



**I.S. 229 ROLAND PATTERSON**

**2010-11**

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

**SCHOOL: I.S. 229 ROLAND PATTERSON**  
**ADDRESS: 275 HARLEM RIVER PARK BRIDGE**  
**TELEPHONE: 718-583-6266**  
**FAX: 718-583-6325**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 320900010229      **SCHOOL NAME:** I.S. 229 Roland Patterson

**SCHOOL ADDRESS:** 275 HARLEM RIVER PARK BRIDGE, BRONX, NY, 10453

**SCHOOL TELEPHONE:** 718-583-6266      **FAX:** 718-583-6325

**SCHOOL CONTACT PERSON:** EZRA MATTHIAS      **EMAIL ADDRESS:** EMatthi@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sonia Barnett

**PRINCIPAL:** EZRA MATTHIAS

**UFT CHAPTER LEADER:** Sylvia Wong-Herscher

**PARENTS' ASSOCIATION PRESIDENT:** Michelle McGee

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 09      **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

**NETWORK LEADER:** VARLETON MCDONALD/Marie Rousseau

**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
Ezra Matthias	Principal	Electronic Signature Approved. Comments: Signed off on hard copy
Sylvia Herscher	UFT Chapter Leader	
Sonia Barnett	UFT Member	Comments: Signed off on hard copy
Nancy Johnson	UFT Member	Comments: Signed off on hard copy
Alverine Thomas	Parent	Comments: Signed off on hard copy
Doris Tejada	UFT Member	Comments: Signed off on hard copy
Sadie James	DC 37 Representative	
Jacqueline Barnes	Title I Parent Representative	
Sharmaine Norris	Parent	
Keisha Kirby	Title I Parent Representative	
Michelle McGee	PA/PTA President or Designated Co-President	

\* 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.

Dr. Roland N. Patterson School is located in Geographic District #9 in the Morris Heights section of the Bronx. The school currently serves just fewer than 300 students in grades six [1] through eight. The ethnic composition of the student population is as follows: Black or African American 47%, Hispanic/Latino 52%, and other ethnic groups 1%. In recent years there has been a significant influx of students from francophone West African countries. These students are part of the school's English Language Learners sub-population which comprises 28% of the general student population. In addition 32% of the students are designated as special needs students or possess an Individualized Education Plan (IEP). With regard to leading socio-economic indicator 100% of students qualify for free lunch. The student attendance rate for school year 2009-2010 is 91.3, up from the previous year's 89.7%.

The school offers students a comprehensive art program including classes in Fine Arts, visual art, dance and vocal music. Students also participate in after-school Chess Club, French Club and Debate Club. Chess Club participates annually in local, regional and national tournaments.

They are informed through media like parent/teacher conferences and other communication including, automated messenger service, phone calls and by US mail. If students remain at risk or not meeting promotion standards due to class work, grades, conduct or attendance, the guidance/social worker team follow up with parents prior to sending formal Promotion in Doubt letters to parents.

programs offered to students that are delivered before and after school are: Drama; Set Design; Costume design; Chess; EXCEL; Creative Sewing; Visual Arts; French-Native; French Non-Native, PALS, Flag Football and Film.

Social, emotional support services for all students including those at-risk are provided by Leadership Program.

IS 229 shares the building with PS 230, a pre-k to fifth grade school which occupies the ground floor and shares the second floor. The remainder of the building belongs to IS 2229. Our proximity to P.S. 230 provides access to information about the elementary school process and success they have. It also fosters articulation for the students that chose to enroll in the middle school.

Numerous schools Spirit days are held annually. There is the annual Holiday School Wide Decorating Event where staff and students bring holiday joy to the school community through a variety of décor motif. We also host a "Thanksgiving Show and Tell Contest" for students. To participate in the contest students must find their favorite recipe Thanksgiving dish; design a poster to display and create a report that describes the shopping experience and their cooking adventure. A follow up reception is held to recognize parents that contributed to the Contest. We also have the Great Attendance Holiday Raffle. School wide Attendance award celebrations are held annually to recognize students that register 90 percent attendance rate.

We are part of an exciting new initiative offered through the NYCDOE's Office of Arts to support arts learning and Common Core Capacities for Career and College Readiness. The project, called Arts Achieve, is funded through the US DOE Investing in Innovations (i3) grant. This grant is a highly

competitive and prestigious nationally. Arts Achieve was one of only 49 (of a total of almost 1,700) i3 applications that were funded in the country.

**Mission Statement**

IS 229 staff works collaboratively with parents and all beneficiaries to provide students with a high quality educational experience in a safe and nurturing environment that will enable them to meet all standards for leading gainful lives.

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[1] IS 229 was a Grade 5-8 school until the conclusion of the 2009-2010 school year. This is the first year with the grade configuration 6-8.

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	I.S. 229 Roland Patterson								
<b>District:</b>	9	<b>DBN #:</b>	09X229	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		87.9	89.7	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.1	93.87	TBD		
Grade 4	0	0	0						
Grade 5	81	99	82	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	90	81	101	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	118	100	71		87.1	80.1	85.8		
Grade 8	94	98	80						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		9	77	TBD		
Grade 12	0	0	0						
Ungraded	1	0	1	<b>Recent Immigrants - Total Number:</b>					
Total	384	378	335	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					9	16	9		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	52	51	65	Principal Suspensions	66	57	TBD		
# in Collaborative Team Teaching (CTT) Classes	11	7	0	Superintendent Suspensions	19	42	TBD		
Number all others	20	18	17						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual Classes	10	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	47	69	59	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	5	23	Number of Teachers	52	50	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	16	15	TBD
				Number of Educational Paraprofessionals	2	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	21	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	67.3	68	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	53.8	58	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	80	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	95.6	TBD
Black or African American	54.7	56.3	50.7				
Hispanic or Latino	43	41.3	48.7				
Asian or Native Hawaiian/Other Pacific Isl.	1	2.1	0.3				
White	1.3	0.3	0				
Multi-racial							
<b>Male</b>	55.7	54.8	50.7				
<b>Female</b>	44.3	45.2	49.3				
<b>2009-10 TITLE I STATUS</b>							
<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		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2 Basic	<input type="checkbox"/>						
<input type="checkbox"/> Comprehensive <input checked="" type="checkbox"/> Focused	<input checked="" type="checkbox"/>						
<input type="checkbox"/>							
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	X			ELA:			
Math:	Y			Math:			

Science:	X	Graduation Rate:					
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<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	√	X				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	Ysh	√					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	Ysh	√	-				
Economically Disadvantaged	Ysh	√					
<b>Student groups making AYP in each subject</b>	5	6	0				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results - 2008-09</b>				<b>Quality Review Results - 2008-09</b>			
<b>Overall Letter Grade</b>	A			<b>Overall Evaluation:</b>			
<b>Overall Score</b>	74.6			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)	5.9			Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)	19.7			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)	41.5			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit	7.5			Quality Statement 5: Monitor and Revise			
<b>Key: AYP Status</b>				<b>Key: Quality Review Score</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### Performance Trends

From 2006 – 2009 we have increased our Level 3 and above from 21% to 39% in English Language Arts (ELA), with a 10% increase between 2008 and 2009 (see Chart 1). While these figures appear promising, we have noticed a significant drop in 2010. The drop in school performance was from 39 to 19 percent in 2009 and 2010 respectively. According to NYSED, "Chart 1

### Comparing Growth on NYS ELA Grade 6-8 by percent Level 3 and 4

Grade	Year		
	2008	2009	2010
6	26	39	16
7	24	32	20
8	37	56	14
School	29	39	19

Source: ARIS, 2010

Likewise when ethnicity was considered, we saw a similar growth pattern. However, the data showed that Hispanics performed better in 2010. The data in Chart 2 showed while there was no significant difference in 2008 and 2009, 22 percent of Hispanic performed at level 3 and 4 and blacks performed at 11 percent (See Chart 2).

Chart 2

Comparing Growth on NYS ELA Grade 6-8 by ethnicity and percent Level 3 and 4

Ethnicity	Year		
	2008	2009	2010
Black	28	42	11
Hispanic	29	41	22

Source: ARIS, 2010

Additionally, we have successfully reduced our Level 1 population and increased our Level 2 population steadily. During the 2008-09 school year only 3% of our students performed at Level 1 and 97% of students performed at Levels 2 and above in ELA. Most of our Special Education and ESL students are included in the Level 2 category; however, their annual yearly progress is still significantly lower than their peers.

Our ELL students progress steadily in their listening and speaking proficiency in English on the NYSESLAT, but they still struggle with their reading and writing proficiency in English. In 2008 our NYSESLAT results revealed 47% of our student's proficiency in listening and speaking, but only 17% proficient in reading and writing. Similarly, our 2009 NYSESLAT results revealed 40% of our students proficient in listening and speaking, but only 5% proficient in reading and writing. In addition, the results of our 2008 and 2009 ELA exams revealed only 6% and 13% of our ELL population in the Level 3 category. The NYSESLAT growth data in Table 3 show that between 2009-2010 ELL students performance in listening and speaking grew by 17 percent while reading and writing grew by 14 percent.

Chart 3  
Comparing Growth on NYSESLAT

2007 – 2008	YEAR		
	2008 -2009	2009 - 2010	
47	40	57	
Reading and Writing Portion	17	5	19

Source: ARIS, 2010

From 2008-2009 the data in chart 4 below show math level 3 and above scores grew from 46 to 55 percent. While these figures appear promising, we have noticed a significant drop in 2010. The drop in school performance was from 55 to 29 percent. According to NYSED, "Chart 4

**Comparing Growth on NYS Math Grade 6-8 by percent Level 3 and 4**

Grade	Year		
	2008	2009	2010
6	59	64	31
7	49	57	33
8	66	61	22
School	46	55	29

Source: ARIS, 2010

Likewise when ethnicity was considered the data showed that Hispanics performed better in 2010. The data in Chart 5 also showed while there was no significant difference in Black and Hispanic in performance in 2008 and 2009, 32 percent of Hispanic performed at level 3 and 4 and blacks performed at 26 percent (See Chart 5).

Chart 5

Comparing Growth on NYS Math Grade 6-8 by ethnicity and percent Level 3 and 4

Ethnicity	Year		
	2008	2009	2010
Black	60	60	26
Hispanic	56	62	32

Source: ARIS, 2010

In addition to the school's English Language Arts Corrective Action status for all students, three subgroups, overage students, English language learners and students with disabilities will require additional support to meet the state standards for English Language Arts. Table 6 describes the distribution of overage students by grade and classification. In addition, it shows that 50 of 230 or 22% of school enrollment consists of overage students. Currently 20% of our 8<sup>th</sup> grade class consists of students who are overage by at least two years.

Table 6  
Overage students (as of June 2010)

Grade level	Classification		Total
	Regular	IEP	
6	5	7	12
7	5	18	23
8	7	8	15
Total	17	33	50

Source: ATS and ARIS

These students would not matriculate to the next grade if treated with the same school programs and processes that were unsuccessful in the past. They must receive intensive intervention to acquire the skills and knowledge in the areas they are deficient to be successful in succeeding grades and ultimately in high school. Most of our Special Education and ELLs students noted earlier are still performing significantly lower than their peers.

Table 7  
Special education enrollment by key indicators, 2010

Grade	Gender		Classification		Related Services		Counseling			Over Age
	Female	Male	12:1	12:1:1	SETSS	Speech	Group	Ind.	Bussing	
6	10	12	11	9	3	8	12	2	17	7
7	9	23	19	8	6	12	18	5	10	18
8	2	7	8	N/A	2	2	5	2	2	8
Total	21	42	38	17	11	22	35	9	29	33

Source: ATS and ARIS

Chart 7 shows that 55 of 61 students with an IEP are in a self contained class. Additionally, SWD make up 66% of overage students. The model that assign SWDs to a location, namely, a 12:1 self contained class for the entire instructional day with similarly classified students, the same instructor

and treatments has not resulted in sustainable student achievement. The putative goal of the new NYS Special Education Reform is individual students who have instructional plans will receive increased opportunities to participate in the general education curriculum. By raising the level of consequence through creative programming and developing IEP that reflects SWD students' talents and academic strengths. The academic progress of SWD is likely to accelerate.

Student behavior within classrooms, lunchroom, and hallways and outside the building is an issue. In addition, the manner in which adults engages students lead to recurring conflicts. School-wide discipline surveys are administered bi-monthly to monitor staff perception about school-wide discipline, safety, administrative support and physical environment. The survey has three broad categories. Category 1 gives a score of 10 which means the school "The school does well." Category 2 gives a range 5-9. Any score in the range means "The school does ok." Category 3 has a range of 1-4. Any score in the range means "The school needs to do much better." Table 8 show staff perception of how well the school is doing.

Table 8

Survey results by date, respondents, points, raw score and percent, 2010

Period	Number Respondents	Percent	Change
September 2009	38	49.0	
November 2009	30	54.0	5
January 2010	21	63.0	9
March 2010	37	52.0	(11)

Source: School wide discipline survey, 2009-2010

Although our staff perceives the school as doing OK (category 2 score) as measured by the scores in the percent column, the change from month to month fluctuates. The aim of the school is to move from doing ok (a score greater than 50%) to Category 1 (The school does well). Presently, a school climate team conducts public notifications on school wide survey findings, the school's discipline system and procedures. The team and its systems require time and other resources to sustain its work.

□

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> Goal 1: Staff Prepare staff to develop a deeper understanding of the common core standards and learn how to better align standards with content skills and assessment to improve all NCLB sub-groups achievement in math and ELA. <input type="checkbox"/>	<input type="checkbox"/> Set the measurable target that will define whether you have met your goal. By October 29, 2010 all staff will experience four workshops on the Common Core Standards with emphasis on performance based assessments and Thinking Maps. By September 30, 2010 academic interventions (Rosetta, Achieve3000, Aha! math and science and Designs for Thinking) software for tracking student's academic progress will be installed and operational. By October 22, 2010 provide professional development to all staff in using the intervention software and using student performance data to assess student work habits and how well students are applying knowledge and skills to assigned performance tasks. By second marking period students' rate of academic growth in math and ELA will on average improve by 10 percentage points. The 2011 NYS assessment results will show NCLB sub-groups, namely, economically disadvantaged, Hispanic and African Americans and special population math and ELA scores grew by 10 and 15 percent respectively.
<input type="checkbox"/> Goal 2 : Staff will be equipped with guided discipline, social skill development and personalized students support to implement an advisory program to create a safe secure environment for all students, staff and partners.	<input type="checkbox"/> <p style="text-align: center;"><b>By September 30, 2010, school will partner with Educators for Social Responsibility to provide 24 hours of needs assessment and planning professional development to the guidance team, related service providers, SBST and parents.</b></p>

<input type="checkbox"/> <input type="checkbox"/>	<p><b>Between October 2010-January 28, 2011 teachers and members of school leadership team will receive 66 hours of observation and coaching professional development...</b></p> <p><b>One day site visit with affective domain team and administrators to begin study on December 9, 2010, including an introduction to advisory.</b></p> <p><b>Two day site visit in February 9, 2011 with affective domain team and administrators that includes a planning and design session with the school's advisory team.</b></p> <p><b>One day long visit on April 6, 2011 that includes a presentation to the entire faculty.</b></p> <p><b>Five day writing institute July 6-11, 2011 with advisory mapping team that is responsible for mapping advisory for the year.</b></p> <p><b>Monthly reduction in incidents that lead to principal and superintendent suspensions by 15 percent.</b></p> <p><b>By May 2011 school will be off the persistently dangerous List.</b></p> <input type="checkbox"/>
<input type="checkbox"/> <b>Goal 3:</b> Staff will use the NCLB accountability reports to be able to build formative assessments based on what the school needs to improve be able to build formative assessments on what the New York State standards require students know and be able to do. <input type="checkbox"/>	<input type="checkbox"/> Objective: By September 30, 2010 every teacher will develop class goals and action plans for each of their students. By November 15, all math and ELA teachers will receive training on the school's AYP report with special focus on subgroup performance including school performance targets and actual performance. By September 30 teachers will share with students the ELA and math state curriculum objectives. By December 23, 2010 staff will deliver lessons aligned with the common core standards using tools such as thinking maps. <input type="checkbox"/>
<input type="checkbox"/> <b>Goal 4:</b> School based academic programs in math, ELA, French, science, and global studies will be established to identify what students need to know and be able to do to pass the NYS regents exams in 2011. <input type="checkbox"/>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>By September 30, 2010 Regents math, ELA, French, science, and global studies programs established and operational.</p> <p>By October 8, 2010 monthly unit assessments in math, ELA, French, science, and global studies</p> </div>

	<p>administered.</p> <p>Monthly unit assessment results analyzed to ensure that instruction and curriculum are aligned and adequately paced.</p> <p>By October 29, 2010 Marking Period data folio created to store student performance data.</p> <p>By November 15, student Marking Period assessment data analyzed to assess student growth. Findings are shared with students, affective domain team members and households.</p> <p>By February 15, 2010 student academic progress by academic program evaluated to identify and predict student on course to successfully write the Regents exam.</p> <p>The percent of students performing at level 3 and 4 on the 2011 NYS ELA exam will increase from 20 percent to 27 percent.</p> <p>The percent of students performing at level 3 and 4 on the 2011 NYS math exam will increase from 29 percent to 36 percent.</p> <p>Over 80 percent of students in each academic program will pass their Regents exam.</p>
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## 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) : Math, ELA, Science and Social Studies

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal 1: Staff Prepare staff to develop a deeper understanding of the common core standards and learn how to better align standards with content skills and assessment to improve all NCLB sub-groups achievement in math and ELA.</p> <p><input type="checkbox"/></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><input type="checkbox"/></p> <p>Data assessment system established to monitor students progress, teacher practice and professional learning communities. Ongoing review achievement for all students as evidenced on their performance in all major subjects. <b>[Monthly]</b> The grade level unit assessments allow us to measure how close the students are to mastering the performance indicators for their current grade as well as performance indicators for the next grade. The assessments will allow teachers to:     Infuse technology into their instruction and assessments—Class/guided group instruction using Achieve 3000 and assessments designed in Acuity. Over time, the gaps between grade level mastery and students’ actually level of mastery in reading comprehension should decrease as a result of the whole class and guided instruction. <b>[Third marking period].</b> The following will drive decisions about the content included on each assessment. Students’ performance on the Baseline Reading Assessment (Performance Series) and previous year ELA data will determine 1) how the teachers initially groups</p>

	<p>his/hers students for guided reading instruction, 2) which comprehension skills the teacher will be require to teach/review during guided instruction and 3) subsequently which comprehension skills will be assessed at the end of the three week intervals</p> <p>The assessments will be calculated into the assessment portion of students' report card grades each marking period.</p> <p>The ELA examination is partially science and social studies based. That is, the reading passage is composed of Social Studies and science content. Test developers will identify critical subject content and ensure that it is embedded in the assessments. The test developers will select primarily non-fiction text from the Acuity test bank to include in the tri-weekly assessments. Students will also be exposed to a variety of non-fiction text in Achieve 3000.</p> <p>Specific information on each assessment will be employed to gauge student mastery of content and improved performance on state assessments.</p> <p>[Supervisor of content area, subject area teacher, and coach and test coordinator will implement all aspects the work with all students.] <input type="checkbox"/></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL FSF Hold Harmless;TL Fair Student Funding; TL Children First Funding; Contract for Excellence; TL IEP Teacher]</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><input type="checkbox"/></p> <p>Increase overall "Students Progress" for mathematics and ELA from 41.5 to 48.5. (See Progress Report 2008-2009).</p> <p>Increase overall "School Environment" score from 5.9 to 12.9. (See Progress Report 2008-2009).</p> <p>80 percent of Teacher Data Report and review of their performance will show that they meet their value added benchmarks.</p> <p>All teachers participate in a professional learning committee (as required in their program) weekly to discuss successes/barriers in their instruction. Their conversations results in everyone becoming better in their practice.</p>

**Subject Area**  
(where relevant) :

**Educational Environment and  
Student Educational Experience**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal 2 : Staff will be equipped with guided discipline, social skill development and personalized students support to implement an advisory program to create a safe secure environment for all students, staff and partners.</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Daily routines for receiving, dismissing and ordering flow of students during the instructional day Assign responsibility for creating appropriate welcoming environment. Ensure every classroom is suitable for instructional use. School has set up a ladder of referral that all staff members are aware of and have a copy in their possession in accordance with the NYC Standards of Discipline and intervention measures. “Daily Brief” is published to give all staff members the school community latest news and information from around the school. School wide discipline survey administered to monitor staff perception about school wide discipline, safety, administrative support and physical environment. The survey has three broad categories. Category1 give a score of 10 which means the school “The school does well.” Category 2 gives a range 5-9. Any score in the range means “The school does ok.” Category 3 has a range of 1-4. Any score in the range means “The school needs to do much better.” School Climate team conduct public notifications on school wide survey findings and discuss the school’s discipline system and procedures. Morning assembly program led by students to promote school spirit.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Resources employed: Title 1 SWP; IDEA Mandated Counseling; TL Mandated Counseling; TL FSF Hold Harmless; TL Fair Student Funding; TL Children First ESO Support; TL Data Specialist]</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><input type="checkbox"/></p> <p>Receive a building wide discipline score of 10 or “we are doing well.”  Number of students referred to the main office, supervisors’ and guidance counselors office reduced by 50 percent  Lateness procedures are in place for students who arrive after the start of the period. Late student go to a supervised holding area where their time is spent reading, studying and doing work. Daily  Student carry laminated passes for appointments with school counselors, office, nurse and all other movement in the school.  Time for passing is less than 4 minutes.  Parent newsletter is distributed twice per term  Classroom environment is print rich, has instructional aids and reference for students to utilize during lesson.  Teacher’s display and use students work as a tool to guide teaching and learning.  Student’s dependence on the teacher for all instructional needs will be cut by 25 percent as evidenced by their use of classroom libraries, experience charts with directions for using the writing process, use of the scientific method and charting raw data in their math and social studies classes.  Student down time during lessons will be cut by 50 percent as evidenced the amount of they remain on task during the lesson.  Daily Brief (school wide newsletter) published daily by 7:30 AM.</p>

**Subject Area  
(where relevant) :**

**Math, ELA, Science**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><b>Goal 3:</b></p> <p>Staff will use the NCLB accountability reports to be able to build formative assessments based on what the school needs to improve be able to build formative assessments on what the New York State standards require students know and be able to do. <input type="checkbox"/></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><input type="checkbox"/></p> <p>Every teacher will develop class goals and action plans for their class. All math, science and ELA teachers will receive training on acuity and ARIS. Teachers will share with students the state curriculum objectives. Supervisors will lead and attend at least 10 professional learning sessions on and off-site.</p> <p>Teacher introduces the concept and importance of goals by involving students in activities that illustrate the importance of goal setting. Teachers develop goal statements with the class and explain to students the importance of defining clearly the goal and the plans that need to be put in place to achieve the goal. Over-aged students and multiple repeaters receive daily intensive services for meeting and maintaining the promotional standards set by the school for their appropriate grade level.</p> <p>Teachers meet with Inquiry Team, continue to use ARIS online tools and resources and how to access academic and test data for students they serve. CFN 9 consultants and staff will lead sessions on how to conduct item analysis for each performance indicator in the periodic assessment to see if students are meeting the performance standards for their grade level</p> <p>Teachers facilitate discussions on the importance of setting clear goals so that everyone understands the expectations/standards throughout the school year.</p> <p>Supervisors/teacher leaders attend workshops and training in social emotional competence, student engagement strategies, lesson differentiation, looking at students' work and science and instructional leadership.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</p>	<p><input type="checkbox"/>Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL Data Specialist; TL FSF Hold Harmless; TL Fair Student Funding; TL Fair Student Funding ESO; Contract for Excellence; TL Children First ESO Support; Contract for Excellence; TL IEP Teacher]</p>

<p><i>action plan.</i></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><input type="checkbox"/></p> <p>Flow charts developed so that students can visualize the requirements for which both teachers and students are responsible.  Eligible students attend all SES programs  60 percent of students attend extended time school  75 percent of students maintain 75 and above average in all subjects on report card  Eligible students attend all counseling sessions and maintain a satisfactory or excellent for conduct.  Science, math and ELA teachers use Acuity and Performance Series to develop custom test items for groups of student that are underperforming.  Supervisors that conduct class visit daily using SQR class visit protocols will experience 80 percent of teachers delivering lessons that students can demonstrate their understanding of the content taught.  Supervises will observe 80 percent of teachers are planning well as evidenced by the reliability among their lesson objective on the board, student lesson objective in their notebooks and evidence that the instructional activities mirror the lesson tasks.</p>

**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal 4:  School based academic programs in math, ELA, French, science, and global studies will be established to identify what students need to know and be able to do to pass the NYS regents exams in 2011. <input type="checkbox"/></p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Review Data assessment system established to monitor student progress, teacher practice and professional learning.  Monthly unit assessment to ensure that teachers are really testing the skills and knowledge students must know.  Marking period data folio analyzed to assess and monitor student growth.  Level 3 and 4 students at every grade level are grouped together for specific pull out instruction where the focus is on improving analytical and research skills so that students will improve their proficiency rating and/or move to level 4.  Computer technology and online programs including Math simulation will be used in math labs to students' enhance learning goals.  Ongoing perception data will be gathered from students using interviews, observations and questionnaires to help understand what they think about their educational experience. <input type="checkbox"/></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL Data Specialist; TL FSF Hold Harmless; TL Fair Student Funding; TL Fair Student Funding ESO; Contract for Excellence; TL Children First ESO Support; TL NYSTL Software; TL NYSTL Hardware; TL NYSTL Textbooks; TL NYSTL Library Books]</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><input type="checkbox"/></p> <p>Increase overall "Math Students Progress" 20 percent.  70 percent of student math analytical skills will improve as measured by performance on their computer simulations, data analysis and marking period assessments...  All students will average minimum 85 percent as measured by their marking period grade.  75 percent of students stating that they enjoy their educational environment and experience.  Performance series will show and monitor students progress in six weeks intervals.</p>

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	10	10					5	4
7	15	15		30	5		5	1
8	25	25			5	5		
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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>	<input type="checkbox"/> <input type="checkbox"/> <p>In ELA, students are identified for AIS based on their performance on the 2010 New York State ELA Exam. Although the intensity of the services provided will vary based on the individual needs of students, all students in grades 6-8 performing in Levels 1 and 2 are served.</p> <p>Achieve 3000--Our special education classes, ELL classes and general education monolingual Level 1 and 2 students use the program three periods a week, during the school day. We use the Achieve 3000 program to improve students' reading comprehension skills and vocabulary development. Each student takes a Level Set assessment to determine his/her reading level which serves as a base for the text he/she is assigned to read and respond to online.</p> <p>Wilson--Some of our special education students receive this intervention service five days a week, two periods a day. <input type="checkbox"/><input type="checkbox"/> We are using the Wilson program for those students who are in need of more fundamental literacy skills. The students receive whole class, small group or one-to-one, direct instruction for decoding, fluency and comprehension.</p> <p>.</p> <input type="checkbox"/>
<b>Mathematics:</b>	<input type="checkbox"/> <p>In Mathematics, students are identified for AIS based on their performance on the 2010 New York State ELA Exam. The intensity of the services provided will vary, based on the individual needs of students. State assessments in math showed that most of our students are weak in most skill areas of math especially: reasoning, modeling and probability and statistics.</p> <p>Research has also shown that 40 percent of Math errors have to do with reading. Unlike ELA, students depend on the school for 100 percent of math assistance. Cognizant of these findings,</p>

	<p>AIS for math will also stress literacy areas cited in the 2010-2011 State Assessment results. These areas: (1) information and understanding and (2) Critical analysis.</p> <p>Student assessment in mathematics will be based on text-driven materials, teacher-made bi-weekly assessments, and content evaluations that are part of the Impact Mathematics. Between the formal evaluations are activity-based assessments that measure specific tasks centered on students learning how to observe, listen, and respond in mathematics. There are three assessment units: one in the beginning, middle, and end of the school year. Throughout the year, there are also assessment units that include a variety of short and long-term investigations by students.</p> <p>The school will also utilize student performance data from school and State mathematics assessments, item skills analyses, school practice test administration data, Saturday Academy assessment data, marking period scores, learning walks and classroom observations to evaluate student progress toward meeting the State standards.</p> <input type="checkbox"/>
<b>Science:</b>	<input type="checkbox"/>
<b>Social Studies:</b>	<input type="checkbox"/> <p>In social studies, students are identified for AIS based on their performance on the 2010 New York State ELA Exam. Since a significant portion of the ELA exam reflects social studies content we are implementing a Humanities model for our social studies instruction.</p> <p>Humanities Approach-- In the 6<sup>th</sup> grade teachers of ELA also teach social studies. In the 7<sup>th</sup> and 8<sup>th</sup> grades social studies teachers will strengthen students' reading comprehension skills, writing skills as well as their knowledge of social studies content. Students in grade 6-8 will read novels in conjunction with the social studies textbook and other curriculum resources. Students will also engage in writing activities as indicated in the Common Core Standards.</p> <p>History Through Harmony—The History Through Harmony program will allow our 7<sup>th</sup> grade social studies teachers to incorporate music and extended writing into their daily instruction. Our 7<sup>th</sup> grade students will be exposed to music reflecting periods in US history. Students will analyze song lyrics and write critically about historical events and concepts revealed in music.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> School counselors will provide guidance and crisis counseling services during the school day, two periods a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic, and Economically Disadvantaged students in grades 7 - 8. The service is offered in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events and off campus. <input type="checkbox"/>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The school psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, and Hispanic and Economically Disadvantaged subgroups. <input type="checkbox"/> This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Social Worker will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student academic progress.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Students will be given one on one interventions during this time to improve their at risk condition.

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**6-8**

**Number of Students to be Served:**

**LEP 48**

**Non-LEP 0**

**Number of Teachers 2 Certified ESL**

**Other Staff (Specify) Certified Common Branch , Special Education and Content Area Teachers  
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.

Language Instruction Program

**Program:** ELL Saturday Academy

**Rationale:** In recent years our English Language Learner (ELL) population has increased significantly. We have a large number of Spanish speaking ELLs and, most recently, a growing number of ELLs from West African countries. Several of our new comers have limited literacy skills in their native language and a few have never attended school formally.

While our school has met its Annual Yearly Progress (AYP) target in for English Language Arts overall, we have not met our AYP target for our ELL population. The purpose of the ELL Saturday Academy is to increase the number of ELLs 1) meeting state standards and 2) making at least one year of progress in English Language Arts. The ELL Saturday Academy will focus on comprehension, fluency, vocabulary development and content area writing.

All of our ELL students in grades 6 through 8 will be invited to participate in the ELL Saturday Academy. The students will receive instruction in English and Spanish. Our ELLs from West African countries will receive instruction in English since there is no predominant language for this sub group. The program will run on Saturdays from 9-12 pm for ten weeks. Licensed ESL teachers, bilingual teacher, content area teachers, common branch teachers will provide the instruction.

**Activity:** French Club

**Rationale:** The purpose of the French Club: L'Afrique is to expose English Language Learners and English proficient students to the culture of Francophone region of Africa. Students learn about the French influence in West Africa including the language, music, food, history and traditions. It is our intent that the students will develop a sense of community as a result of their participation in the French Club: L'Afrique.

### **Parent Involvement**

One of our greatest challenges as a school community has been parent involvement. In an effort to increase parent involvement, we will conduct workshops specifically for the parents of our ELLs. One workshop will focus on strategies parents can implement and activities they can engage in with their children to develop their English proficiency. The second workshop will focus on computer skills. The Parent Coordinator will collaborate with the librarian and the ESL teachers to conduct the workshops.

### **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.

□

ELA and ESL teachers are participating in ongoing professional learning offered by our support organization, MEP – CFN 407 on differentiating instruction and vocabulary development to address the needs of beginners, intermediate and advanced ELLs. Teachers received training for Achieve 3000, an online reading program, whose primary purpose is to provide differentiated reading activities for students. The students utilize the program three periods a week and at home. Another part of their professional development include reviewing a model lesson plans for ELLs with ELA and ESL standards imbedded. Additionally, the teachers will continue to collaborate with colleagues including the librarian to pilot an interdisciplinary unit with scaffolding resources (graphic organizers, guiding questions, pictures...) specific to the needs of the beginner, intermediate and advanced students.

In an effort to provide effective instruction for our ELL population, our ESL teachers, content area teachers and special education teachers have participated in and will continue to participate in professional learning sessions including:

- a. Writing in the Content Area—provides effective strategies to engage students in content area writing
- b. Preparing ELLs for State Assessments—provides effective test preparation strategies for ELLs
- c. Looking at Student Work—allows teachers to use protocols to analyze students' work and/or instruction
- D. Lesson Study—provides teachers with the opportunity to observe their colleagues and engage in a debrief
- e. QTEL training—provides effective strategies and activities for ESL teachers and content area teachers
- f. Achieve 3000 Training—provides teachers with a tool for differentiating reading materials.
- g. Rosetta Stone Training--provides teachers with online resources for direct language instruction.

**Section III. Title III Budget**

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**School: IS 229-Dr. Roland N. Patterson**  
**BEDS Code: 320900010229**

<b>Allocation Amount:</b>
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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$7,583.28	<input type="checkbox"/> 152 hours of per session for ESL and General Ed teachers to support ELL Students: 152 hours x \$49.89 (current teacher per session rate with fringe) = \$7,583.28)
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/> No expenditure for this category
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,716.72	<input type="checkbox"/> Writing journals, books on CD, Headphones, Book Bins, Leveled Books, National Geographic Magazine Subscription
<b>Educational Software (Object Code 199)</b>	\$1,200	<input type="checkbox"/> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Licenses for Achieve 3000 for the Saturday ELL Academy</div>
<b>Travel</b>	\$1,500	<input type="checkbox"/> Students will go on Trips  Teachers will attend Professional Development Sessions
<b>Other</b>	\$1,000	<input type="checkbox"/> Stipend for parent volunteer.
<b>TOTAL</b>	<b>0</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**

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.

We use the data from the Home Language Survey and informal conversations with students to determine their primary language of instruction and the primary language spoken in the home. Over the past 5 years our population has become more diversified. Currently 81% of our ELLs are native Spanish speakers; however we have a growing number of ELLs representing other language groups: French 7% , Fulani 3%, Twi 3%, Wolof 2% and Mandingo 2%. We have staff members available to provide oral and written translations into Spanish and French. We rely on the services of members of the community to serve as oral translators for the lower incidence language groups. This information will be shared with our staff in a newsletter informing them of the growing diverse needs of our students and families.

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.

We successfully meet the needs of Spanish speaking ELLs because several staff member can speak and write in Spanish proficiently. To a lesser extent, we rely on a one or two staff members, a parent volunteer or the Translation and Interpretation unit for French translations.

We are not yet able to fully meet the translation needs of our ELLs who speak Fulani, Twi, Mandingo and Wolof. Presently, we rely on members of the community who are more proficient in English to translate for school personnel, students and parents. We also intend to utilize the services of the Translation and Interpretation Unit, to the extent this is possible, to communicate with parents of our ELL students.

As next steps we will make available the Spanish version of the Parents Bill of Rights as well as the interpretation notice signs. We will still rely on the Translation and Interpretation unit for translations of these documents for the other language groups represented in our school community.

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

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

- a) We will continue to use in-house staff to assist with written translations of school documents and notices to the parents of our Spanish and French speaking ELL students.
- b) We will request the services of the Translation and Interpretation Unit for our ELLs and their families who do not speak or read Spanish or French.
- c) We will use the Department of Education's translated versions of written documents to be disseminated to limited English proficient students and their parents.

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.

- a) We will continue to use in-house staff to assist with oral translations for our Spanish and French ELL students and their parents.
- b) We we will continue to request community assistance with oral translations for our Fulani, Bambara ,Twi and Mandingo ELL population.
- c) For New York State exams, we will continue to utilize the services of the Translation and Interpretation Unit to translate exams for our Fulani, Bambara, Twi and Mandingo ELL students.

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>.

a. We will continue to use the Department of Education's translated version of documents to be disseminated to limited English proficient students and their families.

b. We will continue to provide written translations of any documents the school disseminated to students and their families.

c. We will seek the assistance of community members to translate documents for lower incidence language groups if this service can not be provided by the DOE's Translation and Interpretation Unit or members of our staff.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	460,189	0	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,601		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,009	*	
4. Enter the anticipated 10% set-aside for Professional Development:	46,018	*	

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

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

n/a

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

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

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

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

□

## PARENTAL AND CARE GIVER INVOLVEMENT

### **A. Parent Involvement Policy**

Parents are now playing an integral role in the development and implementation of the school's instructional program. This is accomplished by the implementation of the following policies:

Increasing the level of parental involvement.

Improving communication with the parents through use of newsletters, school website, PA bulletin board, and telephone messages in both English and Spanish.

Providing workshops for parents on topics related to academic programs, such as, homework and study skills, State and City Standards and assessments, instructional programs, and report cards.

Providing access to library media center for parents to use for personal research and to assist their children.

Involving parent volunteers in literacy activities in the library.

The Parent Coordinator (PC) assists in the implementation of these policies and also develops new initiatives aimed at improving student achievement through parent involvement. The Parent Coordinator does counsels and represents parents experiencing homelessness and substance abuse. The Coordinator also publishes a monthly newsletter to keep parents abreast of information regarding State Assessments, State Education Service (SES) Tutoring, Saturday Academies, Workshops, Public Assistant Programs and High School Applications.

### **B. Meeting the Needs of Non-English Speaking Parents and Care Givers**

The needs of ELL students and their families are met according to the New York City Department of Education's Comprehensive Mathematics and Balanced Literacy Programs and the Workshop Model in all content areas. The programs are designed to address the individual needs of each student. Similarly, programs are in place to support and extend the school programs into the community and the student's home.

All parents are encouraged to attend School Leadership Team (SLT) meetings and to be active participants in the Parent Association.

Parents provide translation services as needed for non-English speaking parents and caregivers. The school will provide translation support if needed.

At the beginning of the year, the school orientation meeting is conducted in English, French and in Spanish. Parents are given information about school programs and policies, opportunities for active involvement, and resources for community support.

Parent-Teacher conferences are held twice a year at which time all parents are informed of their child's progress. Report cards in grade 5 are available in English and Spanish.

For non-English or Spanish speaking parents and caregivers every effort is made to find a translator on staff when needed. If a translator is not available from the staff, District or Department of Education resources would be utilized.

The Parent Coordinator will be assigned to help meet the needs of non-English speaking parents and caregivers.

To meet the requirements of the No Child Left Behind legislation, the school will offer all eligible students Supplemental Educational Services (SES). Parents of students who are eligible for Title I services, may elect for their children to receive supplemental instruction in mathematics and English Language Arts. Services will be provided on Tuesdays to Thursdays from 3:00 a.m. to 5:00 p.m.

**C. Family Outreach Coordination**

The program for family outreach will be coordinated with the Office Parent Engagement parent outreach resources and staffing.

The top priority for family outreach will involve increasing attendance and reducing lateness across all grades. The Family Worker and a funded School Aide will coordinate the outreach effort for attendance improvement. In the current year, outreach of this type has resulted in notable improvement in attendance, on some days over 90% of students in attendance.

The school utilizes an automated phone dialing system to make calls to student's home regarding attendance, and school activities.

The guidance staff (3 members) will also be part of the parent outreach program. Their efforts will include high school articulation, social services referrals, and counseling. The school will continue to partner with CBOs, namely, the New York City Mission Society and ENACT programs which include a parent outreach component.

The Parent Coordinator assigned to the school will also help to meet the needs of non-English speaking parents and caregivers.

**D. Parent/Family Room**

The parent/family room will be located on the south side of the third floor in room 360. The Parent Association will utilize the room. The room is equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities.

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

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

## SCHOOL-PARENT COMPACT

Intermediate School 229 School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

### PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

#### ***School Responsibilities***

Intermediate School 229 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

1. *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming lifelong learners. Our teachers will meet weekly with coaches and the administration for study groups to discuss professional texts. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
2. Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using State Standards as a guide.
3. *Teachers will use assessments to plan instruction according to their students' needs. Our students will be instructed within their "zone of proximal development." Academic intervention will be provided to support the struggling students.*
4. The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to laptop computers, etc.

Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

1. On November 16, 2010 and February 2011

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

1. Official report cards will be distributed in November (All students), February (Middle and High School students), April (Middle and High School students) and June (All students).
2. Parents will be provided access to ARIS as a means of monitoring their child's performance and progress.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

1. Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
2. The Principal and Assistant Principals have an open door policy.

Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:

1. Curriculum Conferences will be conducted by classroom teachers (Grades 6 through 8) during the month of September.
2. After each unit of study in Writing, the parents will be invited to a Publishing Party (celebration in the classroom).
3. During Open School Week (November), parents will be invited to participate in classroom activities such as Math lessons.
4. Staff will present pertinent curricula information to parents as follows: Instructional focus at monthly PTA meetings.

### **Parent Responsibilities**

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

Supporting my child's learning by making education a priority in our home by:

1. making sure my child is on time and prepared everyday for school;
2. monitoring attendance;
3. talking with my child about his/her school activities everyday;
4. scheduling daily homework time;
5. providing an environment conducive for study;
6. making sure that homework is completed;
7. monitoring the amount of television my children watch;
8. Participating, as appropriate, in decisions relating to my children's education;
9. Promoting positive use of my child's extracurricular time;

10. Participating in school activities on a regular basis;
11. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
12. Reading together with my child every day;
13. Providing my child with a library card;
14. Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;
15. Respecting the cultural differences of others;
16. Helping my child accept consequences for negative behavior;
17. Being aware of and following the rules and regulations of the school and district;
18. Supporting the school discipline policy;
19. Expressing high expectations and offering praise and encouragement or achievement

## PART II OPTIONAL ADDITIONAL PROVISIONS

### STUDENT RESPONSIBILITIES

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

1. Come to school ready to do our best and be the best;
2. Come to school with all the necessary tools of learning-pens, pencils, books, etc.
3. Listen and follow directions;
4. Participate in class discussions and activities;
5. Be honest and respect the rights of others;
6. Follow the school's/class' rules of conduct;
7. Follow the school's dress code;
8. Ask for help when we don't understand;
9. Do our homework every day and ask for help when we need to;
10. Study for tests and complete assignments;
11. Read every day outside of school time;
12. Read at home (with our parents, if appropriate);
13. Get adequate rest every night;
14. Use the library to get information and to find books that we enjoy reading;
15. Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day

### **Other Responsibilities**

Intermediate School 229:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

**SIGNATURES**

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

## Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

### Performance Trends

From 2006 – 2009 we have increased our Level 3 and above from 21% to 39% in English Language Arts (ELA), with a 10% increase between 2008 and 2009 (see Chart 1). While these figures appear promising, we have noticed a significant drop in 2010. The drop in school performance was from 39 to 19 percent in 2009 and 2010 respectively. According to NYSED, “s a result of raising the bar for what it means to be proficient, many fewer students met or exceeded the new English Proficiency standards in 2010 than in previous years. Across Grades 3-8 statewide, the majority of students, 53% in English, met or exceeded the new Proficiency standards this year. By contrast, in 2009, 77% of students met or exceeded standards in English.” The forgoing describes the basis for the drop in the schools ELA performance.

Chart 1

Comparing Growth on NYS ELA Grade 6-8 by percent Level 3 and 4

Grade	Year		
	2008	2009	2010
6	26	39	16
7	24	32	20
8	37	56	14
School	29	39	19

Source: ARIS, 2010

Likewise when ethnicity was considered, we saw a similar growth pattern. However, the data showed that Hispanics performed better in 2010. The data in Chart 2 showed while there was no significant difference in 2008 and 2009, 22 percent of Hispanic performed at level 3 and 4 and blacks performed at 11 percent (See Chart 2).

Chart 2

Comparing Growth on NYS ELA Grade 6-8 by ethnicity and percent Level 3 and 4

Ethnicity	Year		
	2008	2009	2010
Black	28	42	11

Hispanic	29	41	22
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Source: ARIS, 2010

Additionally, we have successfully reduced our Level 1 population and increased our Level 2 population steadily. During the 2008-09 school year only 3% of our students performed at Level 1 and 97% of students performed at Levels 2 and above in ELA. Most of our Special Education and ESL students are included in the Level 2 category; however, their annual yearly progress is still significantly lower than their peers.

Our ELL students progress steadily in their listening and speaking proficiency in English on the NYSESLAT, but they still struggle with their reading and writing proficiency in English. In 2008 our NYSESLAT results revealed 47% of our student's proficiency in listening and speaking, but only 17% proficient in reading and writing. Similarly, our 2009 NYSESLAT results revealed 40% of our students proficient in listening and speaking, but only 5% proficient in reading and writing. In addition, the results of our 2008 and 2009 ELA exams revealed only 6% and 13% of our ELL population in the Level 3 category. The NYSESLAT growth data in Table 3 show that between 2009-2010 ELL students performance in listening and speaking grew by 17 percent while reading and writing grew by 14 percent.

Chart 3  
Comparing Growth on NYSESLAT

2007 – 2008	YEAR		
	2008 -2009	2009 - 2010	
47	40	57	
Reading and Writing Portion	17	5	19

Source: ARIS, 2010

From 2008-2009 the data in chart 4 below show math level 3 and above scores grew from 46 to 55 percent. While these figures appear promising, we have noticed a significant drop in 2010. The drop in school performance was from 55 to 29 percent. According to NYSED, “s a result of raising the bar for what it means to be proficient, many fewer students met or exceeded the new Mathematics Proficiency standards in 2010 than in previous years. Across Grades 3-8 statewide, the majority of students, 61% in Math, met or exceeded the new Proficiency standards this year. By contrast, in 2009, 86% of students did so in Math.” The forgoing describes the basis for the drop and outlines new benchmarks.

Chart 4

Comparing Growth on NYS Math Grade 6-8 by percent Level 3 and 4

Grade	Year		
	2008	2009	2010
6	59	64	31
7	49	57	33
8	66	61	22
School	46	55	29

Source: ARIS, 2010

Likewise when ethnicity was considered the data showed that Hispanics performed better in 2010. The data in Chart 5 also showed while there was no significant difference in Black and Hispanic in performance in 2008 and 2009, 32 percent of Hispanic performed at level 3 and 4 and blacks performed at 26 percent (See Chart 5).

Chart 5

Comparing Growth on NYS Math Grade 6-8 by ethnicity and percent Level 3 and 4

Ethnicity	Year		
	2008	2009	2010
Black	60	60	26
Hispanic	56	62	32

Source: ARIS, 2010

In addition to the school's English Language Arts Corrective Action status for all students, three subgroups, overage students, English language learners and students with disabilities will require additional support to meet the state standards for English Language Arts. Table 6 describes the distribution of overage students by grade and classification. In addition, it shows that 50 of 230 or 22% of school enrollment consists of overage students. Currently 20% of our 8<sup>th</sup> grade class consists of students who are overage by at least two years.

Table 6

Overage students (as of June 2010)

Grade level	Classification		Total
	Regular	IEP	
6	5	7	12
7	5	18	23

8	7	8	15
Total	17	33	50

Source: ATS and ARIS

These students would not matriculate to the next grade if treated with the same school programs and processes that were unsuccessful in the past. They must receive intensive intervention to acquire the skills and knowledge in the areas they are deficient to be successful in succeeding grades and ultimately in high school. Most of our Special Education and ELLs students noted earlier are still performing significantly lower than their peers.

Table 7

Special education enrollment by key indicators, 2010

Grade	Gender		Classification		Related Services		Counseling			Over Age
	Female	Male	12:1	12:1:1	SETSS	Speech	Group	Ind.	Bussing	
6	10	12	11	9	3	8	12	2	17	7
7	9	23	19	8	6	12	18	5	10	18
8	2	7	8	N/A	2	2	5	2	2	8
Total	21	42	38	17	11	22	35	9	29	33

Source: ATS and ARIS

Chart 7 shows that 55 of 61 students with an IEP are in a self contained class. Additionally, SWD make up 66% of overage students. The model that assign SWDs to a location, namely, a 12:1 self contained class for the entire instructional day with similarly classified students, the same instructor and treatments has not resulted in sustainable student achievement. The putative goal of the new NYS Special Education Reform is individual students who have instructional plans will receive increased opportunities to participate in the general education curriculum. By raising the level of consequence through creative programming and developing IEP that reflects SWD students' talents and academic strengths. The academic progress of SWD is likely to accelerate.

Student behavior within classrooms, lunchroom, and hallways and outside the building is an issue. In addition, the manner in which adults engages students lead to recurring conflicts. School-wide discipline surveys are administered bi-monthly to monitor staff perception about school-wide discipline, safety, administrative support and physical environment. The survey has three broad categories. Category1 gives a score of 10 which means the school "The school does well." Category 2 gives a range 5-9. Any score in the range means "The school does ok." Category 3 has a range of 1-4. Any score in the range means "The school needs to do much better." Table 8 show staff perception of how well the school is doing.

Table 8

Survey results by date, respondents, points, raw score and percent, 2010

Period	Number Respondents	Percent	Change
September 2009	38	49.0	
November 2009	30	54.0	5
January 2010	21	63.0	9
March 2010	37	52.0	(11)

Source: School wide discipline survey, 2009-2010

Although our staff perceives the school as doing OK (category 2 score) as measured by the scores in the percent column, the change from month to month fluctuates. The aim of the school is to move from doing ok (a score greater than 50%) to Category 1 (The school does well). Presently, a school climate team conducts public notifications on school wide survey findings, the school's discipline system and procedures. The team and its systems require time and other resources to sustain its work.

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## 2. Schoolwide reform strategies that:

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



### THINKING MAPS AS TOOLS FOR SCHOOL IMPROVEMENT

During the 2011 school year, IS 229 will embark on an initiative for whole school reform to mitigate the areas that blocks progress toward meeting its AYP accountability targets. Highlighted below are attributes of thinking maps, the design of the initiative and the required professional development investment for teacher preparation. The initiative is supported by our Network, the Maverick Educational Partnership-CFN 9.

The whole school improvement strategy that will be adopted is "Thinking Maps" as tools for multiple Modes of understanding for students and teachers in classrooms at all levels. Figure 1 list the maps and their uses. For example, the circle map is used to define an idea in context and the bubble map is used for descriptions. The present synthesis of research and applications of thinking maps deals with common visual language for generation and organization of ideas, problem solving and concept development and for dialogue and reflective thinking.

A key benefit thinking maps bring is transforming teaching and learning from didactic teaching toward interactive teaching and learning. For instance, thinking maps have provided the foundation for interactive, practical classroom approaches for teaching. The foundation of the thinking skills approach rest on Dewey's view of thinking as being the discovery of connections that are linked backward and forward through experiences..

Figure 1

Thinking Maps and their use

Thinking Map	Use of thinking maps
Circle Map	Defines an idea in context. This can be done with or without a frame of reference. It is used for brainstorming ideas.
The bubble map	Used for descriptions. The thinking process for describing things is based on the use of words and numbers that identify qualities: character traits (communication skills), attributes (mathematics), and or properties (science) of things...
The double bubble map	The double bubble map is a tool for comparing things, ideas, people, historical figures, and even cultures while simultaneously organizing the ideas for comparison writing prompt
The tree map	Classifying is given as the process of sorting things into categories or groups and creating new categories, often according to common qualities. Used for sorting ideas in detail, giving the main idea and supporting ideas. Drawing and images can be made on the map to help with recall.
Brace map	Used to show components parts and subparts of a physical object and is different from a tree map which is used for abstract categorization of group of things
Flow map	Outlines the order of events and the sub stages and students can use it to order and sequence information
Multi- Flow map	Students can use it to show and analyze cause and effect of an event and what might happen
The bridge map	Is a tool that students can use to show analogies. A relating factor that fits both sides of an analogy is given and pairs that have this relationship are written on the bridge.

Source: Madiri, 2008

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.

IS 229 anticipates this initiative will better prepare English Language Learners for academic success by improving learners' reading, writing, speaking, and listening comprehension skills. Rosetta Stone Classroom is a scalable, customizable solution, meaning literacy instruction is

matched to students' unique strengths and needs. When literacy instruction is matched to students' unique strengths and needs, students learn to effectively communicate their ideas and show what they know, making them better prepared for academic success.

Rosetta Stone will provide on line access to Rosetta Stone Classroom and Rosetta Stone Manager. Rosetta Stone will also provide implementation training so administrators can be well versed in the program and will be able to integrate Rosetta Stone Classroom into the initiative with students, faculty and parents. Two types of training will be provided:

- Best Practices training with school leaders and Parent Involvement Coordinators. This training is specifically designed to support schools implementation roll out plan.
- A school-based training on the best practices to blend Rosetta Stone Classroom into instruction.

### EDUCATORS FOR SOCIAL RESPONSIBILITY (ESR)

As of May 31, 2010, there were twenty-seven suspensions – 13 superintendent suspensions. On several occasions police intervention was required. Teachers report classroom behavior negatively impacts their ability to deliver effective instruction. As a whole, students have a great deal of difficulty dealing with conflict resolution. The rise of handheld devices and social online forums such as AIM, Twitter and face book has enfranchised students by increasing their use of online resources. This has also resulted in significant cyber-bullying among students. Five of the thirteen superintendent suspensions were associated with cyber-bullying.

The way IS 229 envisions building an effective advisory program in school year 2010-2011, is by introducing the program to the population that needs it the most, i.e. students with disabilities, multiple holdovers and English Language Learners. We intend to provide professional development for a core group of advisory teachers, who will serve as the turn-key for years to come as we plan to expand the program to include everyone at IS 229, adults as well as students. Two programs offered by ESR will be implemented. The Programs are as follows:

#### Intervention 1

##### Designing and Implementing an Effective Advisory Program

ESR's approach to advisory programs is guided by the principles of youth development and personalization. Effective advisory programs are an important vehicle for ensuring that every student feels known, heard, and understood. They make meaningful connections with other students and with adults. Students gain key academic and social competencies that they will need for success in school and in life. They are placed where students can learn and practice social skills for dealing with issues like conflict, violence, bullying, harassment, prejudice and discrimination.

#### Professional Development

ESR offers a process that takes a school through the steps of establishing or redesigning an advisory program from start to finish making sure that all constituencies have a say in the goals, structure, and content of the advisory program. This comprehensive process includes: 1) a study and investigation phase; 2) a planning and design phase; 3) an activity mapping phase; 4) training for advisors, and; 5) follow-up support to help ensure effective implementation.

ESR's planning process will help the advisory planning team design an advisory program that meets the specific interests and needs of faculty, students, and parents. The advisory planning team will learn about various advisory models so that they can make informed decisions

about the best design for their school. At the center of the planning process are eight key issues: (1) purpose, goals, and student outcomes; (2) delivery model; (3) scheduling and frequency; (4) size and grouping; (5) curricular and activity content; (6) assessment; (7) advisor roles; and (8) training and support. The team will answer questions related to these issues in order to build faculty consensus on the final design and implementation time line.

In addition, ESR will provide an orientation and training program for advisors to ensure that they acquire the skills, develop the comfort level, and gain the knowledge to be effective in this role. They will become familiar with a range of activities that address typical goals for advisory such as community building, academic advisement and coaching, study skills, meta-cognitive and life skill development, and career and college readiness.

### Methodology

The methodology for planning and work sessions will include critical inquiry and data analysis, strategic planning and brainstorming, small group problem solving, and critical reading. Course methodology will include presentations on adolescents' developmental needs and resiliency research, self reflection, role-plays and debriefing. Participants will also learn how to "map" an advisory program for the year to incorporate self-perpetuating rituals and grade-level articulated activities.

### Program Design

The program design consists of:

- A one-day site visit including an introduction to advisory, review of major design considerations, and launch of the study and investigation phase for an advisory steering committee and a meeting with the school leadership team
- A two-day site visit that includes a planning and design session for the advisory steering committee, a meeting with the advisory coordinator, and a meeting with the school leadership team
- A day-long school visit that includes a presentation to the entire faculty, working session with the advisory coordinator, and meeting with the advisory steering committee
- A five-day writing institute with a small group that is responsible for "mapping" advisory for the year, articulating grade-level benchmarks, expectations, and activities, and creating the activities section of an advisory notebook for all advisors.
- Three days to review, edit and provide feedback about advisory session agendas and materials
- Two days of training for faculty advisors (whole days, half days, after school)
- Four day-long follow-up sessions including planning sessions with the advisory steering committee, work sessions with the advisory coordinator, observation and coaching for individual advisors, planning and problem solving sessions with teams and individuals during prep periods, and additional training for faculty advisors

o Help provide an enriched and accelerated curriculum.

□

Achieve3000 is web-based and available 24/7 allowing more time-on-task – whether in a whole group, small group or individualized setting. Students are engaged because the content provided is authentic and relevant, based upon real-world high interest contemporary news articles. It encompasses all learning profiles by providing audio support, ability-appropriate fonts and colors and reporting. SWD will benefit from the intervention in the following manner.

- o An Individual Student Academic Profile is created as an end-result of the Level Set Assessment, making it easier for teachers to administer prescriptive assignments to students as needed to follow their IEP.

- o Enables students with diverse learning abilities to move forward, step-by-step to achieve success in reaching their individual academic goals. Differentiated instruction, geared to each student’s learning level, ensures that students are working at their optimum level.

- o Meet the educational needs of historically underserved populations.

This will be achieved by

AIS Instruction

Extended Time

Afterschool programs

SES programs

- 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.

**Improve academic outcomes for English language learner and/or improve academic outcomes for students identified in other low-performing subgroups .**

Struggling students will make gains of 1-2 grade reading levels, on average, in the foundational skills that are critical for reading and learning.

Struggling students are exposed to comprehension strategies, content area and academic vocabulary and will utilize those words and comprehension strategies across content areas.

Achieve3000 supplies the cognitive and language skills needed as a basis for reading, listening, thinking, and participating successfully in the classroom across content areas.

With Achieve3000, all students – regardless of level – read about the same topics and cover the same grade-level standards. The reading level of the content, however, is matched to student’s ability so each child is working in his individual zone of proximal development.

Students performing at or above grade level (typically Tier 1) are exposed to content that is close to grade level. The sophistication of the vocabulary varies based on reading level, and the most advanced readers are presented with complex critical thinking and writing activities.

Achieve3000 provides a variety of effective instructional features and strategies common to instruction of English Language Learners.

Achieve3000’s philosophy is to provide the appropriate amount of scaffolding, depending on each student’s needs and the school’s and teachers’ pedagogical approach.

- 2) A Spanish Support version that provides scaffolding in Spanish to move the student steadily towards proficiency in English. 3) A Full Spanish version that provides a complete Spanish equivalent to the English program.

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

□

IS 229 anticipates this initiative will better prepare English Language Learners for academic success by improving learners’ reading, writing, speaking, and listening comprehension skills. Rosetta Stone Classroom is a scalable, customizable solution, meaning literacy instruction is matched to students’ unique strengths and needs. When literacy instruction is matched to students’ unique strengths and needs, students learn to effectively communicate their ideas and show what they know, making them better prepared for academic success.

Rosetta Stone will provide on line access to Rosetta Stone Classroom and Rosetta Stone Manager. Rosetta Stone will also provide implementation training so administrators can be well versed in the program and will be able to integrate Rosetta Stone Classroom into the initiative with students, faculty and parents. Two types of training will be provided:

- Best Practices training with school leaders and Parent Involvement Coordinators. This training is specifically designed to support schools implementation roll out plan.
- A school-based training on the best practices to blend Rosetta Stone Classroom into instruction.

3. Instruction by highly qualified staff.

□

The school improvement team will monitor and provide material support and ensure that the interventions are implemented as intended. The team will consist of the Principal, APs, Network Liaison, UFT Chapter Leader, Lead teacher, Network representative. School Leadership

Team, Inquiry Team Leader, vendor representative and a member from the guidance team will lead all PD activities necessary to reduce the number of over age students and improve student performance in ELA and science. The team will meet bi-weekly to reflect on all program activities and update PD and program plans to ensure that they are in alignment with school-wide improvement plan. Figure 3 lists the support initiatives and the components of each one.

Figure 3  
Program coordination with other support initiatives

<p>Common Core Standards</p> <ul style="list-style-type: none"> <li>Performance based assessments</li> <li>Assessment for learning</li> <li>Thinking Maps</li> </ul>
<p>Special Education Reform</p> <ul style="list-style-type: none"> <li>Programming</li> <li>Scheduling</li> <li>Access to general education curriculum</li> </ul>
<p>Multiple Holdover reform (MHO) Task Force</p> <ul style="list-style-type: none"> <li>Individualization</li> <li>High school progress monitoring</li> <li>Leadership program</li> <li>Mentoring</li> </ul>
<p>SINI Grant</p> <ul style="list-style-type: none"> <li>Rosetta Stone (ELLs and Parents)</li> <li>Additional instructional Time</li> <li>Achieve 3000</li> <li>Designs for Thinking</li> </ul>
<p>AIS</p> <ul style="list-style-type: none"> <li>Learning.Com (Math and Science)</li> <li>Inquiry Team (Overage Students)</li> </ul>

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.



All teachers will be engaged in on-going professional development specifically tailored to their needs once weekly. Our professional efforts will include: Grade specific topics:

- How to accelerate students
- Mathematics
- Literacy/Social Studies
- Science
- Exit Projects
- Professional Learning Community for establishing an environment focused on improving student achievement.

#### Parent Training

All parents will be involved in a Parent Orientation Session. In addition, workshops and consultations will be made available by:

- Pupil Personnel Community
- Parent Association
- Instructional Support Team
- Community Based Organization
- Parent Coordinator

#### Guidance Component

The Guidance Counselors will:

- Provide continuous feedback to parents via phone calls, letters, conduct sheets, and conference with child...
- Make these students part of their caseload.
- Provide small group counseling 1:5.
- Provide tutoring 1:1 – 1:5.
- Provide a list of resources to parents.
- Interface with external agencies on behalf of students and parents. This includes health clinics and other organizations.
- Involve School Based Support Team, CBOs Partnership with Children/Global Kids when needed.

#### Collaboration by teachers and Other Staff

- Hold weekly case conferences regarding high priority students with teachers, social worker and other relevant staff.
- Attend, and occasionally present at, weekly assemblies and advisories.
- Observe students in class and work with teachers to come up with behavior plans for students who are presenting with behavioral problems that evolve from guidance related issues.

- Institute a referral form to be used by all teachers and staff when referring any student to Guidance Counselor or Social Worker.

#### Attendance Improvement

##### Attendance Team will:

- Improve communication of school-wide attendance policies by reviewing said policies in weekly attendance team meetings.
- Communicate information between among grades through attendance at weekly Attendance Committee meetings and regular weekly assemblies and advisories.
- Provide clear communication of attendance procedures through announcements, memos, meetings, and Professional Development with staff and the Daily Briefs newsletter.
- Work closely with Network Attendance Teacher by meeting on a weekly basis, and including Attendance Teacher in weekly Attendance Committee Meetings.

#### Collaboration with Parents

##### Family Workers will:

- o Call home daily regarding regular group and individual counseling sessions.
- Call home regarding upcoming events to be sure that parents are informed
- Continue holding Attendance Awards Ceremonies each semester where parents and children are invited to celebrate attendance achievements.
- Collaborate with other staff to provide parents with workshops, celebrations, and meetings at I. S. 229.

#### Attendance Component

The attendance coordinator in cooperation with the Family Worker, Attendance teacher, and Attendance Committee will monitor attendance. The guidance counselor will receive copies of monthly attendance for proper follow-up.

- Phone calls will be made daily
- Post cards mailed out on second day
- Home visits: outreach by family workers

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

Currently our strategies for recruiting highly qualified candidates include

1) Based on the school's needs we accepting recommendations from the Office Teacher Recruitment and our Network Personnel Liaison.

- 2) We accept qualified recruits from AmeriCorp and the Teaching Fellows Program.
  - 3) We intend to partner with the local colleges and universities to recruit interns and new teachers
6. Strategies to increase parental involvement through means such as family literacy services.



Our parent involvement strategies for this year include:

- 1) Parenting Workshop Series
- 2) GED classes
- 3) Computer Training Classes
- 4) Parent Information Sessions for Web Resources
- 5) Recruitment of parents for the School Leadership Team

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.

Not applicable

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.

Teacher representative, by grade and content, collaborate with the coach and the Test coordinator to design assessments for English Language Arts, Math, Science and Social Studies. We will also incorporate the use of Thinking Maps across the curriculum. The infusion of Technology programs such as Achieve3000 and Rosetta Stone will promote strategies and foundations for achieving success.

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.



Our special education students and ESL students were identified for various Academic Intervention Services (AIS) including Wilson, Wilson: Just Words, Rosetta Stone and Achieve 3000.

In addition, our AIS program is tiered. Our Level 1 and low Level 2s are in Tier I; high Level 2s and Low 3s are in Tier II; and high Level 3 and Level 4 are in Tier III. The AIS providers use various comprehension materials and Achieve 3000 to enrichment and advanced level reading/writing instruction during the school day. The students are assessed in 6 week cycles using Performance Series to determine their reading comprehension levels.

Teachers are expected to use ongoing formative assessments including our school wide biweekly assessments to provide guided instruction based on students' needs. All students' academic levels are assessed using school wide baseline, midline and endline assessments.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



We coordinate with the following organizations

1. Leadership Program during the day and afterschool
2. Bronx Arts Ensemble--Arts program
3. Police Athletic League
4. Educator for Social Responsibility
5. The Morning side Center Teacher for Social Responsibility
6. Astor Clinic

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

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Local	Yes			461,148.42	True	All Goals

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

5. Provide instruction by highly qualified teachers;

n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a

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

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

**NCLB / SED STATUS:** Corrective Action (year 2)  
- Comprehensive      **SURR PHASE / GROUP (IF APPLICABLE):**  
**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.  N/A
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.

FOR WHOM ?	The school developed structures for <b>monitoring and evaluating each student's progress</b> through 2010-2011 school year and for flexibility adapting plans and practices to meet our goal for the school year.
CONCERNS	<p><b>1. Triangulation of Data ( New York State Science Test/Baseline Assessment and Student Work) Show:</b></p> <p>Increase of students scoring at level 2 by 4 percent from 2010-2011. African American Males continue to score level 1 on the State Test. Economically disadvantage students score level 1 on the State Science test</p> <p>Only sixty-five students were present to take the Baseline Assessment. Eighty five percent of the students who took the test scored at level 1 as measured by the New York State Science Exam the remaining fifteen percent scored at a low level 2</p> <p>African American males continue to score at level 1</p>

<p>ADJUSTMENTS</p>	<p>Majority of students including economically disadvantaged students continue to score at level 1</p> <p>The school notified parents via letter about the current state of science at IS 229. During the September Staff Conference, the Assistant Principal in-charge of Science reiterated the importance of creating a culture where science education is valued. Incentives will be given out to classes with the highest attendance during test simulations. All eight-grade students will go on a trip to The Liberty Science Center in March of 2011.</p> <p>Collaborated with Science and ELA to “back load” and teach students test taking strategies. Beginning the week of February 25 literacy teachers will discuss and go over the anatomy of the Grade Eight Intermediate Science Exam with all eight-grade students. (See Kaplan Advantage New York Science Pacing Calendar)</p> <p>During the week of 2/8/11 students will conduct research project on Cells and the Body System to build their schema (content knowledge about cells and the body system)</p> <p>During the week of 2/8/11 five veteran staff members will begin to provide AIS (Academic Intervention Services) with African American Males for four periods a week. This initiative is scheduled to end on April 16</p> <p>All eight grade students are required to write science goals All eight grade students are required to maintain a Science Portfolio</p>
<p>INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENTS- How will we know our strategies are working?</p>	<p>Twenty two percent of students will score level 2 or above on Mini-test at the end of each unit during intervention period</p> <p>Thirty five percent of all students will score level 2 or above on research projects</p> <p>Thirty five percent of students will score level 2 on portfolio pieces</p> <p>Twenty two percent of students will score at level 2 or above on Midline test to be administered during the week of 2/08/11</p> <p>Twenty two percent of students score level 2 or above on Teacher generated periodic assessments</p> <p>Students use of vocabulary words during student –to-student interactions and student -to -teacher interactions</p> <p>Students writing on extended response questions</p> <p>Twenty two percent of students score level 2 or above on Full-Length Practice Test week of April 19-23</p> <p>Level 3 and above Exit Projects displayed at the New York Museum of Natural History (Urban Advantage Program)</p>
<p>FOR WHOM?</p>	<p>The school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments</p>

<p>CONCERNS</p>	<p>Teacher (s)</p> <p>Teacher #1 has the content knowledge is comfortable with conducting hands-on experiments with the children. This is the teacher’s second year as a science instructor.</p> <p>Teacher #2 has the content knowledge but is not able to deliver to the students. There needs to be a smooth transition from her predecessor. The teacher has to establish rituals and routines (classroom management).</p> <p>Teacher #3 lessons are broad and innovative. The teacher needs to have focus lessons and serve as a facilitator.</p> <p>Teacher #4 overwhelmed by the amount of “catch up” that has to be accomplish in order to fill the gaps in students content knowledge so that they will be able to achieve mastery on the test.</p>
<p>SUPPORT</p>	<p>Teacher#1 is paired with Teacher #2 who has the content knowledge and classroom management strategies. Teacher #2 also has in-house new teacher mentor and from (CUNY) teacher participates</p> <p>Teachers have the opportunity to have clinical supervision by assistant principals, including the principal. The teacher also received assistance from ELA and colleagues. Teachers have the opportunity to share best practices with colleagues during common planning (Professional Learning Center).</p> <p>Professional development for the REWARDS program to assist special education and academic intervention teachers to improve delivery of instructions.</p> <p>Professional development for WILSON reading system to increase decoding skills, vocabulary and reading comprehension skills for special education students.</p> <p>Supplemental classroom libraries with books on tape in the areas of social studies and science to support the special education population</p>
<p>INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENTS- How will we know our strategies are working?</p>	<ol style="list-style-type: none"> <li>1. Meet benchmark goals. Take initiative to improve professionally.</li> <li>2. Teacher will continue to participate in in-house as well as attend SUNY- Purchase partnerships and CUNY partnerships</li> <li>3. Teachers #3 and #4 will implement strategies learned at the Urban Advantage (Museum of Natural History Professional Development Opportunities) science initiative with their students</li> </ol>

FOR WHOM?	Teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas.
Monitoring System	<ul style="list-style-type: none"> <li>Standardized tests</li> <li>Teacher Made Activity Based</li> <li>Writing descriptions</li> <li>Pairing</li> <li>Sharing</li> <li>Homework</li> <li>Portfolios</li> <li>Projects</li> <li>Journals</li> <li>Assessments</li> </ul>
ADJUSTMENTS	<ul style="list-style-type: none"> <li>Pair and share (language problems)</li> <li>Re-teach using different strategy</li> <li>Lunchtime work with teacher</li> <li>Literacy strategies</li> </ul>
INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENTS- How will we know our strategies are working?	<ul style="list-style-type: none"> <li>Student's writing pieces</li> <li>Student's use of instructional vocabulary words</li> <li>Student's ability to assist other students who need help</li> </ul>

**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.

Teachers will be engaged in on-going professional development specifically tailored to their needs once weekly. Our professional efforts will include: Grade specific topics:

How to accelerate students

Mathematics

Literacy/Social Studies

Science

Exit Projects

· Professional Learning Community for establishing an environment focused on improving student achievement

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

Network Liasons will conduct Professional Developments  
Network Support for Teachers

Interschool visitations

Modeling by Coach and Mentor

Inter-class visitations

Conferencing with mentor and coaches

Use of DOE new teachers resource tools

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.

Parents will have the opportunity to:

attend parent workshops

monthly newsletter

PA Bulletin board

school phone messenger

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

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

We currently have 9 students listed as living in Temporary Housing.

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

We plan to continue offering Students in Temporary Housing counseling services during school hours to assist them in dealing with their present transition and discuss any emotional concerns they may have. These services will be provided by their designated Guidance Counselor, and Social Worker. Outside referrals will be made if necessary. Emphasis will be placed on ensuring that the students have required attendance and resources needed to successfully perform in school. Students will also be encouraged to attend after school tutoring and extra-curricular activities. The school will continue to collaborate with any and all known outside service providers that serve all of our Students in Temporary Housing. Outreach to parent(s) and/or guardian(s) will also continue to ensure that we are well informed on any situations that are of concern to our students.

**Part B:**

**Part B - For Non-Title I Schools**

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



## **CEP RELATED ATTACHMENTS**

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

**File Name - 28\_09X229\_111010-100901.doc**

**IS 229 LAP Narrative  
2010-2011**

## **Part I. School ELL Profile (See Appendix 2)**

For the past three years we have provided Free Standing English as a Second Language (ESL) instruction for our English Language Learners (ELLs). This year we continue to provide Free Standing ESL instruction. Our ESL teachers continue to use *Inside* from National Geographic-Hampton Brown to improve students' English language proficiency as well as the *Achieve 3000* program to improve students' vocabulary development and reading comprehension skills. This year we will implement the *Rosetta Stone* program to further develop students' English language proficiency.

## **Part II. ELL Identification Process**

When parents come in to register their children, the office staff responsible for student registration will speak with the parent. Once the office staff is aware that the child is new to the Department of Education (DoE) system and the home language is one other than English the staff member notifies one of our licensed and certified English as an ESL teachers. The ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an oral interview in English. If the ESL staff member does not speak the parent's native language he/she contacts the Translation and Interpretation unit to have someone communicate with the parent in their native language.

Parents have the opportunity to view the parent orientation video during their initial visit. If this is not feasible then the parent and the child are invited to attend an ELL Parent Orientation Session. Letters or flyers printed in English, Spanish and French are sent out to parents regarding the ELL parent orientation session. Additionally, we use our phone message system or home visit to remind parents of the upcoming session. During the parent orientation parents have an opportunity to view the video, obtain information about the various programs available to ELLs as well as any additional information relevant to ELLs.

After viewing the video, the ESL teacher explains the three program options: Transitional Bilingual, Dual Language and Free Standing ESL. As needed we will contact the translation unit for assistance in translating the information into languages other than Spanish or French. Subsequently parents are asked to complete the Parent Survey and Program Selection Form. If the parent does not complete the Parent Survey and Program Selection Form during the orientation session then they are given a week to submit it.

If the parent chooses a program that we do not offer then the ESL teacher explains to the parent that 1) we currently offer Free Standing English as a Second Language, 2) the parent has a right to transfer their child to a school that has their desired program and 3) a Dual Language or Transitional Bilingual program will be implemented at the school if there are at least fifteen students across two consecutive grades with the same native language and parents still express interest in either of these programs.

After the initial parent orientation, subsequent meetings are scheduled since our ELLs are admitted throughout the year. We may also schedule the parent orientation session on our Parent Teacher Conference Day. In the event a parent is unable to attend the orientation sessions we schedule one-to-one meeting.

The next step in the identification process is the administration of the formal assessment. After ELLs are enrolled the ESL teachers administer the Language Assessment Battery (LAB)-R within the first 10 days of their arrival. Once the student takes the LAB-R and their exam is hand scored. If an ELL is eligible for the Spanish LAB he/she will be given that exam as well. The ESL teacher identifies the student as a Beginner, an Intermediate or an Advanced ELL and keeps a record of students' scores. The LAB-R is then submitted to the appropriate assessment facilitator at the district level. The ESL teacher then gives the student an Entitlement Letter in English, Spanish or French and must return the signed copy within a week. If the letter is not available in the parent's native language it is translated before the parent receives it. During this time the ESL teacher and/or parent coordinator will follow up on any questions the parents may have and to let them know if the signed Entitlement Letter is not returned then their child will be identified as a student in need of a Transitional Bilingual program. Once the parent returns the signed letter the student is assigned a permanent class.

As the ELL students continue their education within the DOE system each year they take the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teachers work in conjunction with the school's Test Coordinator and Test Administrator to update the list of students eligible to take and those students who are no longer eligible, as evidenced by an overall NYSESLAT result of Proficient. The ESL teachers provide direct test prep instruction in preparation for the NYSESLAT as well as daily language support in the students' English Language Arts (ELA) classes. Before the test administration period, the ESL Teacher and the Test Coordinator will group the students according to their grade level band and test modifications (if necessary). At the beginning of the NYSESLAT administration period the ESL teachers will assess student individually for the speaking portion of the exam and subsequently assess groups of students in the remaining three modalities on the dates specified. Any students who were absent for any portion of the exam are given an opportunity to take a make up.

Within the past few years our Parent Survey and Program selection Forms indicated that approximately 90% of our parents requested Free Standing ESL. Almost all of the parents for our francophone ELL population, the remaining African ELL population and the

majority of our Spanish ELL population request Free Standing ESL. As our francophone population grows it is very likely we may implement other programs, either Transitional Bilingual or Dual Language in French if parents opt for it. If the trend shifts for our Spanish ELLs we may implement a Spanish bilingual or dual language program as well. We will survey parents to identify their program preference for the next school year.

### **Part III. (d) Programming and Scheduling**

Currently, we provide Free Standing ESL instruction. Our ESL teacher push-in to ELA and math classes. Students have double blocks of 90-minute instruction in these subjects daily. The ESL teachers' schedules are designed to meet the mandated instructional units under CR Part 154. Our beginner and intermediate ELLs in all grades receive eight periods of instruction. The advanced ELLs receive four periods of ESL instruction. The teachers provide pull out services for the beginners and intermediate level students during the 37 ½ minute instructional period.

When the ESL teacher pushes in he/she uses Thinking Maps as visual tools to support critical thinking, paraphrases the content, explains terminology and physically demonstrates concepts to aid students' comprehension and vocabulary development in ELA and the content areas. For pull-out instruction, he/she uses the Inside curriculum materials in conjunction with the following strategies; use of visual aids, oral presentation of information, repetition, analogies and role play to aid students comprehension and vocabulary development.

During the 2009-2010 school year, our ELLs made more progress on the New York State ELA exam and the majority of them are making steady progress on the NYSESLAT. We will continue to use the *Achieve 3000* program to differentiate our reading instruction. We will implement the *Rosetta Stone* program for additional language support for our ELLs, particularly those who are still at the Beginner level and our Newcomers. The ESL teachers will continue to use the curriculum materials from *Inside* including leveled texts for different proficiency levels, classroom libraries, computer adaptive software and online assessments. As next steps the ESL and ELA teacher will provide more opportunities for ELLs to listen to text read aloud or on tape and 2) engage in independent reading in English as well as independent reading in Spanish and French for native language support.

Currently we have very two SIFE students, one of which has progressed steadily in the last three years, achieving a Proficient status in the Listening/Speaking modalities and an Intermediate status in the Reading/Writing Modalities on the 2010 NYSESLAT. The other SIFE student has achieved an Independent status in the Listening/Speaking modalities as well as in the Reading/Writing modalities. In an effort to acclimate our SIFE students to life in the United States, particularly attending middle school, we take these students on field trips to assist them in understanding the culture of their immediate community and New York City. The ESL teachers provide discrete language instruction

for these students, including letter recognition and basic phonemic awareness. These students participate in the 37 ½ minutes instructional period.

Our Newcomers are paired with a buddy who speaks their native language and/or is of similar cultural background to assist them in getting acclimated to the school community. They receive eight periods of ESL instruction once they are identified as a Beginner or Intermediate level student. Similar to their peers the Newcomers use the *Achieve 3000* program to improve their reading and writing proficiency. Our Spanish speaking newcomers can also access the program in Spanish, as needed. This year they will also have the opportunity to use the *Rosetta Stone* program for additional language support. Like the Newcomers, our ELLs in special education have the opportunity to use the *Achieve 3000* program three times a week regardless of their sub group status. Some of them receive instruction in the Wilson program five times a week.

Our ELLs who have 4-6 years and our Long term ELLs also use the *Achieve 3000* program. We use the Scantron Performance Series as a baseline assessment of the students' reading rate, lexile level and grade equivalent. Based on this data the students are grouped for guided instruction in their ELA class. We also use the data to group students for AIS in reading and writing, to prepare them for the New York State ELA exam and to move them toward proficiency on the NYSESLAT. The students will also take the Performance Series assessment again midyear and at the end of the year. These assessments are administered in addition to the ELL Interim Assessment. The data from these assessments will be used to organize the students for their AIS groups for ELA and Math. Content area concepts and vocabulary are addressed through ELA and in the *Achieve 3000* program.

After our ELLs reach proficiency on the NYSESLAT they still receive AIS support for ELA and Math. We strongly encourage them to participate in the Supplementary Educational Services (SES) to receive individual or group tutoring. Additionally, our ELLs have the opportunity to participate in our afterschool program, Excel, which focuses on math, science and technology. This year we will also have a Saturday Academy for ELLs to support their move towards greater English proficiency.

As we continue with our Free Standing ESL program we will continue to use *Inside*, *Achieve 3000* and *Wilson* programs. We will continue to use the English and Spanish version of our science and social studies curriculum materials. We will include more the Spanish edition of our Math text to support our ELLs who are native Spanish speakers. During this school year we will implement the Aha Math program in an effort to assist our ELLs in developing their math skills and content vocabulary.

Apart from the curriculum resources and programs, many of our ELLs participate in our extra-curricular activities including the Art club, Drama Club, Costume Design and Chess. This year our students also have the opportunity to participate in the following programs: Film Making and Flag Football and the Police Athletic League's (PAL) recreation program. We are still challenged in planning activities to for our Newcomers before they enroll due to the fact that our Newcomers typically enroll any time after the

school year has started. However, our Newcomers are encouraged by staff and their peers to participate in the extracurricular activities offered at the school. Their participation in these activities contributes greatly to their acclimation to the school community as well as their assimilation into American culture.

#### **F. Professional Development**

Our professional learning sessions for our ESL teachers, special education teachers, content area teachers include the following topics: a) the use of data to drive instruction, b) looking at student work, c) differentiating instruction d) using ESL strategies in the content areas e) developing academic vocabulary, f) writing in the content areas for ELLs, g) lesson planning, h) Achieve 3000 training,) QTEL training and Thinking Maps training. Our guidance staff and Parent coordinator attend professional learning sessions offered by our network organization as well as the DOE's seminars, workshops and training sessions.

To support the ELLs as they transition to middle school, we host a 4<sup>th</sup> grade Parent In addition, the counselors from our partner organization, The representatives from the *Leadership* Program work with our students who are deemed at risk because of attendance issues, meet with students for individual or group counseling sessions. The school's guidance counselor provides weekly class sessions focusing on socio-emotional development and community building in the classroom. Our social worker and related services guidance counselors facilitate advisory sessions in the 7<sup>th</sup> and 8<sup>th</sup> grade.

Staff members including non ELL teachers have the opportunity to participate in ELL training sessions as per Jose P., at different intervals through out the year. Our staff is also encouraged to revisit their training via follow up professional sessions offered by our school, our network organization, the United Federation of Teachers and the Office of English Language Learners.

In an effort to involve everyone in meeting the needs of our ELLs, we are working diligently to getting parents involved in their children's education. This year we are presenting parent workshops on topics ranging from Homework Help to Resume Writing. Each workshop is an opportunity for us to improve our connection with parents by meeting their needs as well as the needs of their children. We've also taken steps to strengthen our relationship with our francophone ELL families, which has been a challenge in the past primarily because of the language barrier. Some of our ELLs from African countries speak French, but many of them speak a variety of languages including Twi, and Fulani. This year we will continue with the French club for native and non-native speakers and we have established a partnership with the French Heritage Program to promote the culture interests of the francophone ELL students.

#### **Part IV. B Assessment Analysis**

We use the Scantron Performance Series as a baseline assessment of the students' reading rate, lexile level and grade equivalent. Based on this data the students are grouped for

guided instruction in their ELA class. We also use the data for to group students for AIS to support their reading and writing skills and to prepare them for the New York State ELA exam.

When we reviewed the data from the NYSESLAT it indicated that most of our students develop their listening and speaking skill in English at a faster rate than they develop their reading and writing skills in English. The results of the 2009-10 New York State English as a Second Language Assessment Test (NYSESLAT) and LAB-R results indicated only 5% of our ELLs are beginners in listening and speaking, while 21% are beginners in reading and writing. At the intermediate level 10% for listening and speaking and 45% for reading and writing. At the advanced level 50% for listening and speaking and 32% for reading and writing. At the proficient level 35% for listening and speaking and 2% in reading and writing.

The data indicates we need to provide more opportunities for our ELL students to strengthen their writing proficiency in English. Our students continue to progress in listening and speaking at faster rate. We will continue to use the Achieve 3000 program to improve students' reading proficiency. We will also utilize the Rosetta Stone program to improve students proficiency in all four modalities: listening, speaking, reading and writing. Teachers and students will also utilize The Good Writer's Guide to support students writing skills.

The New York State English Language Arts (ELA) exam indicated only 13% of our ELL students performing at Level 3, an increase of 7% from 2009-2010. On the 2009-2010 New York State Math exam 33% of our ELL students performed at Level 3 or above, an increase of 11% from 2007-2008. The data clearly shows that our ELL students are performing better in mathematics and making more progress than in English Language Arts.

Based on the data above our ESL teachers will provide push in services the majority of the time. When the ESL teachers push in to the classes they work with the ESL to improve their comprehension in ELA and their development of academic vocabulary in their content area classes. The ESL teachers will also incorporate the use of Thinking Maps as visual tools to help students

What we have learned from the assessments is that our ELLs lack the background knowledge needed to be able to 1) transfer to English, 2) make connections, 3) understand content area material and 4) write appropriately about topics in ELA and the content areas. Both our Spanish speaking ELLs and our non-Spanish speaking ELLs have developed their listening and speaking proficiency use their native language for social communication far more than for communication about academic content and.

Currently, our Spanish speaking staff members provides support for the Spanish speaking ELLs. We also have a staff member who is a native French speaker who provides support for our francophone ELLs. Additionally, our curriculum resources include classroom

libraries in Spanish We are in the process of acquiring classroom libraries and other resources for our francophone ELLs.

Through out the year we will continue to use quantitative and qualitative data to determine the success of our ESL program. The quantitative data will include: 1) the percent of ELLs meeting or exceeding the standards on the New York state ELA, Math, and Science Exam 2) the percent of ELLs making at least one year of progress on the New York State ELA and Math exams, 3) the progress students make as per the data from Performance Series, Achieve 3000 and Rosetta Stone 4) the percent of student who earn a Proficient on the NYSESLAT, 5) report card grades, 6) teacher assessments and 5) the percentage of Long Term ELLs.. Our qualitative data will include 1) students' ELA portfolio which includes a variety of writing samples, 2) teacher's evaluation of ELLs progress, 3) feedback from ESL and content area teachers on the effectiveness of the ESL program, 4) feedback from ESL students on the effectiveness of the ESL program.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 229 Roland Patterson					
<b>District:</b>	9	<b>DBN:</b>	09X229	<b>School</b>		320900010229

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.9	89.7	90.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	99	82	0				
Grade 6	81	101	87				
Grade 7	100	71	78				
Grade 8	98	80	67				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	1				
<b>Total</b>	<b>378</b>	<b>335</b>	<b>233</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.1	93.9	86.5

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	87.1	85.8	96.7

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	9	77	13

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	9	16	9

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	51	65	41	Principal Suspensions	66	57	9
# in Collaborative Team Teaching (CTT) Classes	7	0	13	Superintendent Suspensions	19	42	13
Number all others	18	17	13				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	69	59	TBD	Number of Teachers	52	50	47
# ELLs with IEPs	5	23	TBD	Number of Administrators and Other Professionals	16	15	10

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	2	5

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	21	39	% fully licensed & permanently assigned to this school	100.0	100.0	93.0
				% more than 2 years teaching in this school	67.3	68.0	78.7
				% more than 5 years teaching anywhere	53.8	58.0	68.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	80.0	91.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	95.6	87.1
Black or African American	56.3	50.7	45.9				
Hispanic or Latino	41.3	48.7	54.1				
Asian or Native Hawaiian/Other Pacific	2.1	0.3	0.0				
White	0.3	0.0	0.0				
<b>Male</b>	54.8	50.7	49.4				
<b>Female</b>	45.2	49.3	50.6				

#### 2009-10 TITLE I STATUS

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

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

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

#### 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					v
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	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>	X	v	X				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	vsh	v					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	vsh	v					
<b>Student groups making</b>	<b>5</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>	61.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.5						

<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 407</b>	District <b>09</b>	School Number <b>229</b>	School Name <b>Roland N. Patterson</b>
Principal <b>Dr. Ezra Matthias</b>		Assistant Principal <b>Marcia Sobers-Charles</b>	
Coach		Coach	
Teacher/Subject Area <b>Lucy Osakwe</b>		Guidance Counselor <b>Ingri Dela Cruz</b>	
Teacher/Subject Area <b>Hugh Fletcher</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Christine Turner</b>	
Related Service Provider <b>Carolyn Battle</b>		Other <b>type here</b>	
Network Leader <b>Valerton McDonald</b>		Other <b>type here</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>2</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>234</b>	Total Number of ELLs	<b>51</b>	ELLs as Share of Total Student Population (%)	<b>21.79%</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.

When parents come in to register their children, the office staff responsible for student registration will speak with the parent. Once the office staff is aware that the child is new to the Department of Education (DoE) system and the home language is one other than English the staff member notifies one of our licensed and certified English as an ESL teachers. The ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an oral interview in English. If the ESL staff member does not speak the parent's native language he/she contacts the Translation and Interpretation unit to have someone communicate with the parent in their native language.

Parents have the opportunity to view the parent orientation video during their initial visit. If this is not feasible then the parent and the child are invited to attend an ELL Parent Orientation Session. Letters or flyers printed in English, Spanish and French are sent out to parents regarding the ELL parent orientation session. Additionally, we use our phone message system or home visit to remind parents of the upcoming session. During the parent orientation parents have an opportunity to view the video, obtain information about the various programs available to ELLs as well as any additional information relevant to ELLs.

After viewing the video, the ESL teacher explains the three program options: Transitional Bilingual, Dual Language and Free Standing ESL. As needed we will contact the translation unit for assistance in translating the information into languages other than Spanish or French. Subsequently parents are asked to complete the Parent Survey and Program Selection Form. If the parent does not complete the Parent Survey and Program Selection Form during the orientation session then they are given a week to submit it.

If the parent chooses a program that we do not offer then the ESL teacher explains to the parent that 1) we currently offer Free Standing English as a Second Language, 2) the parent has a right to transfer their child to a school that has their desired program and 3) a Dual Language or Transitional Bilingual program will be implemented at the school if there are at least fifteen students across two consecutive grades with the same native language and parents still express interest in either of these programs.

After the initial parent orientation, subsequent meetings are scheduled since our ELLs are admitted throughout the year. We may also schedule the parent orientation session on our Parent Teacher Conference Day. In the event a parent is unable to attend the orientation sessions we schedule one-to-one meeting.

The next step in the identification process is the administration of the formal assessment. After ELLs are enrolled the ESL teachers administer the Language Assessment Battery (LAB)-R within the first 10 days of their arrival. Once the student takes the LAB-R and their exam is hand scored. If an ELL is eligible for the Spanish LAB he/she will be given that exam as well. The ESL teacher identifies the student as a Beginner, an Intermediate or an Advanced ELL and keeps a record of students' scores. The LAB-R is then submitted to the appropriate assessment facilitator at the district level. The ESL teacher then gives the student an Entitlement Letter in English, Spanish or French and must return the signed copy within a week. If the letter is not available in the parent's native language it is translated before the parent receives it. During this time the ESL teacher and/or parent coordinator will follow up on any questions the parents may have and to let them know if the signed Entitlement Letter is not returned then their child will be identified as a student in need of a Transitional Bilingual program. Once the parent returns the signed letter the student is assigned a permanent class.

As the ELL students continue their education within the DOE system each year they take the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teachers work in conjunction with the school's Test Coordinator and Test Administrator to update the list of students eligible to take and those students who are no longer eligible, as evidenced by an overall NYSESLAT result of Proficient. The ESL teachers provide direct test prep instruction in preparation for the NYSESLAT as well as daily language support in the students' English Language Arts (ELA) classes. Before the test administration period, the ESL Teacher and the Test Coordinator will group the students according to their grade level band and test modifications (if necessary). At the beginning of the NYSESLAT administration period the ESL teachers will assess student individually for the speaking portion of the exam and subsequently assess groups of students in the remaining three modalities on the dates specified. Any students who were absent for any portion of the exam are given an opportunity to take a make up.

Within the past few years our Parent Survey and Program selection Forms indicated that approximately 90% of our parents requested Free Standing ESL. Almost all of the parents for our francophone ELL population, the remaining African ELL population and the majority of our Spanish ELL population request Free Standing ESL. As our francophone population grows it is very likely we may implement other programs, either Transitional Bilingual or Dual Language in French if parents opt for it. If the trend shifts for our Spanish ELLs we may

implement a Spanish bilingual or dual language program as well. We will survey parents to identify their program preference for the next school year.

## 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							3	2	2					7
<b>Total</b>	0	0	0	0	0	0	3	2	2	0	0	0	0	7

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	22
SIFE	2	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	9

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>										0
<b>Dual Language</b>										0
<b>ESL</b>	21	1	4	21		11	9	1	7	51
<b>Total</b>	21	1	4	21	0	11	9	1	7	51

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**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							22	13	10					45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1	2						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>17</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>51</b>

## Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol>
2.	How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> <li>How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol>
3.	Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4.	How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> <li>Describe your instructional plan for SIFE.</li> <li>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.</li> <li>Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>Describe your plan for ELLs identified as having special needs.</li> </ol>

Currently, we provide Free Standing ESL instruction. Our ESL teacher push-in to ELA and math classes. Students have double blocks of 90-minute instruction in these subjects daily. The ESL teachers' schedules are designed to meet the mandated instructional units under CR Part 154. Our beginner and intermediate ELLs in all grades receive eight periods of instruction. The advanced ELLs receive four periods of ESL instruction. The teachers provide pull out services for the beginners and intermediate level students during the 37 ½ minute instructional period.

When the ESL teacher pushes in he/she uses visual tools such as Thinking Maps to support critical thinking. He/she paraphrases the content, engages students in role play and uses kinesthetic activities to aid students' comprehension of oabstract concepts and vocabulary in ELA and the content areas. For pull-out instruction, he/she uses the Inside curriculum materials in conjunction with the following strategies; use of visual aids, oral presentation of information, repetition, analogies and role play to aid students comprehension and vocabulary development.

During the 2009-2010 school year, our ELLs made more progress on the New York State ELA exam and the majority of them are making steady progress on the NYSESLAT. We will continue to use the Achieve 3000 program to differentiate our reading instruction. We will implement the Rosetta Stone program for additional language support for our ELLs, particularly those who are still at the Beginner level and our Newcomers. The ESL teachers will continue to use the curriculum materials from Inside including leveled texts for different proficiency levels, classroom libraries, computer adaptive software and online assessments. As next steps the ESL and ELA teacher will provide more opportunities for ELLs to listen to text read aloud or on tape and 2) engage in independent reading in English as well as independent reading in Spanish and French for native language support.

Currently we have two SIFE students, one of which has progressed steadily in the last three years, achieving a Proficient status in the Listening/Speaking modalities and an Intermediate status in the Reading/Writing Modalities on the 2010 NYSESLAT. The other SIFE student has achieved an Independent status in the Listening/Speaking modalities as well as in the Reading/Writing modalities. In an effort to acclimate our SIFE students to life in the United States, particularly attending middle school, we take these students on field trips to assist them in understanding the culture of their immediate community and New York City. The ESL teachers provide discrete language instruction for these students, including letter recognition and basic phonemic awareness. These students participate in the 37 ½ minutes instructional period.

Our Newcomers are paired with a buddy who speaks their native language and/or is of similar cultural background to assist them in getting acclimated to the school community. They receive eight periods of ESL instruction once they are identified as a Beginner or Intermediate level student. Similar to their peers the Newcomers use the Achieve 3000 program to improve their reading and writing proficiency. Our Spanish speaking newcomers can also access the program in Spanish, as needed. This year they will also have the opportunity to use the Rosetta Stone program for additional language support. Like the Newcomers, our ELLs in special education have the opportunity to use the Achieve 3000 program three times a week regardless of their sub group status. Some of them receive instruction in the Wilson program five times a week.

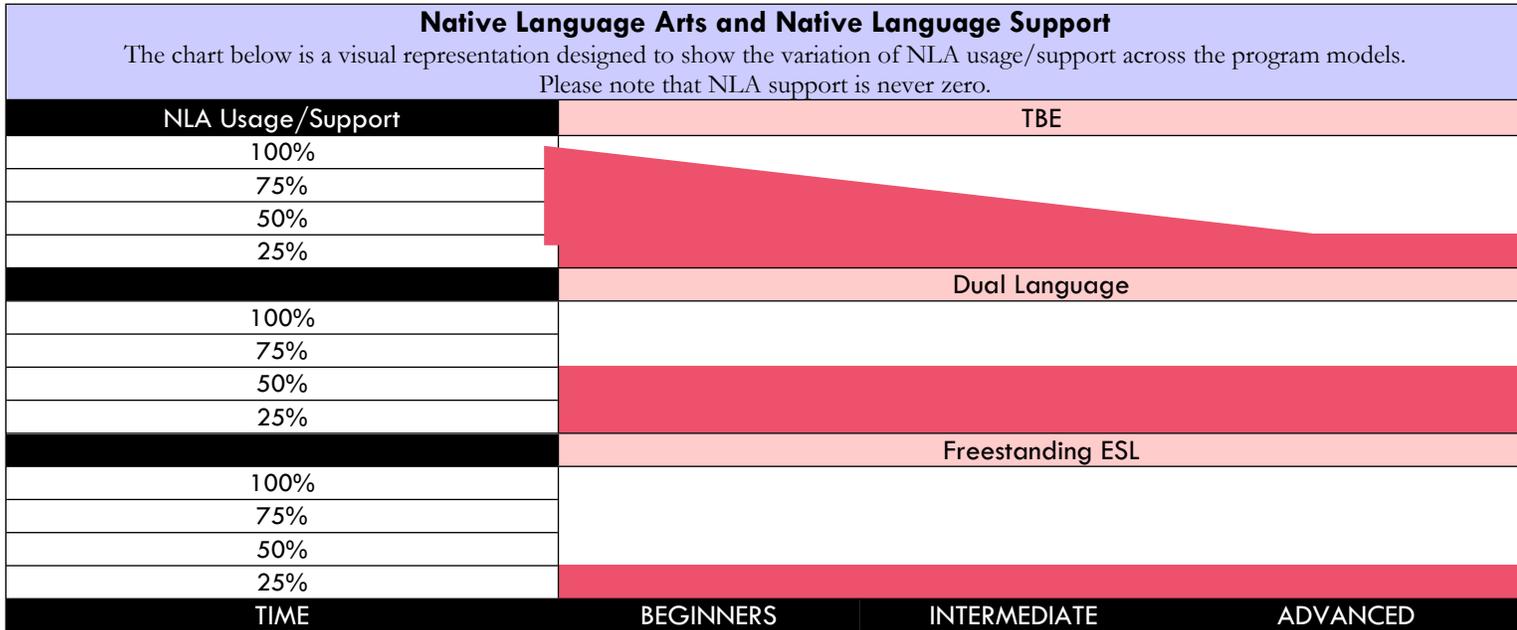
Our ELLs who have 4-6 years and our Long term ELLs also use Achieve 3000 an online reading program. We use the Scantron Performance Series as a baseline assessment of the students' reading rate, lexile level and grade equivalent. Based on this data the students are grouped for guided instruction in their ELA class. We also use the data to group students for AIS in reading and writing, to prepare them for the New York State ELA exam and to move them toward proficiency on the NYSESLAT. The students will also take the Performance Series assessment again midyear and at the end of the year. These assessments are administered in addition to the ELL Interim Assessment. The data from these assessments will be used to organize the students for their AIS groups for ELA and Math. Content area concepts and vocabulary are addressed through ELA and the Achieve 3000 program.

Our ELLs, regardless of their years of proficiency, who have special needs use the Achieve 3000 program as well as the Wilson Reading Program or RewardsReading.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
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<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?

After our ELLs reach proficiency on the NYSESLAT they still receive AIS support for ELA and Math. We strongly encourage them to participate in the Supplementary Educational Services (SES) to receive individual or group tutoring. Additionally, our ELLs have the opportunity to participate in our afterschool program, Excel, which focuses on math, science and technology. This year we will also have a Saturday Academy for ELLs to support their move towards greater English proficiency.

As we continue with our Free Standing ESL program we will continue to use Inside, Achieve 3000 and Wilson programs. We will continue to use the English and Spanish version of our science and social studies curriculum materials. We will include more the Spanish edition of our Math text to support our ELLs who are native Spanish speakers. During this school year we will implement the Aha Math program in an effort to assist our ELLs in developing their math skills and content vocabulary.

Apart from the curriculum resources and programs, many of our ELLs participate in our extra-curricular activities including the Art club, Drama Club, Costume Design and Chess. This year our students also have the opportunity to participate in the following programs: Film Making and Flag Football and the Police Athletic League's (PAL) recreation program. We are still challenged in planning activities to for our Newcomers before they enroll due to the fact that our Newcomers typically enroll any time after the school year has started. However, our Newcomers are encouraged by staff and their peers to participate in the extracurricular activities offered at the school. Their participation in these activities contributes greatly to their acclimation to the school community as well as their assimilation into American culture. This year our ELL students in the 7th and 8th grade have the opportunity to take French as an elective language

### 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)?

N/A

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

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

Our professional learning sessions for our ESL teachers, special education teachers, content area teachers include the following topics: a) the use of data to drive instruction, b) looking at student work, c) differentiating instruction d) using ESL strategies in the content areas e) developing academic vocabulary, f) writing in the content areas for ELLs, g) lesson planning, h) Achieve 3000 training,) QTEL training and Thinking Maps training. Our guidance staff and Parent coordinator attend professional learning sessions offered by our network organization as well as the

DOE's seminars, workshops and training sessions.

To further support the ELLs as they adjust to middle school, particularly new comers, the ELL teachers pairs students with a buddy. The buddy student usually shares the students language and/or culture. In addition, a representative from our partner organization, The Leadership Program work with our students who are deemed at risk because of attendance issues, meet with students for individual or group counseling sessions. The school's guidance counselor provides weekly class sessions focusing on socio-emotional development and community building in the classroom. Our social worker and related services guidance counselors facilitate advisory sessions in the 7th and 8th grade.

Staff members including non ELL teachers have the opportunity to participate in ELL training sessions as per Jose P., at different intervals through out the year. Our staff is also encouraged to revisit their training via follow up professional sessions offered by our school, our network organization, the United Federation of Teachers and the Office of English Language Learners.

### 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?

In an effort to involve everyone in meeting the needs of our ELLs, we are working diligently to getting parents involved in their children's education. This year we are presenting parent workshops on topics ranging from Homework Help to Resume Writing. Additionally, one of our Community Based Programs, The Leadership Program, offers parent workshops on Saturdays. Each workshop is an opportunity for us to improve our connection with parents by meeting their needs as well as the needs of their children. We've also taken steps to strengthen our relationship with our francophone ELL families, which has been a challenge in the past primarily because of the language barrier. Some of our ELLs from African countries speak French, but many of them speak a variety of languages including Twi, and Fulani. This year we will continue with the French club for native and non-native speakers and we have established a partnership with the French Heritage Program to promote the culture interests of the francophone ELL students.

## 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)							8	6	6					20
Intermediate(I)							6	7	5					18
Advanced (A)							7	5	1					13
Total	0	0	0	0	0	0	21	18	12	0	0	0	0	51

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

READING/WRI TING	<b>B</b>							6	2	1				
	<b>I</b>							7	7	5				
	<b>A</b>							6	5	2				
	<b>P</b>							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	8	3		23
7	3	5	2		10
8	6	8	1		15
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	9	2	7	3	4				25
7	4	3	3	1					11
8	9	3	8	2					22
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)								
Chinese Reading Test								

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

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

We use the Scantron Performance Series and the Level Set test in Achieve 3000 as baseline assessments of the students' reading rate, lexile level and grade equivalent. Based on this data the students are grouped for guided instruction in their ELA class. We also use the data for to group students for AIS to support their reading and writing skills and to prepare them for the New York State ELA exam.

When we reviewed the data from the NYSESLAT it indicated that most of our students develop their listening and speaking skill in English at a faster rate than they develop their reading and writing skills in English. The results of the 2009-10 New York State English as a Second Language Assessment Test (NYSESLAT) and LAB-R results indicated only 5% of our ELLs are beginners in listening and speaking, while 21% are beginners in reading and writing. At the intermediate level 10% for listening and speaking and 45% for reading and writing. At the advanced level 50% for listening and speaking and 32% for reading and writing. At the proficient level 35% for listening and speaking and 2% in reading and writing.

The data indicates we need to provide more opportunities for our ELL students to strengthen their writing proficiency in English. Our students continue to progress in listening and speaking at faster rate. We will continue to use the Achieve 3000 program to improve students' reading proficiency. We will also utilize the Rosetta Stone program to improve students proficiency in all four modalities: listening, speaking, reading and writing. Teachers and students will also utilize The Good Writer's Guide to support students writing skills.

The New York State English Language Arts (ELA) exam indicated only 10% of our ELL students performing at Level 3. On the 2009-2010 New York State Math exam 28% of our ELL students performed at Level 3. Our student performance in ELA and Math has decreased somewhat; however, our ELLs made 53.8% and 42.1% exemplary proficiency gains in ELA and Math respectively. This data reflects a 15.7% and an 11% increase in our ELLs' progress in ELA and Math respectively.

Based on the data above our instructional strategies were effective Our use of the Achieve 3000 program and our "Go for the Green Campaign", which was our targeted instruction and assessment approach to prepare our students for the state exams were effective as we sought to move students up within a level and from one level to the next. Since our ELLs' performance decreased we will continue with the above mentioned strategies as well as our school wide implementation of Thinking Maps to increase the percent of ELLs meeting or exceeding the standards. Our ESL teachers will provide push in services the majority of the time to improve students comprehension in ELA and their development of academic vocabulary in their content area classes.

What we have learned from the assessments is that our ELLs lack the background knowledge needed to be able to 1) transfer to English, 2) make connections, 3) understand content area material and 4) write appropriately about topics in ELA and the content areas. Both our Spanish speaking ELLs and our non-Spanish speaking ELLs have developed their listening and speaking proficiency use their native language for social communication far more than for communication about academic content. We believe that the implementation of Thinking Maps as visual learning tools will assist our ELLs in understanding academic content.

Currently, our Spanish speaking staff members provides support for the Spanish speaking ELLs. We also have a staff member who is a native French speaker who provides support for our francophone ELLs. Additionally, our curriculum resources include classroom libraries in Spanish We are in the process of acquiring classroom libraries and other resources for our francophone ELLs.

Through out the year we will continue to use quantitative and qualitative data to determine the success of our ESL program. The quantitative

data will include: 1) the percent of ELLs meeting or exceeding the standards on the New York state ELA, Math, and Science Exam 2) the percent of ELLs making at least one year of progress on the New York State ELA and Math exams, 3) the progress students make as per the data from Performance Series, Achieve 3000 and Rosetta Stone 4) the percent of student who earn a Proficient on the NYSESLAT, 5) report card grades, 6) teacher assessments and 5) the percentage of Long Term ELLs.. Our qualitative data will include 1) students' ELA portfolio which includes a variety of writing samples, 2) teacher's evaluation of ELLs progress, 3) feedback from ESL and content area teachers on the effectiveness of the ESL program, 4) feedback from ESL students on the effectiveness of the ESL program.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		