



**PAUL ROBESON MIDDLE SCHOOL 203**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 07X203**  
**ADDRESS: 339 MORRIS AVENUE BRONX, NEW YORK**  
**TELEPHONE: (718) 292-1052**  
**FAX: (718) 292-5765**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 203      **SCHOOL NAME:** Paul Robeson

**SCHOOL ADDRESS:** 339 Morris Avenue, Bronx New York 10451

**SCHOOL TELEPHONE:** (718) 292-1052      **FAX:** (718) 292-5765

**SCHOOL CONTACT PERSON:** William Hewlett, Jr.      **EMAIL ADDRESS:** whewlet@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** William Hewlett, Jr.

**PRINCIPAL:** William Hewlett, Jr.

**UFT CHAPTER LEADER:** Dean Gross

**PARENTS' ASSOCIATION PRESIDENT:** Sol Santana

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** SEVEN      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Ada Orlando

**SUPERINTENDENT:** Yolanda Torres

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

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

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

Name	Position and Constituent Group Represented	Signature
William Hewlett, Jr.	*Principal or Designee	
Dean Gross	*UFT Chapter Chairperson or Designee	
Sol Santana	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joanna Corbett	Member/	
Laurie Moss	Member/	
Santa Alvarez-Vives	Member/	
Michele Farrie	Member/	
Jefferson Toure	Member/	
Margie Vasquez	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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### **School Vision and Mission**

The mission of MS 203 is to provide a rigorous academic curriculum in a nurturing environment where students and staff continue to learn. The students will be exposed to a culturally, educationally and technologically diverse program. A diverse and complete arts program will further enhance the students learning experience. MS 203 will ensure that the individual needs of our students are recognized and met through open communication, collaboration among all staff, parents and the community at large. Our students will be provided with the educational opportunities to prepare themselves for the academic rigors of high school and beyond.

The Paul Robeson Middle School 203 is located at 339 Morris Avenue in the Bronx. The school is one of four schools located in the building and serves students in grades 6 to 8. Students attending this school come from the immediate neighborhood surrounding the school. The building was constructed in 1972 and remains in good operating condition. The student body is diverse made up of 65% Hispanic, 34% African-American, .2% Asian and 0% white. Student attendance for the school for the current year to date is 90%. The percentage of students eligible for free or reduced price lunch is 100%. The Principal of the school is Mr. William Hewlett, Jr. who has been in that position since the school's inception eight years ago.

MS 203 is currently a SINI School Restructuring Year III. Its identified areas are English Language Arts. The 2007-2008 ELA scores show our long-anticipated growth of students to Levels 3 and 4 to 27%. The 2008-2009 NYS ELA scores showed our continued growth as our percentage of students in Levels 3 and 4 increased to 38% with 3% of the students in Level 1. This growth has been highlighted and celebrated as MS 203 also made Annual Yearly Progress and was removed from the SURR list but our scores still place us in the bottom third of District Seven Middle Schools. Our growth much like those for other schools throughout NYC took a dramatic drop with the inception of the new and more rigorous assessments as the MS 203 ELA and Math score plummeted to 12% at Level 3 and 4.



**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Paul Robeson Middle School 203				
<b>District:</b>	Seven	<b>DBN #:</b>	07X203	<b>School BEDS Code:</b>	320700010203

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					85.4	89.1	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.1	88.9	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	111	96	76	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	156	112	109		84.3	84.3	89.1		
Grade 8	162	150	110						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					7	29	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					17	9	18		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	39	27	4	Principal Suspensions	3	5	TBD		
No. in Collaborative Team Teaching (CTT) Classes	29	34	53	Superintendent Suspensions	24	27	TBD		
Number all others	25	28	24						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	60	41	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	28	36	60	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	7	4	24	(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	44	34	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	13	15	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	TBD
	14	11	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	63.6	70.6	TBD
Black or African American	34.0	35.1	35.5	Percent more than five years teaching anywhere	61.4	61.8	TBD
Hispanic or Latino	65.8	64.6	63.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.3	0.0	Percent Masters Degree or higher	73.0	79.0	TBD
White	0.0	0.0	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	98.8	
Multi-racial							
<b>Male</b>	51.6	52.4	58.4				
<b>Female</b>	48.4	47.6	41.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): Corrective Action Year 2</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	<b>A</b>	<b>Overall Evaluation:</b>	<b>NR</b>
<b>Overall Score</b>	<b>79.7</b>	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	<b>9.3</b>	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	<b>19.4</b>	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	<b>44.2</b>	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	<b>6.8</b>	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?
- 

MS 203 enters the 2010-2011 academic year truly humbled at one moment celebrating its removal from the State SURR list and soon after embracing the realization of the rigorous new assessments and the performance outcomes that were published in July. This similar hard decline in achievement scores include:

- English Language Arts and Mathematics scores that produced 12% of our students at Level 3.
  - 54% of MS 203 students at Level 2 in English Language Arts and Mathematics and 33% at Level 1.
  - 51% of our Students with Disabilities at Level 1 in English Language Arts.
  - 53% of MS 203 English Language Learners performing at Level 1 in English Language Arts and Mathematics.
  - Not making Annual Yearly Progress (AYP) in English Language Arts.
  - Receiving a letter grade of "C" on the NYC Progress Report.
- 
- With these and other factors including loss of staff due to budget cuts our priority is to address the needs of our subgroup populations via the examination of the delivery of instruction and align Professional Development, curriculum mapping, data and inquiry work.
- 
- Another area of need is based on the Quality Review statement number 5: The school has structures for evaluating each student's progress throughout the year and for flexibility adapting plans and practices to meet its goals for accelerating learning. In this area MS 203 was underdeveloped with Proficient Features. It was noted that the school generates data that enables it to see whether progress is being made toward students individual goals. But data is not used well enough to set interim, time framed goals for overall student achievement. The progress of teachers toward personal targets or the movement of school toward its overarching goals.
- 
- Other areas of improvement highlighted from the Quality Review is MS 203 must use data to differentiate instruction more consistently, get involved in inquiry based activities, negotiate professional goals with teachers and align training and support to help staff achieve them, ensure that students on Academic Intervention programs have more support and improve their attendance at the after school classes, monitor and evaluate the success of new initiatives

more closely and develop stronger links with outside entities including schools in similar circumstances.

- MS 203's needs in ELA and Math mirror those in the entire district as noted in the external curriculum, in particular the alignment issues of curriculum maps and gaps in the written curriculum.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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- **By June 2011, 10% of MS203 Students with Disabilities in Levels I and II will make one year progress in ELA as measured by the NY State ELA Exam. A system of on-going progress monitoring will be implemented to provide academic supports in addition to inquiry in the mastery of content and skills of the Common Core Standards in ELA.**
- **By June 2011, At least 10% of MS203 students with disabilities will make one year progress in Mathematics as measured by the New York State mathematics assessment. A system of on-going progress monitoring, as well as an Inquiry team focus will be developed to provide academic supports in the mastery of content and skills of the Common Core Standards in Mathematics.**
- **Intervention, for all students performing at Level's 1 and 2 via the use of instructional technology, MS203 students' performance as evidenced in the area of Student Growth on our 2010-2011 Progress Report for both Mathematics and ELA will increase between 3%-5% as measured by weekly diagnostic assessments provided through instructional programs afforded the school as a result of our Title IID Grant, Title III Grant, SINI Grant (use of Destination Reading and Math; Earobics Reach).**
- **MS 203 will utilize an increased level of parent participation as evidenced by a 5% increase in the Parent section of the 2011 Learning Environment Survey and by parent attendance at workshops addressing both academic (targeting Common Core and promotional requirements) and non-academic (socio-emotional) issues as well as our Student Support Personnel to improve student attendance. Through the implementation of mutually designed systems, MS203 faculty and its parents and families will conduct outreach, monitor and follow up and enact interventions aimed at achieving an overall 5% gain in attendance rates, bringing the attendance rate on our 2010-2011 Progress Report up to 92.5%**
- **By June 2011, MS203's English Language Learners will improve their ELA performance by 10% as measured by one year's progress on the NY State Assessment for ELA. A system of on-going progress monitoring will be implemented to provide academic supports in addition to inquiry in the mastery of content and skills of the Common Core Standards in ELA.**

**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.A

**Subject/Area (where relevant):** English Language Arts (Students with Disabilities)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2011, 10% of MS203 Students with Disabilities in Levels I and II will make one year progress in ELA as measured by the NY State ELA Exam. A system of on-going progress monitoring will be implemented to provide academic supports in addition to inquiry in the mastery of content and skills of the Common Core Standards in ELA.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• AIS Team will identify students with disabilities to focus on <b>research-based</b> intervention strategies.</li> <li>• Through assistance of Parent Coordinator, ensure that these students participate in After School 37½. SES, 21<sup>st</sup> Century Grant Program and SINI Grant Program after school and/or Saturday.</li> <li>• Through Professional Development provided by school and network staff, teachers will work collaboratively to develop pacing charts and curriculum maps for all content areas that reflect the common core standards.</li> <li>• Professional Development plan to be redesigned and submitted that will include ELA, Math, Social Studies and Science.</li> <li>• Review of intervention and differentiation strategies that include the use of instructional technology and software shared at ELA meetings.</li> <li>• Staff program to include planning time specific to collaborative teachers assigned to students with disabilities.</li> <li>• Regular, documented pre and post observations by administration of collaborative and self-contained classes.</li> <li>• Through Inquiry Based activities track progress via ARIS or needs of students with disabilities..</li> <li>• Identify gaps within curriculum maps to reflect integration of the Common Core Standards in ELA and across the content areas;</li> <li>• Utilize technology for progress monitoring in Literacy with SWDs to measure weekly</li> </ul>

	<p><b>student achievement and provide scaffolds.</b></p> <ul style="list-style-type: none"> <li>• <b>Professional development support from Children’s First Network personnel, as well as, monthly training and support from the IEP teacher and APs on assessment data in the development and implementation of the goals in Individual Education Plans.</b></li> <li>• <b>Professional development to teachers in the ITT model on best practices;</b></li> <li>• <b>Initiate Inquiry-based activities on data assessment and its instructional implications;</b></li> <li>• <b>Development of after-school and Saturday programs, and the enrollment of SWDs.</b></li> </ul>														
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <b>Training of staff where needed on updated available technology including SmartBoards, its applicable accessories, IPOD’s, digital still cameras and videos and educational interactive software that will enhance project-based learning.</b></li> <li>• <b>Re-evaluation of self-contained students for placement in ITT classes where applicable.</b></li> <li>• <b>Classes scheduled in “Mods” rather than periods for additional instructional time.</b></li> <li>• <b>Use of SINI funds for per session activities and purchase of materials for after-school and Saturday academic enrichment programs.</b></li> <li>• <b>Weekly individual student diagnostic assessments in Literacy; AIS Team and SETSS. Use of SINI/SURR funds for per session activities and purchase of materials for after-school and Saturday programs.</b></li> </ul> <table border="1" data-bbox="739 868 1915 1461"> <thead> <tr> <th data-bbox="739 868 1327 906">ALLOCATION CATEGORY</th> <th data-bbox="1327 868 1915 906">FUNDS USE TOWARD GOAL</th> </tr> </thead> <tbody> <tr> <td data-bbox="739 906 1327 1019"><i>AIDP Attendance</i></td> <td data-bbox="1327 906 1915 1019">Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group.</td> </tr> <tr> <td data-bbox="739 1019 1327 1092"><i>IDEA</i></td> <td data-bbox="1327 1019 1915 1092">Support toward ITT staff, para’s counselor, and School Based Support Team</td> </tr> <tr> <td data-bbox="739 1092 1327 1206"><i>OASAS Substance Abuse</i></td> <td data-bbox="1327 1092 1915 1206">For at-risk drug counseling for students who are in subgroup and who do not have a mandated counselor</td> </tr> <tr> <td data-bbox="739 1206 1327 1279"><i>Rollover Title I</i></td> <td data-bbox="1327 1206 1915 1279">For continued inquiry work going into 10-11 academic year</td> </tr> <tr> <td data-bbox="739 1279 1327 1425"><i>Title I SWP</i></td> <td data-bbox="1327 1279 1915 1425">Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher who works with ELL’s who are also Students with Disabilities</td> </tr> <tr> <td data-bbox="739 1425 1327 1461"><i>Title I OTPS</i></td> <td data-bbox="1327 1425 1915 1461">Percentage allocated for Curriculum and</td> </tr> </tbody> </table>	ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL	<i>AIDP Attendance</i>	Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group.	<i>IDEA</i>	Support toward ITT staff, para’s counselor, and School Based Support Team	<i>OASAS Substance Abuse</i>	For at-risk drug counseling for students who are in subgroup and who do not have a mandated counselor	<i>Rollover Title I</i>	For continued inquiry work going into 10-11 academic year	<i>Title I SWP</i>	Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher who works with ELL’s who are also Students with Disabilities	<i>Title I OTPS</i>	Percentage allocated for Curriculum and
ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL														
<i>AIDP Attendance</i>	Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group.														
<i>IDEA</i>	Support toward ITT staff, para’s counselor, and School Based Support Team														
<i>OASAS Substance Abuse</i>	For at-risk drug counseling for students who are in subgroup and who do not have a mandated counselor														
<i>Rollover Title I</i>	For continued inquiry work going into 10-11 academic year														
<i>Title I SWP</i>	Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher who works with ELL’s who are also Students with Disabilities														
<i>Title I OTPS</i>	Percentage allocated for Curriculum and														

		staff development activities and non contractual parent involvement
	<b><i>Title I SWP School Success Grant</i></b>	Allocated for the use of integrated mathematics and technology teacher who has students in this subgroup population
	<b><i>TL Children's First Network Support</i></b>	Allocated for Community Support Network
	<b><i>TL Children's First Operating Funds</i></b>	Allocated for technology teacher and ESL teacher who works with ELL's who are also SWD's, social worker and the purchase of classroom supplies
	<b><i>TL Fair Student Funding</i></b>	Allocated for administration, teachers, support staff (Psychologists, guidance counselors) who will provide instructional and other services to these students
	<b><i>Fair Student Funding Legacy Support</i></b>	Allocated for ITT Social studies teacher
	<b><i>TL IEP Teacher and Paras</i></b>	Allocated for IEP teachers and paras who will work with staff and students in subgroup.
	<b><i>TL Mandated counseling and speech</i></b>	Allocated for counselor and speech teacher who will service students from this subgroup
	<b><i>NYSTL Hardware, software and Library Books</i></b>	Allocated for the purchase of these educational items to support the work for students in subgroup.
	<b><i>TL Parent Coordinator</i></b>	Allocated for Parent Coordinator who as part of goal to meet quarterly with parents of this subgroup.
	<b><i>TL SBST</i></b>	Allocated for personnel who will work to provide services to this subgroup.
	<b><i>TL Stabilization</i></b>	Allocated for ESL teacher who will provide pull-out and push in for identified population who are also SWD
	<b><i>Title 2 D Grant Award</i></b>	Used for the purchase of educational instructional technology as well as Professional Development of identified

		staff who will service this population of students.
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><i>Title III Grant</i></p>	<p>Awarded and used for educational services for after-school and Saturday programs as well as purchase of supplies and equipment.</p>
	<ul style="list-style-type: none"> <li>• Identity of these students and their pertinent information such as score reports will be entered and monitored in ARIS.</li> <li>• Parent Coordinator and liaisons from organizations working with MS 203 will submit attendance information to Principal.</li> <li>• Submission and distribution of curriculum maps and pacing charts for Math and English Departments.</li> <li>• Agenda and sign in sheets of department meetings for Math and English.</li> <li>• Agenda and sign in sheets submitted by Parent Coordinator for attendance by parents to meetings and workshops.</li> <li>• Development and submission of Professional Development Plan for Mathematics and English.</li> <li>• Submission of observation reports that will include pre-observation reports from collaborative teachers.</li> <li>• Logs provided by Learning Support Organization Network Support Team for ELA, Math and ESL.</li> <li>• <i>7.7 students with disabilities will make at least one year of progress.</i></li> </ul>	

**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):** Mathematics (Students with Disabilities)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• At least 10% of MS203 students with disabilities will make one year progress in Mathematics as measured by the New York State mathematics assessment. A system of on-going progress monitoring, as well as an Inquiry team focus will be developed to provide academic supports in the mastery of content and skills of the Common Core Standards in Mathematics.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Through the work of the MS 203 data specialist, students will be identified by grade whom can make the greatest impact toward one year progress. The names of these students will be entered into ARIS.</li> <li>• This information will be shared with the Academic Intervention Team to insure identified students are receiving intervention service.</li> <li>• Via use of ongoing sources of data such as ARIS, State summary content strand performance, Acuity etc.</li> <li>• Through Professional Development provided by staff and network staff will work collaboratively to develop pacing charts and curriculum maps for all content areas.</li> <li>• Professional Development plan to be redesigned and submitted that will include Common Core requirements in Math. School based Professional Development Team will highlight areas of instructional need to forward to teachers along with curriculum maps that integrate Common Core Standards expectations.</li> <li>• Review of intervention and differentiation strategies that include the use of instructional technology and software shared at Mathematics meetings.</li> <li>• Ongoing use of Professional Development staff from Children’s First Network personnel in Mathematics.</li> <li>• Weekly content area meetings of Mathematics staff to ensure progress toward the alignment and implementation of Common Core Standards.</li> <li>• Regular, documented pre and post observations by administration of all staff working with students with disabilities.</li> <li>• Through Inquiry based activities track progress via ARIS or needs of identified students.</li> <li>• Initiate Inquiry team with a focus on students with disabilities as a target population. Use</li> </ul>

	<p><i>data-retrieval activities with this target group that will guide their delivery of instruction.</i></p> <ul style="list-style-type: none"> <li>• <i>Increase student enrollment and attendance in Supplemental Educational Service (SES) Program offered at MS 203</i></li> <li>• <i>Increase student attendance at other MS 203 AIS programs such as Afterschool ELL program, 37 ½ minute program and 21<sup>st</sup> Century Grant Academic Enrichment Program.</i></li> <li>• <i>Use of SINI funds to secure F-status math coach and provide additional intervention instruction.</i></li> </ul>																
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <i>Hiring of F-status mathematics coach</i></li> <li>• <i>Train staff where applicable on retrieving data and instructional implications</i></li> <li>• <i>Professional Development funds where available toward training of staff members in use of instructional technology</i></li> <li>• <i>Programming of school via HSST</i></li> <li>• <i>Securing funding to staff MS 203 with intervention teacher in ELA and math.</i></li> </ul> <table border="1" data-bbox="739 683 1915 1356"> <thead> <tr> <th data-bbox="739 683 1327 727">ALLOCATION CATEGORY</th> <th data-bbox="1327 683 1915 727">FUNDS USE TOWARD GOAL</th> </tr> </thead> <tbody> <tr> <td data-bbox="739 727 1327 760"></td> <td data-bbox="1327 727 1915 760"></td> </tr> <tr> <td data-bbox="739 760 1327 873"><i>AIDP Attendance</i></td> <td data-bbox="1327 760 1915 873">Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group.</td> </tr> <tr> <td data-bbox="739 873 1327 987"><i>Contract for Excellence</i></td> <td data-bbox="1327 873 1915 987">Percentage allocated for ESL teacher who will work with ELL's who are also SWD and Gen Ed ITT teacher.</td> </tr> <tr> <td data-bbox="739 987 1327 1060"><i>IDEA</i></td> <td data-bbox="1327 987 1915 1060">Support toward ITT staff, para's counselor, and School Based Support Team</td> </tr> <tr> <td data-bbox="739 1060 1327 1206"><i>OASAS Substance Abuse</i></td> <td data-bbox="1327 1060 1915 1206">For at-risk drug counseling for students who do not have a mandated counselor and at risk or may need services for substance abuse</td> </tr> <tr> <td data-bbox="739 1206 1327 1279"><i>Rollover Title I</i></td> <td data-bbox="1327 1206 1915 1279">For continued inquiry work going into 10-11 academic year</td> </tr> <tr> <td data-bbox="739 1279 1327 1356"><i>Title I SWP</i></td> <td data-bbox="1327 1279 1915 1356">Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher</td> </tr> </tbody> </table>	ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL			<i>AIDP Attendance</i>	Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group.	<i>Contract for Excellence</i>	Percentage allocated for ESL teacher who will work with ELL's who are also SWD and Gen Ed ITT teacher.	<i>IDEA</i>	Support toward ITT staff, para's counselor, and School Based Support Team	<i>OASAS Substance Abuse</i>	For at-risk drug counseling for students who do not have a mandated counselor and at risk or may need services for substance abuse	<i>Rollover Title I</i>	For continued inquiry work going into 10-11 academic year	<i>Title I SWP</i>	Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher
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	<b><i>TL Mandated counseling and speech</i></b>	Allocated for counselor and speech teacher who will service students from this subgroup
	<b><i>NYSTL Hardware, software and Library Books</i></b>	Allocated for the purchase of these educational items to support the work for students in subgroup.
	<b><i>TL Parent Coordinator</i></b>	Allocated for Parent Coordinator who as part of goal to meet quarterly with parents of this subgroup.
	<b><i>TL SBST</i></b>	Allocated for personnel who will work to provide services to this subgroup.
	<b><i>TL Stabilization</i></b>	Allocated for ESL teacher who will provide pull-out and push in for identified population who are also SWD
	<b><i>Title 2 D Grant Award</i></b>	Used for the purchase of educational instructional technology as well as Professional Development of identified

		staff who will service this population of students.
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><i>Title III Grant</i></p>	<p>Awarded and used for educational services for after-school and Saturday programs as well as purchase of supplies and equipment.</p>
	<ul style="list-style-type: none"> <li>• <b>Monthly progress monitoring of students' math performance through technology programs in use and formative assessment documentation from teachers reflecting growth.</b></li> <li>• <b>Identity of these students and their pertinent information such as score reports will be entered and monitored in ARIS.</b></li> <li>• <b>Parent Coordinator and liaisons from organizations working with MS 203 will submit attendance information to Principal.</b></li> <li>• <b>Submission and distribution of curriculum maps and pacing charts reflective of Common Core Standards in mathematics.</b></li> <li>• <b>Agenda and sign in sheets of department meetings for Math.</b></li> <li>• <b>Agenda and sign in sheets submitted by Parent Coordinator for attendance by parents to meetings and workshops.</b></li> <li>• <b>Development and submission of Professional Development Plan for Mathematics and English.</b></li> <li>• <b>Submission of observation reports that will include pre-observation reports from collaborative teachers.</b></li> <li>• <b>Logs provided by Children's First Network support staff in Math and Special Education.</b></li> </ul>	

## 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):** Technology in all Content Areas

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• MS203 students’ performance as evidenced in the area of Student Growth on our 2010-2011 Progress Report for both Mathematics and ELA will increase between 3%-5% as measured by weekly diagnostic assessments provided through instructional programs afforded the school as a result of our Title IID Grant, Title III Grant, SINI Grant (use of Destination Reading and Math; Earobics Reach).</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <i>Staff survey to be completed on staff level of expertise using instructional technology that includes which content areas differentiate using instructional technology as well as intervention programs.</i></li> <li>• <i>As part of MS 203 Professional Development Plan, provide turnkey training to staff on use of new Software Programs and Smartboards, IPODS, video/still cameras, etc.</i></li> <li>• <i>Professional Development plan to be redesigned and submitted that will include strategies to build capacity for differentiation through the use of instructional technology in the areas of ELA, Math, Social Studies and Science.</i></li> <li>• <i>Review of intervention and differentiation strategies that include the use of instructional technology, shared at ELA and Mathematics meetings that will be distributed to all content areas.</i></li> <li>• <i>Through Parent Coordinator, MS 203 parents will be invited to participate in workshops conducted in both Spanish and English with topics such as how technology is being used in the classroom as well as parent training on how internet safety and how to work with their children using technology.</i></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ul style="list-style-type: none"> <li>• Training of staff where needed on updated available technology including SmartBoards, its applicable accessories, IPOD’s, digital still cameras and videos and educational interactive software that will enhance project-based learning.</li> <li>• Re-evaluation of self-contained students for placement in ITT classes where applicable.</li> <li>• Use of SINI funds for per session activities and purchase of materials for after-school and Saturday academic enrichment programs.</li> <li>• Network personnel will assist in PD on best practice in use of technology in classroom.</li> </ul>

*described in this action plan.*

ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL
<i>Contract for Excellence</i>	Percentage allocated for ESL teacher who will work with ELL's who are also SWD and Gen Ed ITT teacher. ESL teacher trained in differentiation using instructional technology.
<i>IDEA</i>	Support toward CTT staff, para's counselor, and School Based Support Team
<i>Rollover Title I</i>	For continued inquiry work going into 10-11 academic year that will identify students in need of academic intervention where additional instructional technology methods will be used.
<i>Title I SWP</i>	Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher
<i>Title I OTPS</i>	Percentage allocated for Curriculum and staff development activities that include uses of differentiation using instructional technology and non contractual parent involvement
<i>Title I SWP School Success Grant</i>	Allocated for the use of integrated mathematics and technology teacher who has students in this subgroup population. This teacher also our instructional technology liaison and developer of MS 203 website.
<i>TL Children's First Network Support</i>	Allocated for Community Support Network that includes providing PD and instructional technology support
<i>TL Children's First Operating Funds</i>	Allocated for technology teacher and ESL teacher, social worker and the purchase of classroom supplies

	<p><b><i>TL Fair Student Funding</i></b></p>	<p>Allocated for administration, teachers, support staff (Psychologists, guidance counselors) who will provide instructional and other services to these students</p>
	<p><b><i>Fair Student Funding Legacy Support</i></b></p>	<p>Allocated for ITT Social studies teacher. She has been trained using Title 2D instructional technology grant</p>
	<p><b><i>TL IEP Teacher and Paras</i></b></p>	<p>Allocated for IEP teachers and para's who will work with staff and students in subgroup and trained in various instructional technology methods and software</p>
	<p><b><i>TL Mandated counseling and speech</i></b></p>	<p>Allocated for counselor and speech teacher who will service students from this subgroup</p>
	<p><b><i>NYSTL Hardware, software and Library Books</i></b></p>	<p>Allocated for the purchase of these educational items that include smartboards, accessories for instructional technology items to support the work for students in subgroup.</p>
	<p><b><i>TL Parent Coordinator</i></b></p>	<p>Allocated for Parent Coordinator who as part of goal to meet quarterly with parents of this subgroup to inform them of the agenda item of the use of instructional technology.</p>
	<p><b><i>TL SBST</i></b></p>	<p>Allocated for personnel who will work to provide services to this subgroup.</p>
	<p><b><i>TL Stabilization</i></b></p>	<p>Allocated for ESL teacher who will provide pull-out and push in for identified population who are also SWD.</p>
	<p><b><i>Title 2 D Grant Award</i></b></p>	<p>Used for the purchase of educational instructional technology as well as Professional Development of identified staff who will service this population of students.</p>

	<i>Title III Grant</i>	Awarded and used for educational services for after-school and Saturday programs as well as purchase of supplies and equipment.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Staff will indicate via observation of lesson plans at pre-observation conferences how instructional technology is integrated into lesson.</li> <li>• MS 203 Professional Development plan will indicate staff training schedule for instructional technology.</li> <li>• Differentiation strategies on use of technology will be shared by staff via use of ARIS.</li> <li>• Student profiles of learning in both ELA and Math will be assessed for targeted growth of 3%-5%.</li> </ul>	

**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):** Parent Involvement/Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>MS 203 will utilize an increased level of parent participation as evidenced by a 5% increase in the Parent section of the Learning Environment Survey and by parent attendance at workshops addressing both academic (targeting Common Core and promotional requirements) and non-academic (socio-emotional) issues as well as our Student Support Personnel to improve student attendance. Through the implementation of mutually designed systems, MS203 faculty and its parents and families will conduct outreach, monitor and follow up and enact interventions aimed at achieving an overall 5% gain in attendance rates, bringing the attendance rate on our 2010-2011 Progress Report up to 92.5%</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>Administration, Parent Coordinator and Parent Association president will identify parents from various subgroup populations for summer 2010 outreach.</li> <li>Students identified from AIS team will be targeted for additional intervention for after-school and Saturday programs.</li> <li>Through assistance of Parent Coordinator, ensure that these students participate in After School 37½. SES, 21<sup>st</sup> Century Grant Program and SINI Grant Program after school and/or Saturday.</li> <li>Parent Coordinator will arrange and provide ongoing training and support for parent registration onto the ARIS parent link.</li> <li>Parent Coordinator and administrator to work with 21<sup>st</sup> Century Grant programs to survey parents on topics other than academic intervention that parents have interest in and would like to receive additional information for future meetings.</li> <li>Parents to participate in meeting hosted by MS 203 on how technology is being used in the classroom.</li> <li>Through Parent Coordinator, MS 203 parents from this subgroup will attend quarterly informational meetings and conferences on academic strategies supporting the Common Core Standards and ways parents can be of assistance in working with their children academically.</li> <li>In an effort to increase parent participation and address negative responses from 09-10</li> </ul>

	<p><i>survey parent coordinator will carefully review responses and develop action plan on how to address them.</i></p> <ul style="list-style-type: none"> <li>• <i>Children’s First Network staff in collaboration with administration and attendance personnel will develop socio-emotional and behavioral interventions to provide supports that improves student attendance.</i></li> <li>• <i>In collaboration with a East Side House, a CBO, MS203 will continue to conduct outreach to students with persistently low attendance rates.</i></li> </ul>										
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Training of Parent Coordinator on updated available technology including SmartBoards, its applicable accessories, IPOD’s, digital still cameras and videos and educational interactive software that will enhance project-based learning.</li> <li>• Identify parent liaison from 21<sup>st</sup> Century grant programs who will work with MS 203 administration and parent coordinator for constant monitoring of parent participation and attendance.</li> <li>• Oversight of Title I Parent allocation to maximize its use for parent attendance.</li> </ul> <table border="1" data-bbox="739 673 1915 1453"> <thead> <tr> <th data-bbox="739 673 1327 714">ALLOCATION CATEGORY</th> <th data-bbox="1327 673 1915 714">FUNDS USE TOWARD GOAL</th> </tr> </thead> <tbody> <tr> <td data-bbox="739 714 1327 971"><i>AIDP Attendance</i></td> <td data-bbox="1327 714 1915 971">Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group. Attendance teacher will work with PC on identified group as they will be part of outreach.</td> </tr> <tr> <td data-bbox="739 971 1327 1193"><i>OASAS Substance Abuse</i></td> <td data-bbox="1327 971 1915 1193">For at-risk drug counseling for students who do not have a mandated counselor and at risk or may need services for substance abuse. It is our intention to have these parents increase their involvement with MS 203</td> </tr> <tr> <td data-bbox="739 1193 1327 1339"><i>Rollover Title I</i></td> <td data-bbox="1327 1193 1915 1339">For continued inquiry work going into 10-11 academic year including those who will be part of parent outreach group of ELL’s and SWD’s</td> </tr> <tr> <td data-bbox="739 1339 1327 1453"><i>Title I OTPS</i></td> <td data-bbox="1327 1339 1915 1453">Percentage allocated for Curriculum and staff development activities and non contractual parent involvement</td> </tr> </tbody> </table>	ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL	<i>AIDP Attendance</i>	Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group. Attendance teacher will work with PC on identified group as they will be part of outreach.	<i>OASAS Substance Abuse</i>	For at-risk drug counseling for students who do not have a mandated counselor and at risk or may need services for substance abuse. It is our intention to have these parents increase their involvement with MS 203	<i>Rollover Title I</i>	For continued inquiry work going into 10-11 academic year including those who will be part of parent outreach group of ELL’s and SWD’s	<i>Title I OTPS</i>	Percentage allocated for Curriculum and staff development activities and non contractual parent involvement
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	<i><b>TL Children's First Network Support</b></i>	Allocated for Community Support Network
	<i><b>TL Children's First Operating Funds</b></i>	Allocated for technology teacher and ESL teacher, social worker and the purchase of classroom supplies
	<i><b>Fair Student Funding Legacy Support</b></i>	Allocated for ITT Social studies teacher
	<i><b>NYSTL Hardware, software and Library Books</b></i>	Allocated for the purchase of these educational items to support the work for students in subgroup.
	<i><b>TL Parent Coordinator</b></i>	Allocated for Parent Coordinator who as part of goal to meet quarterly with parents of this subgroup.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• <b>Increased enrollment of parents utilizing ARIS Parent Link.</b></li> <li>• <b>Increase in parent participation percentage from Learning Environment Survey.</b></li> <li>• <b>Increased student attendance as indicated by daily/weekly and monthly reports.</b></li> <li>• <b>Sign in forms, agendas and minutes from quarterly meetings to be submitted to administration.</b></li> <li>• <b>Parent Coordinator and liaisons from organizations working with MS 203 will submit attendance information to Principal.</b></li> <li>• <b>Development of quarterly parent newsletter highlighting student academic achievement, attendance and extracurricular events.</b></li> </ul>	

**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 2009-10 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 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><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>MS203’s English Language Learners will improve their ELA performance by 10% as measured by one year’s progress on the NY State Assessment for ELA. A system of on-going progress monitoring will be implemented to provide academic supports in addition to inquiry in the mastery of content and skills of the Common Core Standards in ELA.</li> </ul>					
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>Elimination of bilingual program in lieu of freestanding ESL Program at MS 203.</li> <li>Based on data from NYSESLAT and State ELA exams students will be properly placed in ESL groups.</li> <li>English Language Learner students will now be part of collaborative classes with monolingual students.</li> <li>All MS 203 teachers will receive QTEL (Quality Teaching of English Learners) Training.</li> <li>Teachers not previously trained will attend QTEL workshops.</li> <li>ESL teachers will participate in weekly PD meetings with ELA teachers.</li> <li>Enrollment in afterschool and possible Saturday ELL programs.</li> <li>Professional Development support from Network Personnel around the Common Core Standards understanding and integration.</li> </ul>					
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Excessing of any non-license ESL teachers to provide ELA instruction to English Language Learners.</li> <li>Use of SINI/SURR funds for per session activities and purchase of materials for after-school and Saturday programs.</li> </ul> <table border="1" data-bbox="737 1349 1913 1427"> <thead> <tr> <th data-bbox="737 1349 1325 1386">ALLOCATION CATEGORY</th> <th data-bbox="1325 1349 1913 1386">FUNDS USE TOWARD GOAL</th> </tr> </thead> <tbody> <tr> <td data-bbox="737 1386 1325 1427"> </td> <td data-bbox="1325 1386 1913 1427"> </td> </tr> </tbody> </table>		ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL		
ALLOCATION CATEGORY	FUNDS USE TOWARD GOAL					

<i>AIDP Attendance</i>	Allocated for attendance teacher to monitor and report to administration on at-risk attendance issues for identified group.
<i>Contract for Excellence</i>	Percentage allocated for ESL teacher who will work with ELL's.
<i>IDEA</i>	Support toward ITT staff, para's counselor, and School Based Support Team
<i>OASAS Substance Abuse</i>	For at-risk drug counseling for students who do not have a mandated counselor and at risk or may need services for substance abuse
<i>Rollover Title I</i>	For continued inquiry work on subgroup population going into 10-11 academic year
<i>Title I SWP</i>	Percentage allocated toward Librarian, Gen Ed ITT teacher and ESL teacher
<i>Title I OTPS</i>	Percentage allocated for Curriculum and staff development activities and non contractual parent involvement
<i>Title I SWP School Success Grant</i>	Allocated for the use of integrated mathematics and technology teacher who has students in this subgroup population
<i>TL Children's First Network Support</i>	Allocated for Community Support Network
<i>TL Children's First Operating Funds</i>	Allocated for technology teacher and ESL teacher, social worker and the purchase of classroom supplies
<i>TL Fair Student Funding</i>	Allocated for administration, teachers, support staff (Psychologists, guidance counselors) who will provide instructional and other services to these students
<i>Fair Student Funding Legacy Support</i>	Allocated for ITT Social studies teacher
<i>TL IEP Teacher and Paras</i>	Allocated for IEP teachers and paras who will work with staff and students in subgroup.
<i>TL Mandated counseling and speech</i>	Allocated for counselor and speech teacher who will service students from this

		subgroup
	<i>NYSTL Hardware, software and Library Books</i>	Allocated for the purchase of these educational items to support the work for students in subgroup.
<b>Directions:</b> 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 (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. <b>Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.</b> (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.)	<i>The Parent Coordinator</i>	Allocated for Parent Coordinator who as part of state Action Cycle with Corrective Action (year 1) or Corrective Action (year 2) will provide services to this subgroup.
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS</b>	<i>TL Stabilization</i>	Allocated for ESL teacher who will provide pull-out and push in for identified population who are also SWD
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS</b>	<i>Title 3 D Grant Award</i>	Used for the purchase of educational instructional technology, as well as Professional Development of identified staff with skills of this subgroup of students.
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS</b>		
<b>APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS</b>		
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</b>	<i>Title III Grant</i>	Awarded and used for educational services for after-school and Saturday programs as well as purchase of supplies and equipment.
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</b>		
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) REQUIREMENT FOR ALL SCHOOLS</b> Include <i>Journal (frequency) of periodic review; instrument(s) of measure;</i>		<ul style="list-style-type: none"> <li>• Interim Assessment reports from Acuity and Aris to gauge student progress.</li> <li>• Attendance records from intervention programs.</li> <li>• ELA Score reports from January 2010 assessment</li> <li>• Agenda and attendance from Bilingual Coordinator-led meetings and Inquiry Based activities from Children's First Commitment</li> </ul>
<b>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)</b>		

**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	71	69	71	71	10	1	10	1
7	81	89	81	81	12	3	9	2
8	93	83	93	93	8	2	12	3
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Destination Math is an intervention program that give students in General Education, Special Education and English Language Learners who are struggling with ELA. Achieve 3000 is an ELA and Math computer-based program in use with our English Language Learners. Identified students chosen by the Academic Intervention Committee will be pulled out for small group instruction in Language Arts and Mathematics by intervention specialist. This program will be utilized on Saturday’s and after school as well.</b>
<b>Mathematics:</b>	<b>Destination Math is an intervention program that gives students in General Education, Special Education and English Language Learners who are struggling with math additional time and focused instruction to strengthen their performance. This program is done via teacher pull-out during the instructional day. Destination Math differentiates mathematical skills for each student. Identified students chosen by the Academic Intervention Committee will be pulled out for small group instruction in Mathematics by intervention specialist. This program will be utilized on Saturday’s and after school as well.</b>
<b>Science:</b>	<b>In the area of Science for preparation for submission of Exit Projects, an additional class was developed for this purpose where students were given additional research and experimental time to complete projects.</b>
<b>Social Studies:</b>	<b>Social Studies AIS will focus on preparation for the Grade 8 Social Studies examination that will take place after school and Saturday’s. This will include attention on Document-Based Questions and extended answers that mirror requirements from Language Arts examination</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Students identified by Academic Intervention Team or Pupil Personnel Team as being at risk because of <u>attendance</u> issues will receive daily counseling services from our Guidance Counselor Students sent to an alternative school to serve suspensions are seen by the counselors or social workers upon entering and then again before they leave</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Students in need of at-risk services provided by school psychologist will include students from all population in need of crisis-intervention such as unexpected death to family members or classmates, students in need of expedited IEP’s, etc.</b>

<b>At-risk Services Provided by the Social Worker:</b>	<b>Social work at-risk will include special focus on students in temporary housing and their specific needs such as transportation, adjustment to new environments and working with agencies to secure permanent housing.</b>
<b>At-risk Health-related Services:</b>	<b>These will include working with local health agencies to address student population that requires health services such as asthma related illnesses, students requiring medication or those needing pre-natal care.</b>

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

*NCLB/SED requirement for all schools*

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

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Middle School 203 is in year seven and has enjoyed the steady growth in student population while providing students a safe and orderly environment. MS 203 shares the Paul Robeson Complex with two other schools and we are located in the South Bronx across from the Patterson Houses.

The school is in a high poverty area with 100% of the students eligible for free lunch. According to the School Report Card data 65% of the student population is Hispanic, 35% African-American with .2% Asian or other. Of the 302 students on register 70 students or 23% are English language Learners (ELL). There are three Arabic speaking students from the Middle East, 2 speak French from Africa and the other 65 are Spanish speakers from the Caribbean, Mexico or South America.

Staffing of teachers of ELL students is as follows: two certified ESL teachers, one certified Mathematic teacher with a Bilingual extension and QTEL training.

Parents are made aware of program choices through the use of parent conferences with bilingual personnel and periodic workshops hosted by the MS 203 Parent Coordinator.

Students are assigned to the program through the completion of the Home Language Identification Survey (HLIS) forms and the results of the LAB-R, which is administered within 10 days of registration. This year we have held two orientations for parents of newly admitted ELL students as part of the Saturday ELL program on November, 2010 and February, 2011.

Due to the NCLB mandates Ms 203 runs a **Free Standing ESL program** with Native Language Art Support in order to assist and prepare the ELLs to meet the required State standards. This program addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing using higher order thinking skills. This model includes hand-on activities, demonstrations and a variety of visual aids that are used to increase and enhance content and language comprehension. In our Free Standing ESL program the students are grouped homogeneously by language proficiency level (Beginners, Intermediate and Advance) and receive ESL for 66 minutes daily. There are two ESL classes, one for Beginners and the other for Intermediate. The beginner level class has 25 students and consists of a certified ESL teacher. The intermediate level class has 15 students and consists of a certified ESL teacher trained in QTEL (literacy content imbedded with ESL strategies) in order to maximize the content and language support. The students with an English proficiency level of Advanced receive 66 minutes of ELA daily (330 min). Advanced ELLs along with the intermediate and beginner receive 44 minutes daily (220 minutes) of ESL in Social Studies. In the Social

Studies class there is a certified ESL teacher and a certified Social Studies teacher co-teaching in order to adapt the content-area lesson according to the language level and learning abilities. Students do research, write reports and do oral presentations and work in teams to present orally. Higher order thinking skills are stressed at all levels of English language acquisition.

In addition, the ELL students receive Native Language support through the use of multiple intervention programs in English and Spanish such as Destination Math/Reading, Achieve 3000 and Earobics Reach. These programs are provided during school, after school and on Saturday. In addition, the ELLs students will have access to the classroom library and additional books in a variety of genres in English and Spanish, as well as, word-to-word translation dictionary. Of the 68 ELL students 40 are long-term -7 in the sixth grade, 13 in the seventh grade and 20 in the eighth grade. Also, the ELL students receive mathematic instruction from a certified Mathematic teacher with a bilingual extension and co-teach with a certified Special Education teacher. They work collaboratively and differentiate their lesson in order to provided content and language support for all level of language acquisition.

ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy and Mathematics. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented.

The home language and culture are acknowledged in the planning of instruction of our students and are used as a base to scaffold and support our students in their acquisition of the second language, English. Depending on the entry point of our Spanish speaking population, we provide instruction in their native language for the content- area such as mathematics and science. The Beginner ESL class receives Native language support in order to help the students create meaning.

Professional Development for teachers of ELLs is being provided by The CFN ELL specialist. ELL teachers also participate in Professional Development sessions provided by coaches and consultants in literacy and mathematics. In order to facilitate a school that is up-to-date in all the ESL educational matters the ELL teachers did an inter-visitation to a School with a population of 100% immigrant students from various countries, which provide only ESL. The purpose of this inter-visitation is for ELL teachers to observe best practices and learn how the ELL students' needs are met. This visit occurred in November of 2009 and the line of communication is presently active between the teachers from the Immigrant school and the ELL teachers.

In order to allow teachers collaborate common planning time is scheduled into their program, which provide for ELL teachers as part of grade and subject groups. This will allow for teachers to have numerous opportunities to engage in curriculum presentations and discussions about their children's' needs. The ESL/ELA curriculum and the planning required for high quality teaching. All English Language Learners are held to the same high expectations as well as the rest of the school population.

ESL and Content-Area classroom are stocked with appropriate print text that includes related classroom libraries in English and Spanish. Newspapers, trade books and technology are well available and present and used as a resource for students and teachers.

Native Language and cultures are evident throughout the school in the form of displays on the bulletin boards outside and inside of the classrooms. All school correspondence is forwarded to students in English and Spanish after translation from Parent Coordinator.

Families of ELL students are included in the school community as with all families. They are invited to all school functions including school dances, pot-luck dinners, Parent Association meeting as well as functions and meeting hosted by the Parent Coordinator.

As part of the Title III program parents are invited to attend meetings and workshops hosted by ELL students, MS 203 staff and Parent Coordinator. These are offered in English and Spanish. MS 203 partners with Eastside House Settlement, a local CBO and they provide support to parents in English and Spanish.

We have a Bilingual Administrator and ESL teachers that are dedicated to the success of our students' transition to the new language and culture. Formal assessments that are administered to our students are the LAB-R, NYSESLAT, Princeton Review and the NYS ELA exams. The educators use the assessment to place the students in the appropriate setting that will enable them to become more proficient in English. This determines the grouping for ESL pull out and grouping in the classroom.

As students become more proficient in the BICS and CALPS, the strategies are varied in all their areas of instruction. Total Physical Response (TPR), hand-on, project based learning, situational learning, manipulative, visuals, technology, books on tape, classroom libraries with books in their native language and English with a wide range of reading levels and interest. There is accountable talk, partner and group work. Opportunities are also given to interact with students who are more proficient in the English language through the use of journals, poetry, written experiences, reports, exit projects and activities on daily living.

For content areas, in addition to the strategies mentioned above, the students also have textbook in their native language that their teachers supplements with other materials that foster communication and understanding.

The ELL teachers are part of a study group where the author, Pauline Gibbons' **Scaffolding Language: Scaffolding Learning** is the featured book. The focus of the study group is assist teachers in implementing the scaffolding strategies in their lesson planning.

According to assessment data collected from the NYSESLAT testing there is 0 student listed as proficient, 28 (41%) advanced, 15 (22%) intermediate and 24 (35%) beginners. In reviewing the scores the strength based on average in the 30's were in the Listening/Speaking section of the exam, while on the opposite end scores for the Reading/Writing section are low and is the area students need to improve.

This information was disseminated to teachers of ELLs during professional development on Monday's for instructional purposes. This information also is used as the impetus for student programs as needs are addressed. As with all the data this information drive professional development decisions where areas of weakness must be addressed.

In reviewing assessment data of ELL students, 55 students participated in the 2010 NYC translated mathematics examination, 30 students or 54% passed the exam with two or above. Of the 44 who took the test in English 23 received a level 1 and 21 received a level 2 or above. There were 46 students designated to take the NYC ELA test and 23 students received a level 1 and the rest received a level 2 or above. Fortunately, the ELL had shown significant growth in moving students out of level 1 in ELA and Mathematics, there are still students struggling with writing skills and challenging math skills.

This information is used for instructional purposes in a number of ways, one is the grouping of students by achievement level, and this information can also be used as a method to evaluate the effectiveness of the delivery of instruction by teacher to students and the academic intervention programs that are provided during and after school and on Saturday (Wilson, Earobics Reach, Destination Math/Reading and Achieve 3000). The data is also used to determine the effectiveness of professional development as well as the evaluation of resources and materials.

The ESL teachers service the 15 Special Education ELL students in the ESL block and in Social Studies classes. The school also has put in place a pull-out intervention for SIFE and Newcomers to receive the Earobics Reach and Achieve 3000 program for 45 minutes 4 times a week. These students are exempted from the NYC ELA 2010 and will continue this intervention in order for them to be better preparing for the upcoming ELA test in 2011.

Through this LAP process we were able to closely examine student achievement through data in relation to length of time in the New York City system. As a result, we decided to move away from the TBE model and continue the Free Standing ESL model with Native Language support.

The success we see at MS 203 is the genuine nurturing environments provided by teachers to students and families.

Some of the Specific action includes:

- Close examination of how classes are programmed toward teacher license area and strengths
- The need for thorough assessments and evaluations.
- Provide professional development opportunities for themselves and children.
- Educate parents on opportunities for themselves and children.
- Support of long term ELLs through mandatory attendance at after-school and Saturday programs.
- Continue support of Long Term ELL through mentoring programs within the school or through CBO's arranged by Parent Coordinator.

Some of the supports that are needed to achieve these improvements include:

- Continue support from the CFN network team and administration
- Parent participation in meeting and workshops
- Teacher recruitment by school administration
- Teacher participation in professional development to better assist the ELL population

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

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

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

**Section I. Student and School Information**

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.

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At MS203 we currently have 82 ELL students in grades 6-8 who receive stand alone ESL instruction. There are two certified ESL teachers who provide ESL instruction for all the ELLs. This year the two ESL teachers are providing ESL in a collaborative team teaching approach for the beginning level students according to their 2007 NYSESLAT results. The Intermediate level ELL students are receiving ESL services through a modified ELA/ESL class that is taught by a certified ELA teacher with ample QTEL training. The Advance level ELL students are receiving ELA during their normal schedule. The ESL is provided during the 7<sup>th</sup> and 8<sup>th</sup> grade Social Studies classes using a collaborative team teaching approach, which the certified ESL teacher works collaboratively with the certified SS teacher. They follow a balanced literacy approach utilizing Holt McDougal United States History materials that are modified for the ELL students while using appropriate scaffolding strategies and additional materials. In addition, the certified ESL teachers provide ESL Push-In for all three grades

MS 203 will conduct two Title III supplemental instructional activities. Similar to last year we will conduct a Saturday Academy with the focus on building literacy and math skills starting on October, 2008 and completing on March, 2010 for a total of 20 weeks. The session times are 9:00am to 12:00pm. We will target 25 Long-Term ELL (LTE) students who have scored at the beginning and intermediate level in the reading and writing according to the NYSESLAT test results. Students will be in two groups based upon the reading assessment provided by the READ 180 reading comprehension Program and the Destination Math technology based Program. There will be two certified teachers (Ms. Powell in Special Education and Mr. Poli in Special Education). Mr. Poli who has been trained in the Destination Math Program will run the math component whereas; Ms. Powell will facilitate the READ 180 reading comprehension program. The students will have individual laptops in order to access the math program in both English and Spanish. The students will also follow the Read 180 model which begins and ends with whole-group direction instruction which is followed by three small groups that rotate among three stations which are small-group direct instruction, READ 180 software, and reading and writing skills practices. READ 180 has an extensive library with a variety of genres. General materials such as notebooks, art materials, etc. will also be made available. The teachers will meet for a total of 2 hour per month for a total of 6 hours to provide an opportunity for collaboration and discuss best practices. The instructional goal of this Saturday Academy for ELL is to improve Reading and Writing skills and help them prepare for the English Language Arts State assessment and NYSESLAT.

In addition we will target 12 students who have been in the country for less than 2 years. The class will meet twice a week after school for 1.5 hours for 20 weeks starting in October, 2009. The certified ESL teacher will provide these students with additional ESL support utilizing texts materials such as *Making Connection* (Beginner Level), *Newcomers*, Hampton-Brown *English At Your Command*, *Basic Grammar in Action*, content base *Oxford Picture Dictionary* and the *Longman Dictionary* for ELLs. These materials will assist the ESL teacher to help them improve their listening, speaking, reading and writing skills in English.

**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.

The school will conduct a 1 hour per month Professional Development for teachers working with ELLs utilizing the book, Making Content Comprehensible for English Learners by Jana Echvarria et al. An in-depth overview of sheltered instruction and scaffolding will be reintroduced to provide a basic understanding on building background for ELLs. During the professional development time the participants will read and discuss the various strategies on building background for ELLs. Teachers will bring in a lesson plan they have already done and work in pairs to discuss and write up ways they can build background for the targeted population. Once everyone has a clear understanding of the strategies on building background they will do inter-visitation to the participating staff and discuss each visit as a group. Teachers will be paid per session rate for three two hour PD sessions during the months of November 2009 and December 2009 for a total of 6 hours. The hope is that teachers will use this book as a reference guide to prepare their daily lesson plans.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(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)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>

materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

According to enrollment data 65.8% of the student population is Hispanic with 20% as English Language Learners. Spanish is the primary language spoken in many of those homes. Given this information and data there is always a need for an oral translator in the main office as well as translated written material.

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.

Based on this finding there was a definitive need for translation services in written and oral form. The Parent Coordinator reported this information to parents at a Parent Coordinator meeting

#### **Part B: Strategies and Activities**

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

Written translation documents are produced by the Parent Coordinator or by available staff well versed in Spanish in written form. A majority of the documents are produced by the administration or approved by administration at least one week in advance. These are emailed to the Parent Coordinator who translates, afterwards Principal signature is secured and necessary copies completed and distributed.

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 translation services are provided by Parent Coordinator and office staff and parent volunteers where applicable.

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

All information to parents is forwarded in English and Spanish. Upon enrollment at MS 203, parents are given a home language survey to complete by the student enrollment secretary. The information is then reviewed by the secretary and Parent Coordinator to determine if a language is spoken other than English or Spanish. If this is the case the Parent Coordinator will then insure that documents are prepared for that parent. Links via nycboe.net are used to find translated letters or documents in the language of that parent.

## 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:	305,254	66,602	371,856
2. Enter the anticipated 1% set-aside for Parent Involvement:	3052	666	3,718
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,913	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30,525	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 99%
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.

## **I. General Expectations**

Paul Robeson MS 203 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. MS 203 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Full participation in School Leadership Team.

2. MS 203 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Full participation in School Leadership Team.
3. MS 203 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Through school/region provided professional Development and SLT workshops, MS 203 will provide necessary assistance and technical support.
4. MS 203 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. MS 203 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. MS 203 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.) – Through Power-Point presentations MS 203 will provide trainings and workshops on alternate assessments, etc.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Trainings and workshops will be conducted after-school and Saturday's on the various subjects.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by conducting PD to teachers in September on how to communicate and work with parents.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
  - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request,

and, to the extent practicable, in a language the parents can understand: All letters, in English and Spanish will be forwarded to parents on all meetings and related events.

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

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

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

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team minutes. This policy was adopted by Middle School 203 on September 12, 2007 and will be in effect for the period of 185 days. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 16, 2010.

**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.

MS 203, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-10.

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

#### School Responsibilities

MS 203 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: Through the delivery of instruction via highly qualified and certified individuals.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: November 2009 and February 2010.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: November 2009 and February 2010, Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
4. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: During selected days in agreement with the Parent’s Association and Parent Coordinator parents will be invited to observe classroom instruction.
5. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

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

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

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

- Follow items of attendance, academic and conduct as written in student manual.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(Please note that signatures are not required)**

## 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.
  - Changes in School-wide curriculum for mathematics and English Language Arts
    - i. Continued use of the Ramp-up curriculum in English Language Arts instruction in order to decrease the number of students in Level 2 and further increase that quantity to Level 3. Increase content area meetings led by AP for instruction to two mods per week. Increase professional development opportunities for Language Arts staff;
    - ii. Continued use of Impact Mathematics curriculum with updated text in order to increase quantity of students in Level 3 and decrease number in Levels 1 and 2. Hire an F-status mathematics coach to chair math team meeting with teachers. Teachers will meet twice a week.
    - iii. Construction and use of new school computer lab and hiring of a technology teacher.
  - Low level of Family Involvement with School
    - i. Parent involvement in all aspects of MS 203 activities, in particular attendance at Parent Association meetings and School Leadership Team.
  - Identifying and matching students with appropriate Intervention Services and Supports
    - i. MS 203's Academic Intervention Committee held regular meetings in order to identify and provide intervention services to students. Challenge to match students and hire intervention teachers are greater. Although there are interventions for guidance and attendance, these committees must meet as one to function on one level.

2. Schoolwide reform strategies that:

- 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.

To address the issue of low student achievement, proper student placement for special education services and professional development for teachers MS203 has initiated the following:

- Developed uniform curriculum for mathematics and ELA classes that incorporate use of citywide informal assessments built into the curriculum to inform instructional decisions by teachers, administration and coaches. Testing skills and strategy development is built into the curriculum.
- Purchase of classroom library books ranging across genres and for each content area classroom; low readability and high interest level books to provide students access to books at different proficiency levels.
- Purchase of math manipulatives and software to provide students access to math through different learning styles. Additionally, our coach works with teams of teachers in developing curriculum, assessing student proficiencies and making appropriate instructional choices for improving student math concept comprehension.
- Increase professional development opportunities for staff members.
- Structured school Program to provide common planning time for content area teachers with purpose of mapping out curriculum and converse about student work.
- Organized an intervention team of three special education teachers and an F-status mathematics teacher to assess and provide intervention reading and writing supports for students with IEPs and students scoring a level 1 on either the state Math or ELA examination. The team also manages records and caseloads of all students mandated to receive special education services within the school.
- Continue a Saturday Academy that provides additional support in ELA and Mathematics along with an electives component for students.
- Continue intervention supports to English Language Learners through SIFE and Title III funds via after-school and Saturday programs.
- Provided additional access to school library during the school day and after school.

3. Instruction by highly qualified staff.

- Presently all staff members are licensed for their teaching assignments. MS 203 will continue to encourage new staff members (Under three years) to pursue all educational opportunities for professional growth.

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.

Structured school Program to provide common planning time for content area teachers with purpose of mapping out curriculum and converse about student work.

There will be a weekly mandated professional development time period for all staff with ELA/MATH coaches and from personnel from support organization. Content area teachers will be provided with opportunities to integrate new strategies via Ramp-up and impact math to integrate these strategies into their classrooms. Teachers will have opportunities to do inter-visitations, inter-school visits, work with consultants who are experts in their fields to observe best practices.

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

Job fairs are attended to seek qualified and certified teachers in the areas of ELA, Math, ESL, and Special Education. Develop collaboration with institutions of higher learning (NYU and Hunter) as well as Teach for America and Teaching Fellows to place interns in the classroom to work along side of teachers. This will establish a pool of qualified candidates for vacancies.

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

MS 203 will continue to host of workshops on literacy, parenting, counseling, and identifying community resources that will be sponsored by the MS203 Parent Coordinator.

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.

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.

Through use of School Inquiry Team comprised of teachers, department heads and administrators review of informal assessment opportunities and data will be reviewed in order to make instructional decisions.

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.

MS203 has purchased Scholastic's Read 180° to assist MS203 in structuring literacy intervention services for struggling readers, including English language learners and special education students, whose needs (e.g., fluency development) can be served by within the program's structure. Select staff trained in Wilson Reading will continue to serve general and special education students who may benefit from that program's intervention strategies. MS 203 also uses the Achieve 3000 Literacy program for targeted English Language Learners to improve literacy skills. These programs as well as use of interim citywide assessments identify student difficulties and strategies to address them. The Academic Intervention Team will identify students along with classroom teachers to provide academic supports in literacy and mathematics

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.

- We are coordinating our efforts with the following programs to provide our students with the best support services possible :
  - Eastside House
  - Lifeskills Social Growth Program
  - 40<sup>th</sup> Pct Youth Explorers Program

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

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

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			305,254		
Title I, Part A (ARRA)	Federal	✓			66,602		
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

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

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

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

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

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

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

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

**NCLB/SED Status:** SINI Year II **SURR<sup>3</sup> 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.

MS 203 has been identified as a Title I SINI, restructuring Year II for the area of English Language Arts

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**This question of focused interventions was addressed and can be referred to on page 16 of this document.**

### **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.

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School Under Registration Review (SURR)

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

Newly hired teachers to the Department of Education are required to participate in a Network sponsored Mentoring program that pairs these teachers with veteran staff members to assist in all phases of teaching including planning, delivery of instruction and class management.

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

A parent orientation meeting was held August 19, 2009 to inform parents of MS 203 status at the time and a follow-up meeting was held on November 10, 2009. Letters to parents were sent with students to alert parents on meeting and status on October 23, 2009.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.
  - At risk counseling services provided by SAPIS Counselor in conjunction with staff at Temporary Housing.
  - Follow-up by District attendance teacher assigned to school to monitor attendance who also communicates with school secretary in the event of transportation needs.
  - Mandatory enrollment in After-school programs

### **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

4. 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**

<b>School Name:</b>	M.S. 203					
<b>District:</b>	7	<b>DBN:</b>	07X203	<b>School</b>		320700010203

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.4	89.1	87.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	96	76	98				
Grade 7	112	109	86				
Grade 8	150	110	105				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	1	2				
<b>Total</b>	<b>359</b>	<b>296</b>	<b>291</b>				

  

<b>Attendance - % of days students attended:</b>				<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	85.4	89.1	87.5		92.1	88.9	86.0

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	84.3	89.1	89.1

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	7	29	35

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	17	9	18

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	27	4	12	Principal Suspensions	3	5	14
# in Collaborative Team Teaching (CTT) Classes	34	53	50	Superintendent Suspensions	24	27	32
Number all others	28	24	30				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	41	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	36	60	TBD	Number of Teachers	44	34	36
# ELLs with IEPs	4	24	TBD	Number of Administrators and Other Professionals	13	15	9

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

Number of Educational Paraprofessionals	4	3	5
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	14	11	36	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.6	70.6	83.3
				% more than 5 years teaching anywhere	61.4	61.8	80.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	79.0	88.9
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	92.9	98.8	96.5
Black or African American	35.1	35.5	33.0				
Hispanic or Latino	64.6	63.9	66.0				
Asian or Native Hawaiian/Other Pacific	0.3	0.0	0.0				
White	0.0	0.7	0.7				
<b>Male</b>	52.4	58.4	57.4				
<b>Female</b>	47.6	41.6	42.6				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		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:	X	Graduation Rate:
		-

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	38	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

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

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



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

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Middle School 203 is in year seven and has enjoyed the steady growth in student population while providing students a safe and orderly environment. MS 203 shares the Paul Robeson Complex with two other schools and we are located in the South Bronx across from the Patterson Houses.

The school is in a high poverty area with 100% of the students eligible for free lunch. According to the School Report Card data 65% of the student population is Hispanic, 35% African-American with .2% Asian or other. Of the 302 students on register 70 students or 23% are English language Learners (ELL). There are three Arabic speaking students from the Middle East, 2 speak French from Africa and the other 65 are Spanish speakers from the Caribbean, Mexico or South America.

Staffing of teachers of ELL students is as follows: two certified ESL teachers, one certified Mathematic teacher with a Bilingual extension and QTEL training.

Parents are made aware of program choices through the use of parent conferences with bilingual personnel and periodic workshops hosted by the MS 203 Parent Coordinator.

Students are assigned to the program through the completion of the Home Language Identification Survey (HLIS) forms and the results of the LAB-R, which is administered within 10 days of registration. This year we have held two orientations for parents of newly admitted ELL students as part of the Saturday ELL program on November, 2010 and February, 2011.

Due to the NCLB mandates Ms 203 runs a **Free Standing ESL program** with Native Language Art Support in order to assist and prepare the ELLs to meet the required State standards. This program addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing using higher order thinking skills. This model includes hand-on activities, demonstrations and a variety of visual aids that are used to increase and enhance content and language comprehension. In our Free Standing ESL program the students are grouped homogeneously by language proficiency level (Beginners, Intermediate and Advance) and receive ESL for 66 minutes daily. There are two ESL classes, one for Beginners and the other for Intermediate. The beginner level class has 25 students and consists of a certified ESL teacher. The intermediate level class has 15 students and consists of a certified ESL teacher trained in QTEL (literacy content imbedded with ESL strategies) in order to maximize the content and language support. The students with an English proficiency level of Advanced receive 66 minutes of ELA daily (330 min). Advanced ELLs along with the intermediate and beginner receive 44 minutes daily (220 minutes) of ESL in Social Studies. In the Social Studies class there is a certified ESL teacher and a certified Social Studies teacher co-teaching in order to adapt the content-area lesson according to the language level and learning abilities. Students do research, write reports and do oral



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presentations and work in teams to present orally. Higher order thinking skills are stressed at all levels of English language acquisition.

In addition, the ELL students receive Native Language support through the use of multiple intervention programs in English and Spanish such as Destination Math/Reading, Achieve 3000 and Earobics Reach. These programs are provided during school, after school and on Saturday. In addition, the ELLs students will have access to the classroom library and additional books in a variety of genres in English and Spanish, as well as, word-to-word translation dictionary. Of the 68 ELL students 40 are long-term -7 in the sixth grade, 13 in the seventh grade and 20 in the eighth grade. Also, the ELL students receive mathematic instruction from a certified Mathematic teacher with a bilingual extension and co-teach with a certified Special Education teacher. They work collaboratively and differentiate their lesson in order to provided content and language support for all level of language acquisition.

ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balance Literacy and Mathematics. As in Balance Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented.

The home language and culture are acknowledged in the planning of instruction of our students and are used as a base to scaffold and support our students in their acquisition of the second language, English. Depending on the entry point of our Spanish speaking population, we provide instruction in their native language for the content- area such as mathematics and science. The Beginner ESL class receives Native language support in order to help the students create meaning.

Professional Development for teachers of ELLs is being provided by The CFN ELL specialist. ELL teachers also participate in Professional Development sessions provided by coaches and consultants in literacy and mathematics. In order to facilitate a school that is up-to-date in all the ESL educational matters the ELL teachers did an inter-visitation to a School with a population of 100% immigrant students from various countries, which provide only ESL. The purpose of this inter-visitation is for ELL teachers to observe best practices and learn how the ELL students' needs are met. This visit occurred in November of 2009 and the line of communication is presently active between the teachers from the Immigrant school and the ELL teachers.

In order to allow teachers collaborate common planning time is scheduled into their program, which provide for ELL teachers as part of grade and subject groups. This will allow for teachers to have numerous opportunities to engage in curriculum presentations and discussions about their children's' needs. The ESL/ELA curriculum and the planning required for high quality teaching. All English Language Learners are held to the same high expectations as well as the rest of the school population.

ESL and Content-Area classroom are stocked with appropriate print text that includes related classroom libraries in English and Spanish. Newspapers, trade books and technology are well available and present and used as a resource for students and teachers.



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Native Language and cultures are evident throughout the school in the form of displays on the bulletin boards outside and inside of the classrooms. All school correspondence is forwarded to students in English and Spanish after translation from Parent Coordinator.

Families of ELL students are included in the school community as with all families. They are invited to all school functions including school dances, pot-luck dinners, Parent Association meeting as well as functions and meeting hosted by the Parent Coordinator.

As part of the Title III program parents are invited to attend meetings and workshops hosted by ELL students, MS 203 staff and Parent Coordinator. These are offered in English and Spanish. MS 203 partners with Eastside House Settlement, a local CBO and they provide support to parents in English and Spanish.

We have a Bilingual Administrator and ESL teachers that are dedicated to the success of our students' transition to the new language and culture. Formal assessments that are administered to our students are the LAB-R, NYSESLAT, Princeton Review and the NYS ELA exams. The educators use the assessment to place the students in the appropriate setting that will enable them to become more proficient in English. This determines the grouping for ESL pull out and grouping in the classroom.

As students become more proficient in the BICS and CALPS, the strategies are varied in all their areas of instruction. Total Physical Response (TPR), hand-on, project based learning, situational learning, manipulative, visuals, technology, books on tape, classroom libraries with books in their native language and English with a wide range of reading levels and interest. There is accountable talk, partner and group work. Opportunities are also given to interact with students who are more proficient in the English language through the use of journals, poetry, written experiences, reports, exit projects and activities on daily living.

For content areas, in addition to the strategies mentioned above, the students also have textbook in their native language that their teachers supplements with other materials that foster communication and understanding.

The ELL teachers are part of a study group where the author, Pauline Gibbons' **Scaffolding Language: Scaffolding Learning** is the featured book. The focus of the study group is assist teachers in implementing the scaffolding strategies in their lesson planning.

According to assessment data collected from the NYSESLAT testing there is 0 student listed as proficient, 28 (41%) advanced, 15 (22%) intermediate and 24 (35%) beginners. In reviewing the scores the strength based on average in the 30's were in the Listening/Speaking section of the exam, while on the opposite end scores for the Reading/Writing section are low and is the area students need to improve.

This information was disseminated to teachers of ELLs during professional development on Monday's for instructional purposes. This information also is used as the impetus for student programs as needs are addressed. As with all the data this information drive professional development decisions where areas of weakness must be addressed.



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In reviewing assessment data of ELL students, 55 students participated in the 2010 NYC translated mathematics examination, 30 students or 54% passed the exam with two or above. Of the 44 who took the test in English 23 received a level 1 and 21 received a level 2 or above. There were 46 students designated to take the NYC ELA test and 23 students received a level 1 and the rest received a level 2 or above. Fortunately, the ELL had shown significant growth in moving students out of level 1 in ELA and Mathematics, there are still students struggling with writing skills and challenging math skills.

This information is used for instructional purposes in a number of ways, one is the grouping of students by achievement level, and this information can also be used as a method to evaluate the effectiveness of the delivery of instruction by teacher to students and the academic intervention programs that are provided during and after school and on Saturday (Wilson, Earobics Reach, Destination Math/Reading and Achieve 3000). The data is also used to determine the effectiveness of professional development as well as the evaluation of resources and materials.

The ESL teachers service the 15 Special Education ELL students in the ESL block and in Social Studies classes. The school also has put in place a pull-out intervention for SIFE and Newcomers to receive the Earobics Reach and Achieve 3000 program for 45 minutes 4 times a week. These students are exempted from the NYC ELA 2010 and will continue this intervention in order for them to be better preparing for the upcoming ELA test in 2011.

Through this LAP process we were able to closely examine student achievement through data in relation to length of time in the New York City system. As a result, we decided to move away from the TBE model and continue the Free Standing ESL model with Native Language support.

The success we see at MS 203 is the genuine nurturing environments provided by teachers to students and families.

Some of the Specific action includes:

- Close examination of how classes are programmed toward teacher license area and strengths
- The need for thorough assessments and evaluations.
- Provide professional development opportunities for themselves and children.
- Educate parents on opportunities for themselves and children.
- Support of long term ELLs through mandatory attendance at after-school and Saturday programs.
- Continue support of Long Term ELL through mentoring programs within the school or through CBO's arranged by Parent Coordinator.

Some of the supports that are needed to achieve these improvements include:

- Continue support from the CFN network team and administration
- Parent participation in meeting and workshops
- Teacher recruitment by school administration



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- Teacher participation in professional development to better assist the ELL population