



**NEW VENTURE ACADEMY  
M.S. 219**

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

**SCHOOL: (09/ X/ 219)**

**ADDRESS: 3630 THIRD AVE, BRONX, NY 10456**

**TELEPHONE: 718-681-7093**

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**TABLE OF CONTENTS**

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

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

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

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

**SECTION IV: NEEDS ASSESSMENT.....10**

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

**SECTION VI: ACTION PLAN.....12**

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

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

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

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

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

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

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

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

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

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 219      **SCHOOL NAME:** New Venture Academy

**SCHOOL ADDRESS:** 3630 Third Ave, Bronx, NY 10456

**SCHOOL TELEPHONE:** 718-681-7093      **FAX:** 718-681-7324

**SCHOOL CONTACT PERSON:** Dominic Cipollone      **EMAIL ADDRESS:** Dcipoll2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Yocasty Diaz

**PRINCIPAL:** Dominic Cipollone

**UFT CHAPTER LEADER:** J'Aleeza Sims

**PARENTS' ASSOCIATION PRESIDENT:** Sonia Rodriguez

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 9      **CHILDREN FIRST NETWORK (CFN):** 534 CEI-PEA

**NETWORK LEADER:** Ben Waxman

**SUPERINTENDENT:** Dolores Esposito

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

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

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

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

Name	Position and Constituent Group Represented	Signature
Dominic Cipollone	*Principal or Designee	
J’Aleeza Sims	*UFT Chapter Chairperson or Designee	
Sonia Rodriguez	*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>	
Dennis Carter	CBO Representative, if applicable	
Yocasty Diaz	Member/ Chairperson-Teacher	
Miguel Polanco	Member/ Teacher	
Gloria Nicolosi	Member/ Librarian	
	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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Middle School 219 is a school that has undergone a transformation over the last several years that has provided the community with a middle school where students learn, where they feel safe, and where they are respected. The school was removed from the SURR list a few years ago and has continued to strive to be a place of teaching and learning and where parents are willing to send their children. The work being accomplished at Middle School 219 is all the more impressive when one considers the socio-economic factors within the community that the school serves.

In the community surrounding Middle School 219, according to the 2000 Census, 45% receive income assistance with over 16,000 people on public assistance. The infant mortality rate is 9.7 per thousand. Fifty-four percent of the population is African-American and 46% is Hispanic. Thirty-six percent of the population is under the age of 18. Sadly to say, the community is in the poorest Congressional district in the nation. The crime rate is among the highest in the city. According to the NYS Office of Alcohol and Substance Abuse's PRISMS survey, MS 219's neighborhood has the highest score of all Bronx neighborhoods on its youth risk index. Cases of abuse and neglect of children are five times the city's average numbering 116 cases per 10,000 children. The community sees twice as many children born out of wedlock as the rest of the city and an abortion rate of 935 per 10,000 females aged 12-20.

As we strive to make MS 219 a premier learning community, our attention is drawn to the Essential Elements of Standards-Focused Middle Level Schools and Programs. These elements describe the expectations for middle level programs in New York State. They are:

- A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents (students aged 10 - 14 years of age);
- An educational program that is comprehensive, challenging, purposed, integrated, relevant, and standards based;
- An organization and structure that support both academic excellence and personal development;
- Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers;
- Strong educational leadership and a building administration that encourages, facilitates, and sustains involvement, participation, and partnerships;
- A network of academic and personal support available for all students;
- Professional learning and staff development for all staff that is ongoing, planned, purposeful, and collaboratively developed.

These are guidelines for middle schools that are research based and linked to increased student achievement. We see the implementation of the Essential Elements as vital to the direction our school is heading in. These elements will help us to maintain our focus on what middle level learning looks like and what we are trying to achieve at MS 219.

## **Mission**

*At Middle School 219 our mission is to create, promote, and sustain a school community with a culture of mutual support and collective responsibility for the educational and holistic development of the middle level learner.*

*At Middle School 219 we believe in the inherent right of all students to learn. Through the application of a technology infused curriculum, students will deepen their knowledge by pursuing a rigorous, purposeful, and standards-based course of study that considers the learning needs of the individual.*

*Each of our students will develop into ethical, cooperative, and tolerant citizens who will make positive contributions in a multi-cultural world.*

Our goal is to provide a curriculum that gives students an engaging and meaningful learning experience whereby students have the opportunity to meet their learning objectives. Student goal-setting is an important part of the teaching-learning experience at Middle School 219. We are proud of the many initiatives and collaborations that have been established at Middle School 219. Some of them include:

- Computers For Youth – this program provides all of our incoming 6<sup>th</sup> graders with fully functional, software-loaded desktops for home, free of charge;
- Renzulli Learning System – this technology-based initiative provides students with online differentiated learning based on an interest inventory provided by students;
- Teachers and Writers Collaborative – professional authors come to the school to help teachers guide students through the writing process and produce a published, bound collection of their work;
- Young People’s Academy – a Supplementary Educational Service (SES) that provides students with academic support and mentoring;
- Directions for our Youth/ Beacon 219 – These are extra-curricular services provided in areas such as: clubs, i.e. drama, dance, graphic arts, chess, step, and double-dutch. Services are also provided in academic and attendance support;
- M.O.U.S.E. Squad – students are taught how to problem-solve technology issues throughout the school.

**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>	I.S. 219 New Venture School				
<b>District:</b>	9	<b>DBN #:</b>	09X219	<b>School BEDS Code:</b>	320900010219

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	0	0	0		87.6	89.9	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		87.9	88.4	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	137	139	175	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	155	157	134		91.5	86.3	90.5		
Grade 8	165	160	164						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		12	35	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
<b>Total</b>	<b>458</b>	<b>456</b>	<b>473</b>		19	14	9		
<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	49	61	63	Principal Suspensions	20	30	TBD		
No. in Collaborative Team Teaching (CTT) Classes	10	11	12	Superintendent Suspensions	51	55	TBD		
Number all others	20	24	42						
<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)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	26	20	30	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	56	61	48	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	7	28	(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	40	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	14	18	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
	19	9	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	97.5	TBD
American Indian or Alaska Native	0.2	0.4	0.2	Percent more than two years teaching in this school	63.6	77.5	TBD
Black or African American	45.8	44.3	44.0	Percent more than five years teaching anywhere	40.9	55.0	TBD
Hispanic or Latino	53.3	54.4	54.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.0	0.4	Percent Masters Degree or higher	80.0	80.0	TBD
White	0.4	0.9	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.2	95.9	TBD
Multi-racial							
<b>Male</b>	55.0	57.7	57.7				
<b>Female</b>	45.0	42.3	42.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input 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):</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)			
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>	√	√	X				
<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	√sh	-				
Limited English Proficient	√sh	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	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>	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	76.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	21.8	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	38.6	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	8.3	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?
- 

After receiving the results of the NYS Exams in math and ELA, which reflect the new cut-scores for proficiency established by the NYS Education Department, we were disappointed in the outcomes. However, through a more in-depth analysis of student scores, we determined that our students performed equal to where they performed the previous year. Using the previous year's cut-score, our students showed an increase in proficiency. As it is, only 15.8% of our students performed at a level 3 or 4 on the ELA exam and 25.6% performed at level 3 or 4 on the math exam. Through an analysis of the scale scores, most students had scores equal to or better than the previous year, indicating at least one year's progress. An item skills analysis of the NYS ELA exam showed where we have the most work to do. Once again, our students seem to struggle with inference skills. Therefore, we will have as our main strategy of focus the Question-Answer Relationship (QAR). Students will be expected to master how to recognize different types of questions and where to find the answers. Periodic assessments (every four to six weeks) will be administered to measure the progress of student mastery. We expect all of our students to increase their level of mastery of inference skills by 30% and for 75% of our students to attain a level of 3 or 4 on the NYS ELA Exam. The QAR strategy is currently in place in all of our classrooms and content areas.

This type of in-depth analysis also supported one of our school wide goals of improving teaching and learning. This goal directly addresses one of the areas of improvement spelled out in our 2008-2009 Quality Review – "Develop a formalized structure that will enable the school to monitor and revise the curriculum and professional development activities in an effective manner for improving student learning." We utilize the information from different assessments (quantitative and qualitative) to develop a snapshot of where our students are and how that position compares to their baseline assessments and their ultimate goals. Students utilize the Renzulli Learning System to complete Personal Success Plans (PSP), where they record their short term and long term goals as well as develop their plan to achieve those goals. Teachers record classroom assessments (tests, quizzes, and projects), ACUITY (periodic assessments that mirror the state ELA and Math exams, given every 5-6 weeks), SCANTRON (Performance Series), and grade master exams to create a detailed snapshot of where students are. They also have the information from regular conference sessions with the students to make sure they are on track to meet the goals they set for themselves during the goal setting conference. This conference is revisited every few weeks to gauge progress and celebrate successes.

An additional barometer of how well our school will do is the work of our Inquiry Teams. This year we are expanding the use of the team to reach all three grades and 90% of the staff. We will still monitor the lowest performing students in the skill chosen, but rather than track only twenty students, we will select the lowest performing twenty students in each grade and will utilize three grade level teams to be able to have most staff members teach the strategies to most students and still be able to track the progress of the twenty students throughout the grade.

We have once again retooled the way our Academic Intervention Services (AIS) Program works to include computer and web-based programs such as Read 180 and Achieve 3000 to help our special needs and English Language Learners who are struggling readers. We have changed our Extended Day program to follow a 3-day model of 50 minutes and have implemented activities to address the needs of our students, including Project H.O.N.O.R. (run in conjunction with our Beacon Program) to address those students who are high performing (level 3 or 4) that allows students to select activities of interest that will support and enrich the curriculum.

As a means to further support students' needs, we continue to push to fully integrate technology into the curriculum. All content teachers continue to receive ongoing professional development in the use of web-based applications to improve the quality of their teaching as well as to increase the level of student engagement through the use of technology. We have also enlisted the support of the curriculum group Teaching Matters to help teachers utilize web-based research and applications to develop unit plans. We expect to increase parent communication and involvement through the use of our websites and email. The scores we received in school environment were higher than the previous year and we fully expect those scores to increase this year as well.

A perennial area of focus for us is attendance. Our overall attendance last year was at 89.8% and we are looking to improve on that number. We have implemented incentive and competition programs tied into attendance that have seen our overall attendance figures increase. With the continued outreach of our attendance team and our partner organizations, we fully expect our attendance to remain well over 90% for the year and avoid the severe negative spike that we have experienced at the end of every year.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**School Goal #1:** By June 2011, school wide attendance will improve from 89.8% to 95%, as recorded by the school ATS system and teacher records.

**School Goal #2:** By June 2011, we will double the number of students performing at levels 3 & 4 from 16% to 32%, as measured by the results of the NYS ELA exam.

**School Goal #3:** By June 2011, we will double the number of students performing at levels 3 & 4 in mathematics from 30% to 60%, as measured by the results of the NYS Math exam.

**School Goal #4:** By June 2011, 80% of teachers will have a detailed professional development plan focusing on an aspect of improving the quality of instructional practice, as measured by a teacher professional development tracking matrix.

**School Goal #5:** By June 2011, 80% of teachers will participate in three professional development cycles to support their professional growth, as recorded by administrator observation and the professional development tracking matrix.

**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):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, school wide attendance will improve from 89.8% to 95%, as recorded by the school ATS system and teacher records.</b></p>
<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>	<p align="center"><b>September to June</b></p> <ul style="list-style-type: none"> <li>- The school will create an attendance team, which will meet on a biweekly basis. This team will be comprised of the following members: the principal, the assistant principals, attendance consultant, guidance counselors, social worker, family workers, school aide, attendance teacher, Beacon Program (CBO) director and the parent coordinator;</li> <li>- The attendance consultant will supply technical assistance with regards to attendance policies, procedures and guidelines;</li> <li>- The attendance consultant in conjunction with the school administration will provide on-going professional development to members of the staff regarding all facets of attendance;</li> <li>- The entire school community will be constantly involved in our overall attendance improvement efforts. The school will initiate a comprehensive attendance improvement initiative for the upcoming school year;</li> <li>- The school’s attendance team will work closely with parents and students to deliver services on a proactive basis utilizing a variety of ATS attendance reports to help focus the attention where it is needed most;</li> <li>- The school’s attendance committee will monitor attendance on a constant basis to spot trends in attendance on an individual student, class and grade level. All outreach and intervention efforts will be documented in the ATS ILOG system;</li> <li>- When applicable, the attendance team in conjunction with the guidance staff will utilize the services of community based organizations and mental health providers, in an attempt to meet the needs of students and families;</li> <li>- The school’s family workers will supply services for absenteeism and lateness via calls, letters,</li> </ul>

	<p>and home visits in a proactive manner to ensure that our overall attendance goal is being met. The school will continue to utilize an autodialing phone system, on a daily basis, to alert parents when students are absent and late. The system delivers the message in both English and Spanish;</p> <ul style="list-style-type: none"> <li>- Our target population will be identified via ATS reports as well as teacher and counseling staff recommendations. The target population will include students whose attendance has fallen below the Chancellor’s standard, excessive lateness and special situations when they arise;</li> <li>- Services will be provided to all students on a fair and equitable basis. Particular attention will be focused on the following categories: LTA students, truants, students living in temporary housing, foster care students, students who do not reside within District 9, and students who have been suspended to alternative learning centers;</li> <li>- Incentives will be distributed on a weekly, monthly, and end-of-term basis. Official records of student attendance, RISA, will be included in all report card distribution;</li> <li>- The school will develop a comprehensive attendance plan for the 2009-2010 school year. This plan will be shared with the entire school community and will cover the steps to be taken to ensure that we reach our goal.</li> </ul> <p style="text-align: center;"><b>October to June</b></p> <p>The school will implement a comprehensive incentive program. This approach will utilize incentives to serve as acknowledgement for individual and class attendance improvement and achievement. Incentive awards will include, but are not limited to, the following: certificates, plaques, educational oriented incentives and trips, lunch and dessert parties, and special auditorium presentations and events.</p>
<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>- Based on the budgetary allocations for the upcoming school year, the school will explore the possibility of utilizing the services of the attendance teacher, for home visits, in the evenings and on the weekend.</li> <li>- Based on the budget, funds will be made available to provide the incentives listed in the above section.</li> </ul> <p>PSO (CEI-PEA) funds will support attendance staff professional development and the overall attendance improvement initiative through the use of an attendance consultant.</p>
<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>	<ul style="list-style-type: none"> <li>- Attendance progress with regard to our goal of improving the attendance rate by 4% or more will require a weekly review of a variety of ATS attendance reports and the DOE COGNOS system. These reports will include, but are not limited to, the following: RDAL, RRSAL, RSAL, RGST, R4RR (407), RCUA, and the RISA. Additional reports and information will also be utilized in this effort.</li> <li>- The school’s attendance plan is considered to be a living document and will be reviewed, revised, and adjusted on a continuous basis throughout the school year.</li> </ul> <p>The above will be made evident through use of the following:</p> <ul style="list-style-type: none"> <li>- List of attendance team members, minutes, and agendas of meetings;</li> <li>- List of students targeted for intervention and outreach;</li> <li>- Log of all calls, letters, and home visits;</li> </ul>

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|--|--|
|  | <ul style="list-style-type: none"><li>- Referrals to community based organizations and mental health providers;</li><li>- Professional development plan, agendas, and sign-in sheets;</li><li>- List of incentive awards for attendance achievement;</li><li>- Attendance teacher on school organization sheet;</li><li>- An autodialing system, School Messenger, to alert parents when students are absent and late.</li></ul> |
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, we will double the number of students performing at levels 3 &amp; 4 from 16% to 32%, as measured by the results of the NYS ELA exam.</b></p>
<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>• Teachers will participate in professional development to participate in curriculum development and design to revisit and revise the ELA curriculum;</li> <li>• The assistant principals, ELA coach, and data specialist will provide teachers support in collecting, analyzing, and disaggregating data by sub-groups;</li> <li>• English Language Arts teachers will administer the Scantron Performance Series reading assessment to all students to determine their reading levels and comprehension. This information will be included in student and teacher data binders;</li> <li>• Teachers will monitor student progress based on Scantron Performance Series results;</li> <li>• Periodic Assessments will be administered four times a year in ELA. Teachers will have the ability to retrieve the data within five days. Teachers will be provided with their own accounts and passwords to access Acuity data. It also enables them to evaluate the strategies they have utilized and to modify and revise as needed;</li> <li>• Teachers will administer both formative and summative assessments during each unit of study to assess the progress of student learning;</li> <li>• Teachers will utilize the Student Achievement Management System (S.A.M.S.) to record all classroom assessments;</li> <li>• Teachers will participate in professional development courses after school in differentiated instruction;</li> <li>• Teachers will conduct goal-setting meetings with students and review their most recent data;</li> <li>• Feedback from walkthroughs, as well as formal and informal observations will be distributed to all staff members in a timely fashion;</li> <li>• Teachers will have their own professional development plan that will allow them to participate in differentiated professional development specific to their needs;</li> <li>• Teachers will participate in weekly ELA team planning to support the delivery of instruction using the workshop model and the implementation of strategies to improve student performance;</li> <li>• Teachers will implement the Question-Answer Relationship strategy (QAR) to assist students with non-fiction texts;</li> </ul> <p>Administration will conduct weekly walkthroughs to monitor the delivery of instruction, student engagement, and differentiated instruction.</p>

<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>	<p><b>Title 1 SWP, TL Children First – Literacy Coach - \$89,017</b></p>
<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>We will monitor this plan through use of the following:</p> <ul style="list-style-type: none"> <li>• School Professional Development Plan, calendars, agendas, and sign-in sheets;</li> <li>• Student Scantron Performance Series comparison results Fall, Winter and Spring;</li> <li>• Student Acuity Data;</li> <li>• NYS ELA Exam Data;</li> <li>• Teacher S.A.M.S. Reports;</li> <li>• Formal and Informal Observations;</li> <li>• Walkthrough feedback memos;</li> <li>• Teacher lesson plans;</li> <li>• Minutes and agendas of grade conferences, faculty conferences, and department meetings;</li> <li>• Teacher data binders;</li> <li>• Teacher made formative and summative unit assessments;</li> <li>• Registration in after-school “P-credit” courses;</li> <li>• Teacher individual professional development plan;</li> <li>• Coach and Teacher Center logs;</li> <li>• Agenda and minutes of weekly ELA team meetings;</li> <li>• Teacher implementation of the Question-Answer Relationship strategy (QAR).</li> </ul>

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, we will double the number of students performing at levels 3 &amp; 4 in mathematics from 30% to 60%, as measured by the results of the NYS Math exam.</b></p>
<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>• Teachers will participate in professional development to participate in curriculum development and design to revisit and revise the Math curriculum;</li> <li>• Teachers will be given a data binder that includes the following: the school report card, school progress report, quality review, school surveys, testing data, and school –wide goals for the 2009-2010 school year. This will be distributed and reviewed with all staff members during August professional development;</li> <li>• The assistant principals, math lead teacher, and data specialist will provide teachers support in collecting, analyzing, and disaggregating data by sub-groups;</li> <li>• Periodic Assessments will be administered four times a year in math. Teachers will have the ability to retrieve the data within five days. Teachers will be provided with their own accounts and passwords to access Acuity data. It also enables them to evaluate the strategies they have utilized and to modify and revise as needed;</li> <li>• Teachers will administer both formative and summative assessments during each math unit of study to assess the progress of student learning;</li> <li>• Teachers will utilize the Student Achievement Management System (S.A.M.S.) to record all classroom assessments;</li> <li>• Teachers will participate in professional development courses after school in differentiated instruction;</li> <li>• Teachers will conduct goal-setting meetings with students and review their most recent data;</li> <li>• Feedback from walkthroughs, as well as formal and informal observations will be distributed to all staff members in a timely fashion;</li> <li>• Teachers will have their own professional development plan that will allow them to participate in differentiated professional development specific to their needs;</li> <li>• Teachers will participate in weekly Math team planning to support the delivery of instruction using the workshop model and the implementation of strategies to improve student performance;</li> </ul> <p>Administration will conduct weekly walkthroughs to monitor the delivery of instruction, student engagement, and differentiated instruction.</p>

<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>Math Assistant Principal will conduct professional development</b></li> <li>- <b>Budget allocation for supplemental math materials</b></li> </ul>
<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>We will monitor our progress through use of the following:</p> <ul style="list-style-type: none"> <li>• School Professional Development Plan, calendars, agendas, and sign in sheets;</li> <li>• Student baseline comparison results Fall, Winter and Spring;</li> <li>• Student Acuity Data;</li> <li>• Teacher Acuity accounts;</li> <li>• NYS Math Exam Data;</li> <li>• Teacher S.A.M.S. Reports;</li> <li>• Formal and Informal Observations;</li> <li>• Walkthrough feedback memos;</li> <li>• Teacher lesson plans;</li> <li>• Minutes and agendas of grade conferences, faculty conferences, and department meetings;</li> <li>• Teacher data binders;</li> <li>• Teacher made formative and summative unit assessments;</li> <li>• Registration in after-school professional development courses;</li> <li>• Teacher individual professional development plan;</li> <li>• Coach and Teacher Center logs;</li> <li>• Agenda and minutes of weekly Math team meetings;</li> <li>• Student-teacher goal setting conference notes;</li> <li>• Individual student math goals.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 80% of teachers will have a detailed professional development plan focusing on an aspect of improving the quality of instructional practice, as measured by a teacher professional development tracking matrix.</b></p>
<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>	<p><b>Professional Development tracking matrix will be developed and maintained to note the various training opportunities made available to staff members. Teachers will receive professional development on utilizing the five tools provided by New York City’s Children First Intensive (ARIS, periodic assessments, quality review, inquiry team, and progress report).</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Assistant Principals, Literacy Coach will research best practices necessary to train teachers to improve in areas of concern and provide professional development either in-house or outside of the school as needed.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Participation in professional development and evidence of understanding will be monitored through use of the following:</b></p> <ul style="list-style-type: none"> <li>• School Professional Development Plan, calendar, agendas, and sign in sheets;</li> <li>• Minutes and agendas of grade conferences, faculty conferences, and department meetings;</li> <li>• Teacher individual professional development plan;</li> <li>• Formal and Informal Observations;</li> <li>• Walkthrough feedback memos;</li> <li>• Teacher lesson plans.</li> </ul>

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 80% of teachers will participate in three professional development cycles to support their professional growth, as recorded by administrator observation and the professional development tracking matrix.</b></p>
<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>	<p><b>Professional Development tracking matrix will be developed and maintained to note the various training opportunities made available to staff members. Teachers will receive professional development on utilizing the five tools provided by New York City’s Children First Intensive (ARIS, periodic assessments, quality review, inquiry team, and progress report).</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Assistant Principals, Literacy Coach will research best practices necessary to train teachers to improve in areas of concern and provide professional development either in-house or outside of the school as needed.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Participation in professional development and evidence of understanding will be monitored through use of the following:</b></p> <ul style="list-style-type: none"> <li>• School Professional Development Plan, calendar, agendas, and sign in sheets;</li> <li>• Minutes and agendas of grade conferences, faculty conferences, and department meetings;</li> <li>• Teacher individual professional development plan;</li> <li>• Formal and Informal Observations;</li> <li>• Walkthrough feedback memos;</li> <li>• Teacher lesson plans.</li> </ul>

**Subject/Area (where relevant):** Professional Development

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	51	83	12	14	5	0	0	0
7	111	49	10	9	4	0	0	0
8	66	26	8	10	6	0	0	0
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<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>	Students involved with ELA (AIS) are either placed in the Wilson, Read 180, Achieve 3000, or Scantron programs. The Wilson and the Read 180 programs target low functioning students. The Wilson program is used for our non-readers. The Read 180 program targets students with problems with reading comprehension, spelling, and word recognition. Achieve 3000 allows struggling readers and those with language difficulties to find success at their levels. Scantron targets where students are with a baseline and increases the difficulty of the passages as the student reads forward.
<b>Mathematics:</b>	Scantron Performance Series is a skills-based mathematical series. The Acuity is a diagnostic/skills-based test. Each program is used to get an assessment of the student and the data is used to inform and to drive academic instruction.
<b>Science:</b>	Buckle Down Science Intervention targets students who are below standards on the State Science Test. These services are provided during differentiated instructional time. Additionally, Achieve 3000 provides articles with science content presented at the academic level of the individual student.
<b>Social Studies:</b>	Buckle Down Social Studies Intervention targets students who are below standards on the State Social Studies Test. These services are provided during differentiated instructional time. Additionally, Achieve 3000 provides articles with social studies content presented at the academic level of the individual student.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The Guidance Counselor or Social Worker will meet with the students two to three times a week; once or twice in a group setting and/or once or twice in an individual setting. All of the counseling sessions are done during the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	These services are provided through the SBST School Psychologist.
<b>At-risk Services Provided by the Social Worker:</b>	Individual Counseling Group Counseling
<b>At-risk Health-related Services:</b>	N/A

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

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

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

**Section I. Student and School Information**

Grade Level(s) 6-8 \_\_\_\_\_ Number of Students to be Served: 70 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers 2 \_\_\_\_\_ 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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**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.

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**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 materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<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.  
**Upon enrollment of students, parents fill out forms asking for "language spoken at home". This allows the school to know what language population is enrolled. Our Parent Coordinator has outreach programs to encourage the parents to participate in school activities.**
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.
  - a. **Our population is changing from an overwhelming number of students of Spanish speaking countries to students from Africa and the Middle East.**
  - b. **This change is new and we will continue to find ways to address the needs of the parents of these students.**

#### **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.  
**Currently, M.S. 219 uses in-house personnel to do all written translations.**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.  
**The school has purchased a "state of the art" communications system called the Phone Messenger. It automatically calls parents for attendance and lateness in three languages.**

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 communications to parents are done in English and Spanish. Translation personnel and equipment will be made available at all major parent teacher meetings.**

**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:	<b>\$455,260</b>		
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>\$4,552</b>		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>\$22,763</b>	*	
4. Enter the anticipated 10% set-aside for Professional Development:	<b>\$45,526</b>	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_100%\_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## Parent Involvement Policy for Middle School 219

Middle School 219, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. Middle School 219's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills;
- provide parents with the information and training needed to effectively become involved in planning and decision making;
- increase their understanding of their right to support their child's education by being involved in the educational process;
- increase the role of the home in enriching education and improving student achievement; and
- develop a positive attitude toward the entire school community.

Middle School 219's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English language learners and students with disabilities. Our school community will conduct on-going and annual evaluations of the content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of the evaluations will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

Middle School 219

Title I Parent Involvement Policy

In developing the Middle School 219 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input.

To increase parent involvement, Middle School 219 will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside

and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association, and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain Parent Coordinators (or a dedicated staff person) to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school, and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations, and literacy;
- provide community and support services and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program, and the parent involvement requirements under Section 1118 of Title I, Part A;
- schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

Middle School 219 will further encourage school-level parental involvement by:

- holding an annual Parent Curriculum Conference;
- hosting events/activities during Open School Week;

- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center, lending library and technology labs;
- starting school clubs for parents and students (e.g., book clubs, chess clubs, technology club, sports club etc.);
- hosting events for male parents/guardians, and grandparents;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter and Parent Association newsletter;
- developing a phone-master database system and school website as options of communication between school/teacher and the home; and
- encouraging parents to participate and organize community serving events (e.g. coat drives, food drives, health fairs) as partners of community CBOs.

**Middle School 219X  
2009-2010**

**SCHOOL - PARENT COMPACT**

*MS 219X staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.*

SCHOOL RESPONSIBILITIES

MS 219X staff will:

- Provide a high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:
  - using academic learning time efficiently;
  - providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
  - respecting all cultural, racial and ethnic differences;
  - implementing a curriculum aligned to State standards;
  - offering high quality instruction in all content areas; and
  - providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

\*\*\*\*\*

- **Address communication issues between teachers and parents by:**
  - **conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;**
  - **convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;**

- **arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;**
  - **ensuring that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;**
  - **involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;**
  - **providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and**
  - **ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.**
- **Provide parents reasonable access to staff by:**
    - **notifying parents of the procedures to arrange an appointment with their child’s teacher; arranging opportunities for parents to volunteer in the school or at home; and**
    - **providing for Open School activities that include observations of classroom activities.**
  - **Provide support to parents by:**
    - **assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;**
    - **sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and**
    - **supporting parental involvement activities as requested by parents.**

#### PARENT/GUARDIAN RESPONSIBILITIES

##### The Parent/Guardian will:

- **monitor my child’s attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;**
- **ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and their age;**
- **make sure that homework is completed and assist my child if necessary;**
- **read to my child or discuss what my child is reading each day (minimum 15 minutes);**
- **set limits to the amount of time and what my child watches on television or plays video games;**
- **promote positive use of my child’s extracurricular time such as, after school extra learning opportunities, clubs, team sports and/or quality family time;**
- **encourage my child to follow the school’s rules and regulations and discuss this Compact with my child;**
- **volunteer in my child’s school either at the school or assisting from my home in some way if time or schedule permits;**

- **participate, as appropriate, in the decisions relating to my child’s education. I will;**
  - **communicate with my child’s teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;**
  - **respond to surveys and notices when requested;**
  - **become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;**
  - **participate in or request training that the school offers on teaching and learning strategies whenever possible;**
  - **take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and**
  - **share in the responsibility for the improved student achievement of my child.**

\*\*\*\*\*

**STUDENTS’ RESPONSIBILITIES**

**I will:**

- **attend school regularly and be on time for school;**
- **complete my homework and turn in all assignments on time;**
- **follow the school rules and be responsible for my actions;**
- **show respect for myself, other people and property;**
- **try to solve disagreements or conflicts peacefully; and**
- **always try my best to learn.**

**I have read and discussed the contents of the School-Parent Compact with my child as it relates to his/her education at MS 219X.**

**Student Signature**

**Parent /Guardian Signature**

\_\_\_\_\_

\_\_\_\_\_

**This Parent Involvement Policy and School-Parent Compact were distributed for review by \_\_\_\_\_ on \_\_\_\_\_.**

**The final versions of these documents will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator’s office.**

## 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.
  
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.
  
3. Instruction by highly qualified staff.
  - a. Ongoing weekly professional development
  - b. Support by coaches and lead teachers
  - c. Access to off-site workshops and seminars
  
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.

**Literacy**

  - A school-wide initiative to improve and increase effective student-teacher conferring as a data source for future mini-lesson planning, as is recommended in a Balanced Literacy Framework.
  - Staff development that addressed the use of data when conferring with students, setting educational goals and performance benchmarks for individual students and planning mini-lessons that anticipate the skills and strategies to be measured on ELA assessments

- System-wide Professional Development in collecting data from past ELA exams and using it to inform curriculum development, unit design, and lesson planning
- Continued professional development to improve teachers understanding and use of Balanced Literacy and the Reader’s and Writer’s workshop model of ELA instruction.
- Professional development with ELL/Bilingual, SPED instructors on best practices for matching the level of rigor and instructional delivery of general education models.
- Reflective practice encouraged by administrative walkthroughs that provided immediate feedback to ELA instructors regularly
- Focused curriculum team meetings regularly scheduled to identify and assess school-wide initiatives and department specific performance.
- Developing a UFT Teacher Center staffed by a Literacy Coach.

### **Math**

- Continuing Professional development of the sixth, seventh and eighth grade teachers and their use of Impact Mathematics so that they can consolidate their learning from the previous year.
- Individual support will focus on pedagogical content knowledge to ensure the best use of Impact Mathematics.
- Team planning times will provide worthwhile, carefully structured, and continuous professional learning at each grade level on each day of the week.
- Planning times across grade levels will occur to create a mathematics curriculum that incorporates the needs of each grade level.
- Professional development will be used to support the teachers’ capacity to use and develop authentic assessments.
- Math Lead teacher will assist teachers in creating effective math lessons.
- Professional development on the implementation of technology. Teachers will be trained on the skills needed to impart knowledge through the use of technology.

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

- Strong recruitment efforts at DOE job fairs
- Continued support of current staff as evidenced by negligible turnover rate

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

**Refer to Parental Involvement Policy & School – Parent Compact.**

### 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.
    - Small Learning Community meetings
    - School Leadership Team meetings
    - Content Team meetings
  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.
    - Academic Intervention Services (AIS) for students that are not meeting, or are at risk for not meeting, the State standards
    - Enrichment activities and special programs
    - Professional development, parent involvement activities, student support services, and the use of technology in support of instructional activities
    - Extended Day,
    - Power Saturday Academic Program, and summer programs
- 
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.

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓					
Title I, Part A (ARRA)	Federal	✓					
Title II, Part A	Federal	✓					
Title III, Part A	Federal	✓					
Title IV	Federal	✓					
IDEA	Federal	✓					
Tax Levy	Local	✓					

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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.

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

<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.)  
**Presently, there are 12 Students in temporary housing.**
2. Please describe the services you are planning to provide to the STH population.

**The students who are in temporary housing are being monitored by a team made up of our attendance staff and members of the CAPS program, which identifies and provides outreach to students who may be at risk for attendance issues. The program also matches families with the appropriate services as needed.**

### **Part B: FOR NON-TITLE I SCHOOLS**

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



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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 219 New Venture School					
<b>District:</b>	9	<b>DBN:</b>	09X219	<b>School</b>		320900010219

**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>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.6	89.9	89.8
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		87.9	88.3	87.3
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	139	175	124	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	157	134	181		91.5	90.5	96.8
Grade 8	160	164	136				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		12	35	36
Grade 12	0	0	0				
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	456	473	442	(As of October 31)	2007-08	2008-09	2009-10
					19	14	9

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	61	63	65	Principal Suspensions	20	30	87
# in Collaborative Team Teaching (CTT) Classes	11	12	22	Superintendent Suspensions	51	55	34
Number all others	24	42	33				

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

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	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>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	20	30	TBD	Number of Teachers	44	40	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	18	11
# receiving ESL services only	61	48	TBD				
# ELLs with IEPs	7	28	TBD	Number of Educational Paraprofessionals	0	0	4

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	9	59	% fully licensed & permanently assigned to this school	100.0	97.5	97.1
				% more than 2 years teaching in this school	63.6	77.5	89.5
				% more than 5 years teaching anywhere	40.9	55.0	79.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	80.0	89.5
American Indian or Alaska Native	0.4	0.2	0.2	% core classes taught by "highly qualified" teachers	93.2	95.9	98.8
Black or African American	44.3	44.0	45.5				
Hispanic or Latino	54.4	54.8	53.6				
Asian or Native Hawaiian/Other Pacific	0.0	0.4	0.2				
White	0.9	0.4	0.5				
<b>Male</b>	57.7	57.7	57.5				
<b>Female</b>	42.3	42.3	42.5				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1				v	
	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	vsh	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</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>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	44.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

<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)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 534 - CEI PEA PSO</b>	District <b>09</b>	School Number <b>219</b>	School Name <b>NEW VENTURE ACADEMY</b>
Principal <b>DOMINIC CIPOLLONE</b>		Assistant Principal <b>IVAN DEJESUS</b>	
Coach <b>V. SIMS</b>		Coach	
Teacher/Subject Area <b>DR. MULERO/ ESL</b>		Guidance Counselor <b>B. JOHNSON</b>	
Teacher/Subject Area <b>MS. CASTRO/ BILINGUAL TEACHER</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>REGINALD MAYS</b>	
Related Service Provider <b>S. CLARKE/ SPEECH</b>		Other <b>ELLEN PADVA</b>	
Network Leader <b>BEN WAXMAN</b>		Other <b>ROSEMARY CABAN</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>445</b>	Total Number of ELLs	<b>75</b>	ELLs as Share of Total Student Population (%)	<b>16.85%</b>
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## Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. In accordance to Commissioner Regulation Part 154, when our students are registered for the first time the Home Language Identification Survey is administered to determine LAB eligibility. Within ten days, we invite the parents of all entitled students for an orientation and for program placement. It is during this orientation that we inform the parents of our Bilingual Programs and provide them with a parent survey and program selection form for them to select the program of their choice. Students will be administered the LAB-R within ten days of their registration by Dr. Mulero our ESL teacher. Dr. Mulero will also assess the students orally both in Spanish and English. The results of these surveys demonstrate that the parents of students newly admitted into the school who speak Spanish want their children in transitional bilingual program. Parents of ELL students, who speak languages other than Spanish, choose to enroll them in our freestanding ESL program. Once the ELL students have been in the school for two or three consecutive years, parents choose to opt out their children from the transitional bilingual programs into a freestanding ESL program.

A team of bilingual, monolingual, and ESL teachers as measured by NYSESLAT conduct an analysis of the data. A report is created and the team will differentiate instruction using various resources such as: Achieve 3000, North Star, Renzulli, Balanced Literacy, Milestones Level A and B.

2. Parents are handed pamphlets in their native language describing the two programs we offer at our school. Parents are invited to informational sessions in the beginning, middle of the school year to revisit the different programs. Parents with students that enter during the middle of the school will be given the opportunity to attend the different sessions being offered at our school.

3. We have a group of family workers which makes home visits and collect the entitlement letters that were not returned. Entitlement letters are also distributed to parents via students. We also have a phone messaging system, which makes calls with important dates and reminders.

4. Parental support will complement our instructional plan based on the modalities of the NYSESLAT. An orientation meeting for parents of newly enrolled ELL will be scheduled in order to provide information such as school offerings, student and guardian expectations, and promotional standards. Translators will be available in all meetings.

5. Those parents that choose to have their child stay in our Bilingual Transitional Program do so because the students' level of literacy in his/her native language is crucial in developing English literacy. The students' first language is used to promote literacy in their native language. As students learn the second language they begin to make connections between the languages. This process facilitates second language acquisition.

Parents of students in the free standing ESL classes tend to want to keep their child in this program because the child is developing English literacy. All of their instruction is in English with experienced teachers. All content area teachers plan with ESL teachers and attend different workshops in order to facilitate skills needed to address ELL students. The Language Experience approach will be used in order to build on students' prior experiences and develop a bridge to new ideas and concepts. Whole language will be used to promote academic language. Process writing will be used to strengthen writing ability.

6. Our program models that are offered are aligned with parent request. Parents see the instruction that is provided to their child by both the content teachers and ESL teacher.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)								11						11
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							10	17	11					38
<b>Push-In</b>							9	7	10					26
<b>Total</b>	0	0	0	0	0	0	19	35	21	0	0	0	0	75

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	75	<b>Newcomers (ELLs receiving service 0-3 years)</b>	36	<b>Special Education</b>	21
<b>SIFE</b>	13	<b>ELLs receiving service 4-6 years</b>	17	<b>Long-Term (completed 6 years)</b>	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	10	2	0	0	0	0	1	0	0	11
<b>Dual Language</b>										0
<b>ESL</b>	26	10	7	17	5	6	21	1	8	64
<b>Total</b>	36	12	7	17	5	6	22	1	8	75

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

**C. Home Language Breakdown and ELL Programs**

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	11	0	0	0	0	0	11

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							18	20	20					58
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							2	1						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								3						3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>24</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>64</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

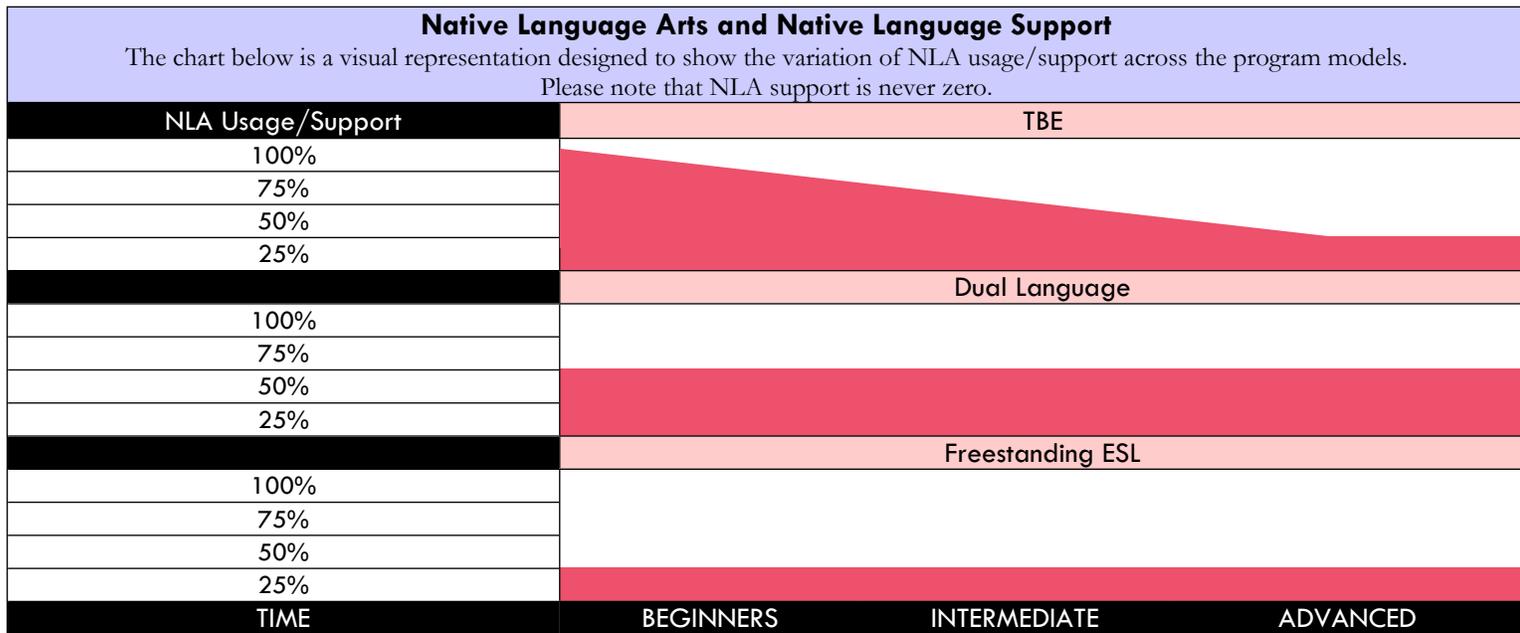
Paste response to questions 1-4 here

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

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

1. **Transitional Bilingual Education Program-** Our School has one transitional bilingual class. The program is designed so that students develop conceptual skills in their native language as they learn English. Research studies indicate that students acquire literacy most effectively in the language most familiar to them. This program includes a Native Language Arts component designed to develop communication skills. Content area instruction is taught in the students' native language (Spanish). An ESL component is implemented in order to develop listening, speaking, reading and writing skills in English as well as an appreciation of each student's culture.

**Freestanding English as a Second Language (ESL) -** All ELL students enrolled in monolingual classes participate in this program. This program provides instruction in English with an emphasis in English language Acquisition. The following model has been established in our school:

**Pull – out model-** This model is established in grades where the ELL students are split throughout the classes in the same grade. It is also established to support our ELL students with special needs. In this model the ELL students spend the majority of their day receiving English content instruction and one period of instruction is devoted to teach the content areas using ESL strategies and vocabulary development. An ESL teacher provides support by pulling the students out of their regular classes.

2. These are the ways that our staff ensures that the students mandated instructional minutes are provided:

- To ensure that the educational program for ELLs embody the conceptual understanding with challenging content that will enable them to think critically, solve problems, and communicate effectively in the language of instruction.
- To ensure an alignment with English Language Arts, Mathematics and ESL performance standards.
- To ensure the use of two languages in order to support the development of oral and written fluency, content knowledge, and the ability to communicate well in the target languages
- To ensure explicit instruction of ESL, NLA, ELA and content-based instruction aligned with New York State learning standards and CR Part-54
- To ensure that the native language and English are used to teach core academic content areas
- To improve the results of city/state assessments of ELL students in the content areas
- To improve the results of the NYSESLAT

3. The content areas are delivered by:

- Various opportunities will be provided to strengthen all four-language modalities throughout the instructional day.
- A well planned instructional program with high levels of academic rigor and support
- The use of vocabulary or grammatical structures will be used to provide easy access to the language
- The use of balanced literacy will be used as an instructional approach to provide various levels of scaffolding to support ELLs
- Various opportunities will be provided to ELLs in order to develop language by promoting accountable talk throughout the day
- Lessons will be planned with differentiated instruction in order to account for all levels of language proficiency
- The use questions requiring expanded responses
- The use of labels, webs and diagrams to organize information
- Ample opportunities for listening comprehension with contextual support will be provided to our ELL students
- Shared reading and story telling with visual support will be used to support language acquisition

4. In our Bilingual Transitional Programs the students' level of literacy in his/her native language will be crucial in developing English literacy. The students' first language is used to promote literacy in their native language. As students learn the second language they begin to make connections between the languages. This process facilitates second language acquisition.

Academic language development will be planned by infusing language teaching and learning into all areas of the curriculum. Teachers of all content areas will carry out language development activities related to their content areas. The Language Experience approach will be used in order to build on students' prior experiences and develop a bridge to new ideas and concepts. Whole language will be used to promote academic language. Process writing will be used to strengthen writing ability.

Some of our ELL population comes into our school with very little formal education. These are SIFE students (Students with Interrupted Formal Education). The following academic intervention is in place for SIFE students:

- Diagnostic assessments will determine academic and language proficiency
- Differentiated instruction will allow teachers to meet the individual needs of the students to develop and strengthen areas in need of improvement
- Alignment of instructional materials to the NYS performance and the ESL standards
- After-School and Saturday programs will be in place to support students in literacy and math
- Language and content objectives are woven into the curriculum in order to develop students' academic language proficiency

5. An analysis of our BESIS report and NYSESLAT data indicate that out we have students in the bilingual program for more than three years. These students need special intervention in order to further develop their English language proficiency.

This will be accomplished through the following:

- Participating in after-school programs in order to provide additional support to targeted students who have not passed the NYSESLAT. Each teacher will provide small group instruction to groups of approximately twelve students. A flexible grouping approach is implemented utilizing the results of the NYSESLAT.
- Developing the students language in all content areas
- Providing students with good models of the English Language

6. ELL's that reach proficiency will be transitioned into mainstream and provided them extra time on the state exam. ESL teacher will continue to monitor students' progress in their classes throughout the year.

7. Other programs that will be considered for the upcoming year will be Teacher's and Writer's Collaborative, Writing Matters, and Milestones.

8. None

9. All ELL's are afforded equal access to all programs. Including: SES, Extended Day, Saturday ELL Academy, CHAMPS, BEACON.

10. Achieve 3000, Milestones, Renzulli, and Thinkfinity are amongst the programs that are used by our ELL population. Our ESL classroom has 15 laptops and LCD projector, classes are provided with at least 5 laptops.

#### 11. Transitional Bilingual Program

In this program we target students who entered the New York Public School system for the first time. These students native language is Spanish. They have had minimum or no formal English education. These students have a language proficiency level ranging from beginners to intermediate. The Transitional Bilingual Program is provided in the student's native language with English support as required by CR Part 154. In their first year ELL students in this program will receive 60% of instruction in their native language and 40% in English. As students become more proficient in English, the instruction in English will increase to 50% of Spanish and 50% of English. Eventually the students will have 25% in Spanish and 75% in English. The goal of our Transitional Bilingual program is the following:

- To help support students in order to have them attain language proficiency within three years
- To help our students transition from their native language to English.
- To help students reach grade level standards in all content areas.

12. Our support staff identifies the students according to their modality and differentiates their instruction according to the students' strengths weaknesses.
13. We are in the process of creating a summer bilingual program. This program will include extra curriculum activities and intense ESL teaching strategies.
14. None at this moment.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

#### D. Professional Development and Support for School Staff

1. An integral part of our Bilingual Program is our comprehensive professional development component. All of our Bilingual/ESL teachers are well versed with effective researched based ESL methodologies and techniques to provide high quality instruction to ELL.

### E. Parental Involvement

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

#### E. Parental Involvement.

1. Our parent coordinator Mr. Mays provides outreach to all parents. Parents are notified via phone messenger, email and hard copies. Parents are constantly reminded of important events and dates in our school community.
2. We are partners with the BEACON Program. They provide tutoring, homework assistance and sports activities to the school community.
3. Parents are in need of ESL and GED preparation courses.
4. Our parent coordinator creates a monthly a calendar with parent workshops provided at the school and at other agencies that provide similar services to parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	7	3					13

Intermediate(I)							3	11	8					22
Advanced (A)							9	7	4					20
Total	0	0	0	0	0	0	15	25	15	0	0	0	0	55

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	4			12
7	18	5			23
8	12	6			6
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	1	11		1			1	17
7	10	5	10	2	4		1		32
8	8		8		1				17
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
C Signatures of LAP team members certify that the information provided is accurate.								
Name (PRINT)	Title			Signature		Date (mm/dd/yy)		
	Principal							
	Assistant Principal							
	Parent Coordinator							
	ESL Teacher							
	Parent							
	Teacher/Subject Area							
	Teacher/Subject Area							
	Coach							
	Coach							
	Guidance Counselor							
	Network Leader							
	Other							
	Other							
	Other							
	Other							

English