0	0.4				
White	0.9	0.0	0.0				
Male	54.3	51.0	57.2				
Female	45.7	49.0	42.8				

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	52.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 12	School Number 190	School Name E.M.S.T.-I.S. 190
Principal DianaJade Santiago		Assistant Principal Leslie Ward	
Coach (Mathematics) Irinea Panlilio		Coach (Literacy) Norma Ellis-Wright	
Teacher/Subject Area (ESL) Katherine Beesch		Guidance Counselor	
Teacher/Subject Area type here		Parent Rochelle Bonilla	
Teacher/Subject Area type here		Parent Coordinator Kenny Melendez	
Related Service Provider (SPED Liaison) Mark Turcotte		Other type here	
Network Leader Rudy Rupnarain		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	246	Total Number of ELLs	29	ELLs as Share of Total Student Population (%)	11.79%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1. When new students are enrolled the Home Language Identification Survey (HLIS) is completed by the parent/guardian during a meeting which is facilitated by Ms Beesch our ESL pedagogue, who speaks both Spanish and English, and our parent coordinator, Kenny Melendez. Occasionally Maritza Perez, our French speaking pedagogue, facilitates a meeting if the student's native language is French so ensure that translation services are available during the ELL identification process. In addition to the HLIS, an informal oral interview in English and the native language is conducted to help in determining eligibility for the LAB-R and English proficiency. The ESL teacher, Ms Beesch, uses the answers to the HLIS and the informal interview to determine if a student qualifies to take the Revised Language Assessment Battery (LAB-R). The RLER report is check for students that are eligible to take the LAB-R every Monday from ATS.. The LAB-R is given by our ESL Pedagogue, Ms Beesch, within the first 10 days of the student's first attendance date. The LAB-R is hand scored by the ESL teacher. If the student qualifies for ESL services the parents are contacted by the parent coordinator in their native language to set up a meeting. Additionally, the Spanish LAB 1982 is administered to all Spanish-speaking new entrants who scored at or below the cut scores on the LAB-R only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. The Data Specialist assists the ESL teacher/coordinator in the ELL identification process. The ESL teacher/coordinator prepares students for the NYSESLAT by familiarizing students with the test format, administering periodic assessments and informing parents about these assessments. In order to annually evaluated ELLs using the NYSESLAT, we first identify the ELLs. We analyze the NYSESLAT scores to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then, share the data with all the teachers so that instruction can be differentiated in all subject areas. They are provided with necessary academic interventions during and after school hours.

2. The LAB-R is administered within the first 5 days of a students admittance so that we can meet with the parents about the results of the LAB-R and student placement no more than 10 days after a student is enrolled. The parents coordinator calls the parents or guardians of newly identified ESL students as per the results of the LAB-R as soon as possible and invites them for a meeting. A letter is also sent to remind them of the meeting. During the meeting the parents are shown the Parent OrientationVideo (in their native language), given a brochure, and referred to the resources available on the DOE website. Any questions they may have about the programs are answered in their native language. We ask that the parents complete the Parent Survey and the Program Selection form indicating their choice of ELL program either at the conclusion of the meeting or within one week. Also, parents are informed that only Freestanding ESL is offered at our school. If we do not hear back from the parents after their orientation meeting within one week, we will reach out to them again with phone calls and letters to ensure that the Program Selection form and Parent Survey are completed. If these forms are not returned the child will be placed in a bilingual program.

3. Our school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are completed and returned by reaching out to parents/guardians through phone calls and letters in the native language. When these forms are returned they are placed in a students cumulative record by our ESL pedagogue, Ms Beesch. Identified ELL students who choose the Freestanding ESL program are placed into our program if it is chosen by the parent. If forms are not returned within a reasonable amount of time, no more than two weeks, the student is placed in the default program for ELLs which is Transitional Bilingual Education.

4. We place identified ELL students whose parents choose the Freestanding ESL program in our school as we offer this program. However, we ensure that parent choice is honored by having explained all ESL program options at the orientation meeting and assisting them by answering any questions they might have about the other program options or schools that offer them so that they may be placed into the program of their choice.

5. After reviewing the Parent Survey and Program selection forms for the past few years we have noticed a trend in parents choosing our Freestanding ESL program in favor of the other programs. Last year three parents chose our Freestanding ESL program and this school year we don't have yet newly enrolled students that are qualified to take the LAB-R based on the HLIS and informal oral interviews.

6. The only program, Freestanding ESL, that is offered at our school appears to be aligned with parent requests. Due to small number of ELLs and budget constraints, we could not offer another program. So far, we have 29 ELLs in our school. We will maintain alignment between parent choice and program offerings by monitoring Parent Survey and Selection forms returned to us and tracking the number

of requests by grade for programs we do not offer. We also inform parents about schools that offer other programs for ELLs.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	10
SIFE	3	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	13

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										0
Dual Language										0
ESL	6	0	2	10	3	4	13	0	5	29
Total	6	0	2	10	3	4	13	0	5	29

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	12	5					26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	11	13	5	0	0	0	0	29

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4

- 1.a. EMST- IS 190 has a freestanding ESL program in which instruction is delivered to general education ELLs in a push-in collaborative co-teaching model. Special Education ELLs are instructed in a self-contained setting with the push-in model. Our school utilizes the workshop model for balanced literacy.
- b. The program models are Block and Heterogenous.
2. ESMT- IS 190 ensures that the mandated number of instructional minutes is provided according to proficiency levels by placing all general education ELLs in one class per 6th, 7th and 8th grade levels as well as all special education ELLs in one class per 6th, 7th, and 8th grade levels. Through this arrangement, the ESL teacher can provide them with their mandated number of minutes.
- a. Explicit ESL, ELA and NLA instructional minutes are delivered in our ESL program model through push-in services occurring during ELA and Social Studies instructional periods. Students have ninety minute double blocks of ELA instruction daily and six periods of forty five minute social studies classes weekly. Students are serviced their mandated minutes based on their varying levels of proficiency(360 minutes for beginners and intermediate, 180minutes for advanced) during ELA and Social Studies instructional periods during the week. NLA support minutes are delivered during the instructional periods inthese classes and all other content areas using materials that are grade and age appropriate that are aligned with the school's curriculum and state standards. In addition to native language materials, the ESL teacher and paraprofessional provide native language support orally and with explanations.
3. The content areas are delivered to the students in English along with a variety of ESL strategies including an emphasis on key vocabulary and visual supports. In our block scheduling program model students travel together to 45 minute periods for all content area classes including Science, Social Studies, French, Theater Arts and Gym. However, there are double blocks of 90 minutes for ELA and Mathematics. An example schedule for an ESL student at our school would show two ninety minute blocks of both ELA and Math, one forty five minute period of science, social studies, French, and Theatre Arts. All instruction is given in English, though native language support is present in the classroom to help make content comprehensible. Native language support occurs through students who speak the same native language, support staff that speaks the student's language, dictionaries, glossaries and books that are grade and age appropriate that are aligned with the school's curriculum and state standards. Many of the student textbooks used in our school have translated copies in Spanish which provided further native language support. The Total Physical Response (TPR) Approach, Language Experience Approach and Balanced Literacy Approach are used to serve the needs of the ELLs. In addition, scaffolding techniques including modeling, contextualization, prior knowledge, schema building, visual aids, graphic organizers and guided practice are used to support the language development of the ELLs in ESL and content area classes.
4. Instruction is differentiated for all students including ELLs and has specific plan for each subgroup. Instruction for ELLs is differentiated according to their proficiency levels and individual needs. Also, ELLs are part of each grade's inquiry team in which ELA is the schoolwide focus. The Inquiry Team provides the ELLs with an additional periods of small group/guided ELA instruction per week focusing on reading skills including phonics, fluency and comprehension and vocabulary.
- a. Our staff is trained to identify SIFE students using the Academic Language and Literacy Diagnostic (ALLD) assessment to determine

necessary literacy interventions. We currently have two SIFE students in 7th grade and one in 8th grade. We will assess the students using the Fountas and Pinnell system to determine the students reading level and comprehension and to provide us information about the students writing abilities. The data, in addition to teacher observations and assessments, will be used to set individual goals for these students in each class. Depending on the students proficiency in their native language, native language support materials will be used to support these students. Instruction in the classroom will be differentiated to suit the needs of each SIFE student while still maintaining academic rigor.

b. Our instructional plan for ELLs in school less than three years is to provide occasional pull out instruction targeted toward vocabulary, reading comprehension and writing development. Since NCLB now requires ELA testing for ELLs after one year we plan to support these ELLs by familiarizing them with the ELA testing format and vocabulary while using guided scaffolded instruction that integrates strategies and skills similar to those incorporated into the exam. Instruction for ELLs is differentiated according to their proficiency levels and individual needs.

c. Our instructional plan to help move ELLs receiving 4 to 6 years of service to proficient level is by using individual data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, ACUITY, alternative assessments and observations) to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas. The data will be used in goal setting across all content areas. Trends have shown that ELLs in this subgroup at our school tend to need interventions in reading and writing which is taken into consideration when teachers are planning their lessons.

d. Our instructional plan to move Long-Term ELLs to proficiency is by using individual data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, ACUITY, and alternative assessments and observations) to identify student weaknesses and strengths to drive differentiated rigorous instruction across all content areas. Each Long-Term ELL data is carefully reviewed and used to target very specific skills or areas in need of improvement. If certain interventions or instructional strategies are not effective they will be addressed by the ESL and content area teachers. This information will be used to set individual goals across all content areas.

e. In order to best serve our ELLs with special needs we take into account the styles and settings in which these students learn best and differentiate instruction to meet their needs. We also utilize technology- based programs that are engaging and challenging for each student.

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

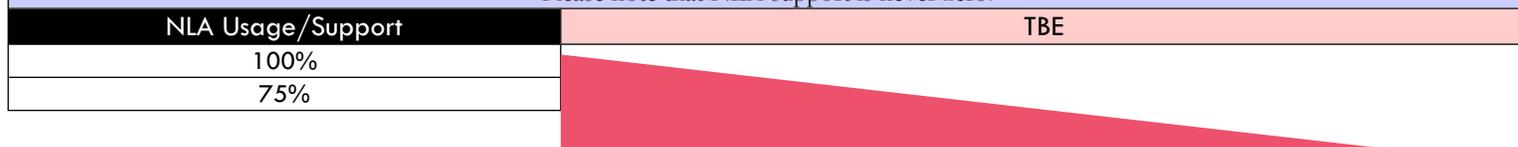
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here.

5. Our targeted interventions for ELLs in ELA include all ELL subgroups as part of Inquiry Teams in each grade level. The focus for each team is reading. The intervention programs in ELA and mathematics are delivered during and after school hours, 37.5 Minutes of Instruction, Saturday Academy and Vacation Academy. To accomplish the goal for each program, the following action plans are being implemented.

They include, but are not limited to:

- 90 minute blocks of ELA and math instruction
- Use of Point of Entry Model to deliver ELA and math instruction
- Use of technology (Read 180, Acuity, Study Island, Tabula Digita)

- Alignment of ELA and Math instruction and resources with the New York State Learning Standards
- Conducting parent workshops that will support the academic achievement of the students
- The use of accountability tools to analyze student data and drive instruction,
- Professional development for staff
- Studying current educational issues and trends in ESL, ELA and Math instruction
- Facilitating connections among The Arts and content areas to advance student learning.
- Balanced Literacy Approach
- Differentiated instruction
- Contextualization

Instruction provided to students is driven by students identified levels or identified areas in need of improvement. Ongoing assessment provides evidence of student learning and need for changes to drive instruction.

6. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to continue providing them with ELLs testing accommodations when deemed advantageous for the student. Also students will continue to be supported through our balanced literacy approach as well as through challenging and academically rigorous tasks in their identified areas in need of improvement. Their achievement and ongoing progress will be closely monitored by all staff members and through goal setting and attainment. All pedagogues are trained in using ESL strategies and many are specifically trained in their content areas and are able to use these strategies to support and differentiate their instruction to accommodate former ELLs. Additionally, many of these students are included in the Inquiry Teams and receive additional ELA instruction.

7. If budget permits, we are going to offer another program that will suit the needs of the students for the upcoming year. We will continue to obtain more resources and materials to meet the needs of ELLs.

8. There won't be any discontinued program/services for ELLs.

9. ELLs are afforded equal access to all programs in our school. They are part of the Inquiry Teams in each grade level.. They receive two additional periods of ELA instruction per week. All ELLs receive interventions during 37.5Minutes of Instruction. They attend After School Academy, Saturday Academy, and Vacation Academy. The focus of after school programs include, but are not limited to the following:

- Guided reading
- Reading comprehension strategies
- Writing process
- Math skills strategies

- Test sophistication strategies

10. In addition to the textbooks, reading materials and resources that are used in different subject areas, we provide ELLs with additional instructional materials that are suited to their levels such as reading books, both in English and Spanish, bilingual dictionaries, and translated edition of the textbooks. Technology used for instruction includes, but are not limited to Read 180, Acuity, Study Island , Tabula Digita, and Geometer's Sketchpad.

11. Native Language support and encouragement is offered through texts that are available in both English and the students' native language. Also, our school uses bilingual dictionaries or glossaries, oral translations, explanations or comprehension assessments offered by teachers and aides. Our school has a variety of reading materials available for students in Spanish that are grade and age appropriate that are aligned with state standards.

12. Yes, the required services support and resources correspond to the students' ages and grade levels.

13. Newly enrolled ELL students receive information about our school during orientation before school starts. They meet the principal, assistant principal, parent coordinator, and their teachers. They are given tour of the school. Each student is assigned a buddy or school ambassador, who speaks the student's native language, to help each new student adjust to our school environment.

14. French is the elective language offered to ELLs at our school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

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.

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here.

1. Every effort is made to involve parents in the education of their children. Parents are encouraged to attend the School Leadership Team meetings. All written communications are provided to parents in their native languages. Verbal translation is done during meetings. Parents of ELLs are involved in our school because of the support we offer in the students' native language through staff members fluent in our ELLs native languages. Our school creates an atmosphere of open communication with parents through school wide encouragement and valuing of second languages and cultural diversity. This year we hope to improve parental involvement through incentives and student academic and social success using our newly implemented Positive Behavior and Intervention Supports system.

2. Our school works with Children's Aid Society (CAS) to provide additional services to ELLs.

3. The needs of the parents are evaluated through person-to-person contact, telephone calls, written communication, surveys, and listening to feedback and concerns from ELL students and parents.

4. Our parental involvement activities address the needs of parents by providing them with the following activities that suit their needs: workshops/meetings, VIP Nights, ARIS Parent Link, collaborate with CBO to connect parents with social services, hold "Family Friday Day," and provide opportunities for all parents to be integral members of the Parent Association and the School Leadership Team.

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
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Beginner(B)							2	0	1					3
Intermediate(I)							4	7	2					13
Advanced (A)							6	7	2					15
Total	0	0	0	0	0	0	12	14	5	0	0	0	0	31

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	6	2	0	12
7	9	3	0	0	12
8	2	3	0	0	5
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	3		8		1		0		12
7	2		9		2		0		13
8	0		4		0		0		4
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8	0		3		2		0		5
NYSAA Bilingual Spe Ed									0

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

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

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

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

Paste response to questions 1-6 here

1. Our school uses Fountas and Pinell running records to assess the early literacy skills of our ELLs. We use the San Diego Quick to obtain a beginning level and then conduct two more times during the year to track progress. This data provides us with a wealth of information about our ELLs reading literacy skills including accuracy, fluency, comprehension and phonemic awareness, phonics, letter learning, and high frequency word knowledge. This information helps inform our schools instructional plans and shared with all of the ELLs teachers so that instruction can be rigorous and differentiated as well as aligned to standards for these students in all content areas. A review of the quantitative data available on our students shows that many ELLs are on reading levels that are 1 or 2 grades behind their actual grade.

2. Analysis of NYSESLAT performances indicates that we have the most beginners in our 6th grade while most ELLs at our school are at Intermediate or Advanced levels of overall proficiency. In 6th grade there are only two students on the beginning level and ten at Intermediate or Advanced. In our 7th grade there are seven students at both intermediate and advanced levels. 8th grade has the fewest ELLs of whom there is one beginner, two intermediate and three advanced.

3. Patterns on the NYSESLAT modalities show that our ELLs are very strong in Listening/Speaking and that most students are scoring at advanced or proficient levels on these modalities. However, in reading and writing the majority of our students are scoring at intermediate or advanced level. This data is the basis of our instructional decisions to include more rigorous reading and writing instruction across all content areas. Our main focus will be on improving students reading and writing skills while also challenging students speaking and listening skills through academically rigorous tasks, project-based learning, guided reading and writing tasks and scaffolded practice.

4. School leadership and teachers are trained to and allowed access to ELL periodic assessments in order to assess a student's individual needs and to drive instruction. This data analysis, paired with individual student data from ARIS, ACUITY and other assessments allow us to provide targeted intervention and differentiated instruction utilizing the student's best learning style in the identified areas in need of improvement. The school has learned from the ELL periodic assessments that students continue to struggle with similar skills found on both the ELA an ELL assessments particularly with vocabulary and the use of context clues. The success of our ELL programs is evaluated using the data that is collected and analyzed, through student and parent feedback, standardized assessments, classroom assessments and observations, and perceived student confidence and goal attainment.

5. N/A

6. We evaluate the success of our programs for ELLs based on the gains and success they obtain on formative and summative assessments such as the periodic assessments, NYSESLAT, and NYS ELA and Math Tests. In addition, we also take into consideration the students' classwork, report cards, and teachers observations as well as parental and student feedback about our 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		
	Other		
	Other		
	Other		