



**MIDDLE SCHOOL 232**

**2010-2011**

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

**SCHOOL: 09X232**

**ADDRESS: 1700 MACOMBS ROAD, BRONX, NY 10453**

**TELEPHONE: 718-583-7007**

**FAX: 718-583-4864**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 232      **SCHOOL NAME:** The Academy School

**SCHOOL ADDRESS:** 1700 Macombs Road, Bronx, NY 10453

**SCHOOL TELEPHONE:** 718-583-7007      **FAX:** 718-583-4864

**SCHOOL CONTACT PERSON:** Neifi Acosta      **EMAIL ADDRESS:** nacosta@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** Neifi Acosta

**UFT CHAPTER LEADER:** Inez Johnson

**PARENTS' ASSOCIATION PRESIDENT:** \_\_\_\_\_

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 09      **CHILDREN FIRST NETWORK (CFN):** 534

**NETWORK LEADER:** Ben Waxman

**SUPERINTENDENT:** Dolores Esposito

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

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

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

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

Name	Position and Constituent Group Represented	Signature
Neifi Acosta	*Principal or Designee	
Inez Johnson	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

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Middle School 232 is located at 1700 Macombs Road which is in the University Heights section of the Bronx. This school thrives in a building that is over 80 years old and in its history, has undergone few cosmetic changes to the original edifice. Today, MS 232 does not thrive alone. For the past 10 years, the building has been shared with Middle School 303, which is located on the top floor. And for the past 3 years, the Macombs Educational Complex has included a high school, The Academy for Language and Technology, which now occupies the fourth floor.

Being that this school building has existed in this area for over 80 years, there is a strong relationship between the school and the surrounding community. One of the longest standing relationships is that of the school and Morris Heights Health Center. This health center is located on the second floor and affords students and parents to the luxury of a full service clinic staffed by a licensed Nurse Practitioner and nurses' assistant.

Throughout the years, MS 232 has often made it a top priority to involve community organizations that enhance the lives of our students and families in the neighborhood. Bridging the gap between school and community is essential as many of our students belong to working class families as well as those struggling to "make ends meet".

### Vision Statement

The entire Middle School 232 school community strives to create an environment that is warm, positive, safe and promotes the intellectual and developmental needs and characteristics of young adolescents. To assist us in creating this environment we involve all constituencies to include, students, parents, **all** staff members, and various members of the neighboring community.

Here, at MS 232, we prioritize teamwork, respect and understanding among **all** school community members. All constituencies will be both individually and collectively responsible for the education and personal development of every student. This priority is set in order to ensure that academic achievement remains the focus and goal of all school efforts. Celebrations of student achievements will be our marker of success.

## Mission Statement

“Always aim high with a passion” is the creed by which MS 232 lives by. Through extensive work with teachers, all students will recognize their efforts as steps to be taken to achieve academic success. All students will continue to be challenged in order to become active participants in acquiring the skills necessary to improve their lives and ultimately their community. Students will use peer-teaching on a weekly basis as a means of fostering academics and promoting social interactions.

To support these efforts, MS 232 will institute programs that will enhance the instructional program and foster student creativity. The instructional program will be challenging, rigorous and purposeful. Most importantly the instructional program will be designed in a way to meet the academic needs of middle-level aged students. These programs will be structured to ensure that our middle school students are prepared for high school, college and beyond. Teachers at MS 232 will continually model the various ways of how to learn so that students will have multiple entry points towards gaining understanding. This is all done as a means to reach each and every student individually as well as develop the whole child intellectually and academically, personally and socially, physically, emotionally and ethically.

Small professional learning communities will be instituted as a means of fostering greater levels of collaboration among staff members. With the greater purpose focused on instructing young adolescents and providing them with an educational program that is comprehensive, challenging, purposeful, integrated, relevant and standards based; community members will develop the support needed to ensure that all students reach high levels of success.

To further address each student’s individual needs, ongoing data analysis will be a primary focus. Every student body member will know what they need to work on academically in order to continue to “aim high with a passion!” This effort will be further enhanced by inviting the parents to participate in their child’s learning.

MS 232 is committed to the notion of teamwork. Collaboration amongst all constituencies will allow MS 232 to be transformed to a school where all students are performing at or above proficiency levels. We will accept no less.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	I.S. 232				
<b>District:</b>	09	<b>DBN #:</b>	09x232	<b>School BEDS Code:</b>	320900010232

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					88.3	90.9	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					89.2	88.7	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	148	123	136	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	156	153	134		83.8	89.0	73.9		
Grade 8	207	152	157						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					25	22	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	511	428	428		31	17	20		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	56	44	39	Principal Suspensions	6	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	17	18	15	Superintendent Suspensions	50	26	TBD		
Number all others	19	35	20						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	84	55	98	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	58	49	59	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	6	15	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	42	38	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	14	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	TBD
	17	9	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	1.0	0.5	0.0	Percent more than two years teaching in this school	47.6	60.5	TBD
Black or African American	34.2	32.5	29.0	Percent more than five years teaching anywhere	57.1	55.3	TBD
Hispanic or Latino	63.0	65.4	69.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	1.4	0.7	Percent Masters Degree or higher	74.0	79.0	TBD
White	0.8	0.2	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.3	100.0	TBD
Multi-racial							
<b>Male</b>	54.6	53.7	52.8				
<b>Female</b>	45.4	46.3	47.2				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	82.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	12.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	19.3	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	43.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### Mathematics

NYS Math Test			Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
		# tested	#	%	#	%	#	%	#	%	#	%
6	2006	195	61	31.3	90	46.2	41	21	3	1.5	44	22.6
6	2007	132	42	31.8	53	40.2	36	27.3	1	0.8	37	28
6	2008	145	20	13.8	66	45.5	54	37.2	5	3.4	59	40.7
6	2009	118	21	17.8	49	41.5	44	37.3	4	3.4	48	40.7
6	2010	138	33	23.9	62	44.9	40	29	3	2.2	43	31.2
7	2006	268	74	27.6	150	56	44	16.4	0	0	44	16.4
7	2007	211	40	19	104	49.3	64	30.3	3	1.4	67	31.8
7	2008	148	13	8.8	58	39.2	74	50	3	2	77	52
7	2009	152	3	2	49	32.2	94	61.8	6	3.9	100	65.8
7	2010	132	28	21.2	60	45.5	33	25	11	8.3	44	33.3
8	2006	281	140	49.8	112	39.9	29	10.3	0	0	29	10.3
8	2007	241	75	31.1	113	46.9	52	21.6	1	0.4	53	22
8	2008	199	46	23.1	83	41.7	67	33.7	3	1.5	70	35.2
8	2009	144	4	2.8	53	36.8	83	57.6	4	2.8	87	60.4
8	2010	157	17	10.8	84	53.5	51	32.5	5	3.2	56	35.7
All Grades	2006	744	275	37	352	47.3	114	15.3	3	0.4	117	15.7
All Grades	2007	584	157	26.9	270	46.2	152	26	5	0.9	157	26.9
All Grades	2008	492	79	16.1	207	42.1	195	39.6	11	2.2	206	41.9
All Grades	2009	414	28	6.8	151	36.5	221	53.4	14	3.4	235	56.8
All Grades	2010	427	78	18.3	206	48.2	124	29	19	4.4	143	33.5

## **Data Analysis/Findings {MATHEMATICS}:**

### **Grade 6:**

**2006**→ Of the 195 students tested 22.6% were performing at proficiency level.

**2007**→ Of the 132 students tested 27.3% were performing at proficiency level.

**There was a 4.7% gain.**

**2008**→ Of the 145 students tested 40.6% were performing at proficiency level.

**There was a 13.3% gain.**

**2009**→ Of the 118 students tested 40.7% were performing at proficiency level.

**2010**→ Of the 138 students tested 31.2% were performing at proficiency level.

**There was a 9.5% decrease.**

### **Grade 7:**

**2006**→ Of the 268 students tested 16.4% were performing at proficiency level.

**2007**→ Of the 210 students tested 31.4% were performing at proficiency level.

**There was a 15% gain.**

**2008**→ Of the 148 students tested 52% were performing at proficiency level.

**There was a 20% gain.**

**2009**→ Of the 152 students tested 65.8% were performing at proficiency level.

**There was a 13.8% gain.**

**2010**→ Of the 132 students tested 33.3% were performing at proficiency level.

**There was a 31.9% decrease.**

### **Grade 8:**

**2006**→ Of the 281 students tested 10.3% were performing at proficiency level.

**2007**→ Of the 240 students tested 22.1% were performing at proficiency level.

**There was a 11.8% gain.**

**2008**→ Of the 199 students tested 35.2% were performing at proficiency level.

**There was a 13.1% gain.**

**2009**→ Of the 144 students tested 60.4% were performing at proficiency level.

**There was a 25.2% gain.**

**2010**→ Of the 157 students tested 35.7% were performing at proficiency level.

**There was a 24.7% decrease.**

### **SCHOOL TOTAL**

**2006**→ Of the 744 students tested 15.7% were performing at proficiency level.

**2007**→ Of the 582 students tested 26.6% were performing at proficiency level.

**There was a 10.9% gain.**

**2008**→ Of the 492 students tested 41.8% were performing at proficiency level.

**There was a 15.2% gain.**

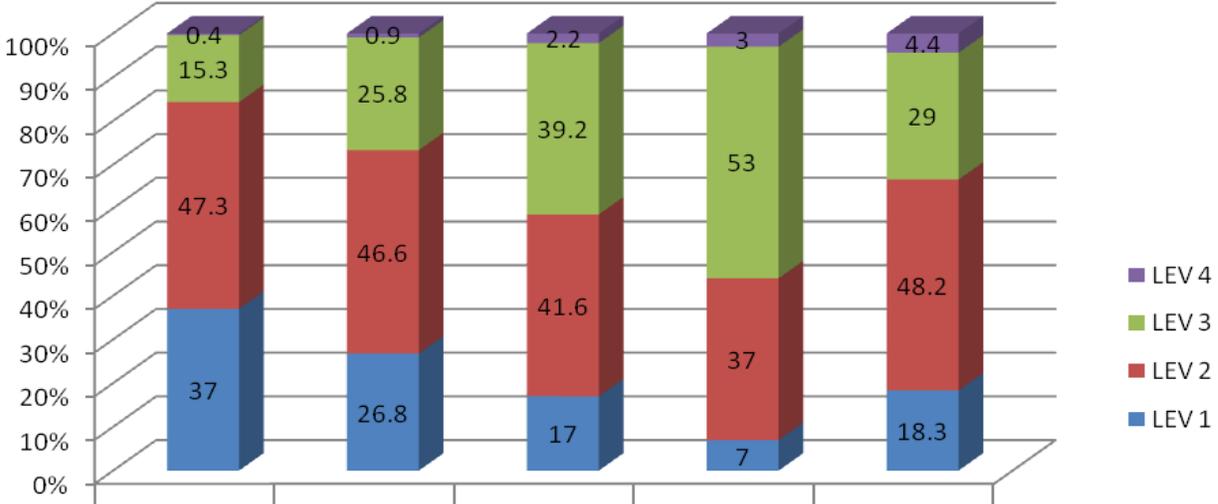
**2009**→ Of the 414 students tested 56.8% were performing at proficiency level.

**There was a 15% gain.**

**2010**→ Of the 427 students tested 33.5% were performing at proficiency level.

**There was a 23.3% decrease.**

# NY STATE MATH TEST RESULT 2006-2010



	2006	2007	2008	2009	2010
■ LEV 4	0.4	0.9	2.2	3	4.4
■ LEV 3	15.3	25.8	39.2	53	29
■ LEV 2	47.3	46.6	41.6	37	48.2
■ LEV 1	37	26.8	17	7	18.3

## English Language Arts

NYS ELA Test			Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
		# Tested	#	%	#	%	#	%	#	%	#	%
6	2006	184	39	21.2	98	53.3	45	24.5	2	1.1	47	25.5
6	2007	123	6	4.9	85	69.1	32	26	0	0	32	26
6	2008	134	8	6	102	76.1	24	17.9	0	0	24	17.9
6	2009	111	0	0	65	58.6	46	41.4	0	0	46	41.4
6	2010	123	34	27.6	64	52	25	20.3	0	0	25	20.3
<b>Grade 7</b>												
7	2006	246	33	13.4	154	62.6	59	24	0	0	59	24
7	2007	201	40	19.9	113	56.2	47	23.4	1	0.5	48	23.9
7	2008	143	8	5.6	77	53.8	58	40.6	0	0	58	40.6
7	2009	138	1	0.7	78	56.5	59	42.8	0	0	59	42.8
7	2010	121	38	31.4	62	51.2	20	16.5	1	0.8	21	17.4
<b>Grade 8</b>												
8	2006	258	71	27.5	152	58.9	34	13.2	1	0.4	35	13.6
8	2007	229	28	12.2	140	61.1	60	26.2	1	0.4	61	26.6
8	2008	183	37	20.2	111	60.7	35	19.1	0	0	35	19.1
8	2009	135	6	4.4	84	62.2	45	33.3	0	0	45	33.3
8	2010	144	28	19.4	104	72.2	12	8.3	0	0	12	8.3
<b>All Grades</b>												
All Grades	2006	688	143	20.8	404	58.7	138	20.1	3	0.4	141	20.5
All Grades	2007	553	74	13.4	338	61.1	139	25.1	2	0.4	141	25.5
All Grades	2008	460	53	11.5	290	63	117	25.4	0	0	117	25.4
All Grades	2009	384	7	1.8	227	59.1	150	39.1	0	0	150	39.1
All Grades	2010	388	100	25.8	230	59.3	57	14.7	1	0.3	58	14.9

### Data Analysis/Findings {ENGLISH LANGAUGE ARTS}:

#### **Grade 6:**

**2006**→ Of the 184 students tested 25.5% were performing at proficiency level.

**2007**→ Of the 123 students tested 26% were performing at proficiency level.

**2008**→ Of the 131 students tested 17.6% were performing at proficiency level.

**There was a 7.9% decrease.**

**2009**→ Of the 111 students tested 41.4% were performing at proficiency level.

**There was a 23.8% gain.**

**2010**→ Of the 123 students tested 20.3% were performing at proficiency level.

**There was a 21.1% decrease.**

#### **Grade 7:**

**2006**→ Of the 246 students tested 24% were performing at proficiency level.

**2007**→ Of the 201 students tested 23.9% were performing at proficiency level.

**2008**→ Of the 136 students tested 39% were performing at proficiency level.

**There was a 15.1% gain.**

- 2009**→ Of the 138 students tested 42.8% were performing at proficiency level.  
**There was a 3.8% gain.**
- 2010**→ Of the 121 students tested 17.4% were performing at proficiency level.  
**There was a 28.6% decrease.**

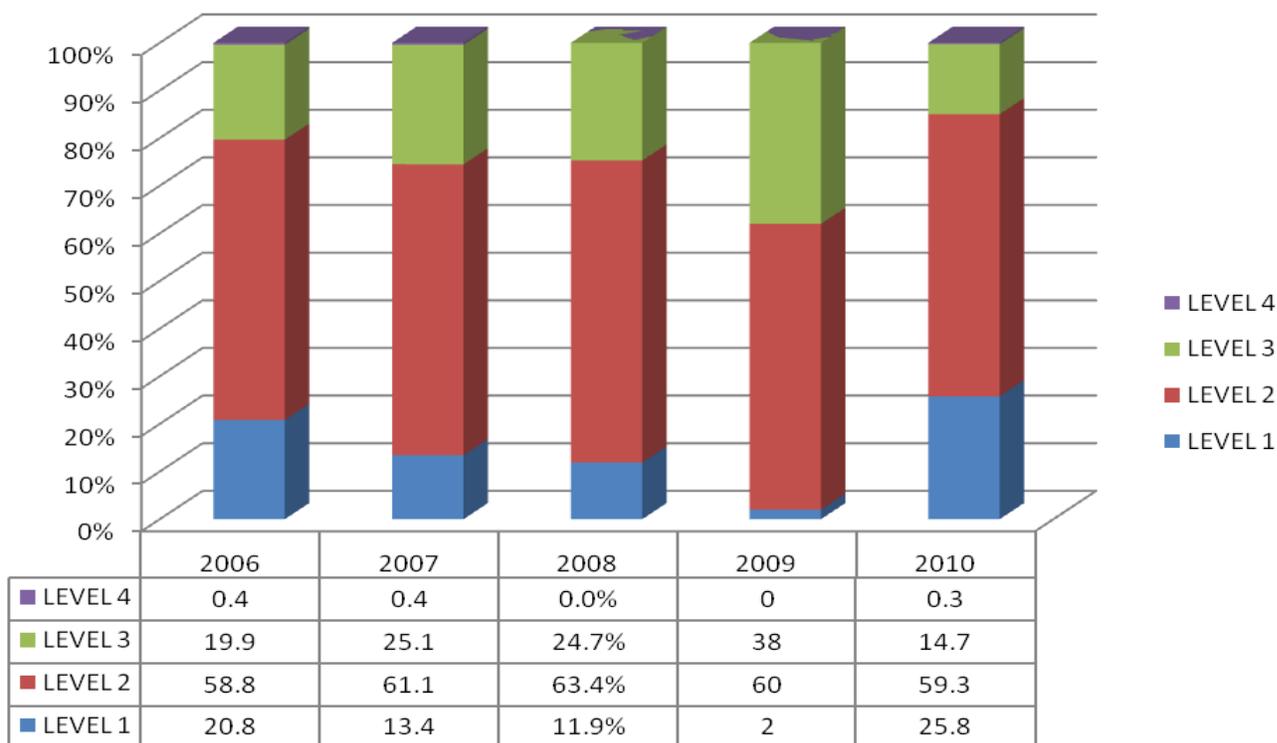
**Grade 8:**

- 2006**→ Of the 257 students tested 13.2% were performing at proficiency level.
- 2007**→ Of the 229 students tested 26.6% were performing at proficiency level.  
**There was a 13.4% gain.**
- 2008**→ Of the 183 students tested 19.7% were performing at proficiency level.  
**There was a 6.9% decrease.**
- 2009**→ Of the 135 students tested 33.3% were performing at proficiency level.  
**There was a 13.6% gain.**
- 2009**→ Of the 144 students tested 8.3% were performing at proficiency level.  
**There was a 25% decrease.**

**SCHOOL TOTAL**

- 2006**→ Of the 687 students tested 20.4% were performing at proficiency level.
- 2007**→ Of the 553 students tested 25.5% were performing at proficiency level.  
**There was a 5.1% gain.**
- 2008**→ Of the 453 students tested 24.7 % were performing at proficiency level.
- 2009**→ Of the 384 students tested 38% were performing at proficiency level.  
**There was a 14% gain.**
- 2010**→ Of the 388 students tested 14.9% were performing at proficiency level.  
**There was a 23.1% decrease.**

## NYS ELA TEST RESULT 2006-2010



### **Significant aids to the school's improvement:**

- Multiple opportunities for professional development in literacy and math, provided by the instructional coaches and outside consultants, which take form in lunch-n-learns, after school sessions and team planning sessions. Here senior staff and novice teachers learn together and from each other.
- Newly remodeled teachers center stocked with current professional resources.
- One fully functional computer labs that each contains 32 desktops and two printers. In addition to this there are 2 laptop carts stocked with 30 computers.
- In 19 out of the 20 classrooms there are smart boards permanently installed.
- A newly developed math lab that houses a wealth of math manipulatives and related math instructional materials. There are also 4 computers and a printer in this lab.
- Access to newly renovated multi-media center/library.
- Collaboration with Columbia University counseling interns that work closely with administration, teachers and the school's two guidance counselors. These folks are committed to teaching the "whole student."
- Weekly team planning, by grade, which is built into teachers' schedules.
- Frequent opportunities for students to attend Broadway shows.
- After-school programs (instructional and recreational)
- Saturday Academy (instructional and recreational)
- Vacation Institutes (instructional and recreational)
- Experienced administrator(s) led by a passionate principal.
- The teachers have voiced their opinions and were heard and there is now a stronger teacher input in both the literacy and math pacing calendars.
- The curriculum continues to be strengthened by the inclusion of "Peer Teaching/Accountable Talk Fridays" which helps the students talk about what they are learning.

The follow-up to “PTAT Fridays” is the quiz that students take every Monday in literacy and math. Once a month, students also take a unit test in literacy and math. This data is reviewed with the students who work with the teachers to create interim goals and with the administration to determine effectiveness of teaching and learning on a class by class basis.

- There are good systems in place for collecting and analyzing student generated data.
- There are well developed teams comprised of various community members to discuss deficient areas (i.e. technology team and attendance team)
- School leaders regularly analyze data sources such as attendance, monthly learning assessments and observations of teaching and effectively apply this information to the evaluation and modification of organizational plans and procedures.
- There is regular and rigorous monitoring of instruction against teacher professional development plans as well as evidence of student achievement. This is used to hold teachers accountable for improving teacher performance and student outcomes.
- There are regular professional development opportunities which are well attuned for developing instructional skills and delivering the tested content. This is also done to afford teachers the opportunity to extend their skills and their area of expertise.
- Youth development, guidance and student support services are extensive and encompasses social service agencies, health organizations and institutions of higher learning. What has resulted is an effective social and emotional support system for both students and their families.
- This school has effective programming that is based on the analysis of students’ needs which resulted in continuous improvements for all students and more specifically, those who are English Language Learners or classified as Special Education.
- Student goal setting is evident in all content areas (English Language Arts, Math, Science and Social Studies.) These goals are based on student generated data.
- There are established interim targets within the schools long term goals for the purposes of monitoring progress.

**Significant barriers to the school’s improvements:**

- There are not enough monetary funds to cover all expenses needed to maximize student achievement.
- Parental involvement is minimal. There needs to be more opportunities for various parent workshops to promote parent involvement and alignment to student achievement.
- There is not enough funding in the school’s budget for a “SAVE” room. In addition, locating the teacher that would be most effective in that position has proven to be a road block.
- There are a significant number of first year teachers that require intensive training on best practices in classroom management.
- Transforming the school culture whereas school aides and paraprofessionals are members of the instructional team.
- Having the ability to budget for 2 literacy AIS teachers and 2 math AIS teachers.
- Teachers need continued development in the effective use of data as a means for enhancing the instructional program. As the teachers continue to differentiate the instruction it is the expectation that the diverse academic needs of the students will be met.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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- **English Language Arts-** Through effective lesson planning and a modified approach to literacy, students will gain fluency in reading and proficiency in writing and make 1+ years progress in ELA performance as measured by Progress Report tools by June 2011.
- **Mathematics-** Through effective lesson planning and a modified approach to mathematics, students will gain proficiency in mathematical concepts and make 1+ years progress in Math performance as measured by Progress Report tools in June 2011.
- **Special Education & English Language Learners-** Students with disabilities and English Language Learners will make a 10% improvement in ELA and Math performance from the previous year as measured by the NYS ELA and Math assessments by June 2011.
- **Attendance-** Our goal for the 2010-2011 school year will be to maintain and possibly exceed the Chancellor's attendance standard of 90%.
- **Technology-** Our goal is to seamlessly integrate technology into the everyday lives of our students. 80% of the students and staff will utilize Smart Boards and computers on a daily basis for effective instruction.

**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):** Literacy

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Through effective lesson planning and a modified approach to literacy, students will gain fluency in reading and proficiency in writing and make 1+ years progress in ELA performance as measured by Progress Report tools by June 2011.</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 align="center"><b>September to June</b></p> <ul style="list-style-type: none"> <li>- There is a teachers’ resource center that is stocked with current professional tools.</li> <li>- Teachers have access to this resource center before and after school and throughout the course of the school day.</li> <li>- There will be a curriculum committee established comprising of ELA, ELL and Special Education teachers, administrators and other service providers with regular ongoing meetings to review teaching practice that meets the needs of the identified subgroups. Responsible persons: administrators, coach, and teachers</li> <li>- There will be a carefully monitored A.I.S. action plan to support those students who require these services. Responsible persons: administrators</li> <li>- Materials will be ordered specifically geared to create and implement a comprehensive professional development calendar reflective of the State ELA standards and the Common Core State Standards. Responsible persons: administrators and members of the curriculum team</li> <li>- The development of small professional learning communities that will meet on a regular basis. All members within the smaller community will have a voice in instructional decision making.</li> <li>- Intensified daily instruction with clear expectations and academically challenging activities and assignments designed with the middle-level student in mind. There will be many opportunities for cooperative learning where students can learn from social interactions. Responsible persons for implementation: teachers</li> <li>- Regular reviews of academic progress made in regards to the implementation of the</li> </ul>

- curriculum in-house for ELA Responsible persons: administrators
- Building on the already established Principles of Learning of Clear Expectations and Accountable Talk, focused on an academically rigorous curriculum.
- Differentiated professional development for all staff members. Responsible: Administrator in charge of English Language Arts Department
- Weekly grade level planning for teachers to reflect on units of work, assessments, and data collection. Responsible persons: administrators
- Develop and adhere to a school-wide protocol for looking at student work and identifying the implications. The literacy department will also take a close look at the curriculum maps on a monthly basis and revise accordingly once student outcomes are analyzed. Responsible persons: administrators and curriculum team members
- Ongoing training to launch state initiatives. Responsible persons: administrators and consultants
- Individualized professional development for new teachers. Responsible persons: administrators
- Creation of lab sites to model best practices. Responsible persons: administrators and teachers
- Continued use of portfolio system to promote writing within different genres each month. Responsible persons: administrators
- To support the continued development of the teachers, consultants will be brought in to focus specifically on student writing.
- Teachers will continue their professional development in learning the various approaches involved in talking to students about the data they produce.
- Ensuring that the baseline, the midline and endline assessments are properly administered and discussed with the students so that they are aware of their progress. Responsible persons: administrators and teachers
- Timeframe: This is an action plan for the school year, September to June. On a monthly basis, the administrative team will meet and revisit the goal and it's relation to the action plan. Once this review takes place all modifications to the action plan will be made on a needs basis.

September→ Teachers will receive training on how to analyze the data and how to differentiate instruction as well as analyzing baseline assessments

October→ Teachers will assist the students with the development of academic goals

November→ Students will be made aware of progress made according to the results of ELA Aquity predictive and interim assessment

	<p>December→ Students will participate in small group targeted instruction based on their academic needs according to the data</p> <p>January → Teachers will analyze the student generated midline assessments and address all instructional implications in the development of the curriculum</p> <p>February → Teachers and students will continue to look at the student generated data and revisit the development of student goals</p> <p>March- June → Teachers will look at in-house assessments, teacher observations, predictive assessments and periodic assessments and develop them for the following school year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>- Based on the budgetary allocations for the 2010-11 school year, funds from the appropriate allocations will be used to support the professional development of ELA teachers. Specific to C4E, funds may be used for instructional coaches for teachers.</li> <li>- From the C4E funds to address time on task the school will implement a lengthened school day (ELA after school program) and a lengthened school day (vacation programs)</li> <li>- SINI funds will be used to support ELA instructional initiatives</li> <li>- Tax levy and Title I funds will be used to staff personnel</li> <li>- Title III funds will be used to staff personnel for ELL and LEP students as well as instructional materials</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- In-house weekly quizzes and monthly tests.</li> <li>- Acuity predictive and periodic exams.</li> <li>- Baseline, midline and endline assessments in reading and writing.</li> <li>- Student writing that is generated as a result of the unit of study and part of the student portfolios.</li> <li>- Review of the reading and writing conferring notes.</li> <li>- Examination of lesson plans to ensure planning for differentiated instruction.</li> <li>- ELA state exams and test simulations.</li> <li>- The NYS ELA assessment from the prior year will be administered and used as a simulation. Based on the results, key strands will be identified. Those strands will be used as benchmarks. The skills will be integrated into the curriculum and each week the students will be tested to assess mastery. The goal will become that 90% of the students will master each skill 100% of the time. Tentative areas of concentration are: <ul style="list-style-type: none"> <li>* Inferring</li> <li>* Unfamiliar Words</li> </ul> </li> </ul>



activities and assignments designed with the middle-level student in mind. There should be many opportunities for cooperative learning where students can learn from social interactions. Responsible persons: teachers

- Regular reviews of progression in regards to the implementation of the curriculum  
Responsible persons: administrators, coach and curriculum team members
- Building on the already established Principles of Learning of Clear Expectations and Accountable Talk, focused on an academically rigorous curriculum.
- Differentiated professional development for all staff members. Responsible persons: Assistant Principal in charge of mathematics
- Weekly grade level planning for teachers to reflect on units of work, assessments, and data collection. Responsible persons: administrators
- Develop and adhere to a school-wide protocol for looking at student work and identifying the implications. Responsible persons: administrators
- Ongoing training to launch state initiatives. Responsible persons: administrators
- Individualized professional development for new teachers. Responsible persons: administrators
- There is a newly created math lab that houses a plethora of math manipulatives and computers stocked with software designed to support students as they acquire new mathematical skills and strategies. Responsible persons: Assistant Principal in charge of mathematics
- Continued use of portfolio system to promote writing and mathematical reasoning within different units of study. Responsible persons: administrators and teachers
- Teachers will continue their professional development in learning the various approaches involved in talking to students about the data they produce to include information now available through Acquity. Responsible persons: teachers
- Ensuring that the baseline, the midline and endline assessments are properly administered and discussed with the students so that they are aware of their progress  
Responsible persons: Teachers
- Develop extended learning opportunities to address the needs of students in levels 1 and 2 as well as enrichment opportunities for students in levels 3 and 4  
Responsible persons: administrators, math coach and members of the curriculum team
- Administration will see to the full utilization of the mathematics workshop model throughout grades 6-8  
Responsible persons: teachers
- Administration will inform teachers of the improved use of instructional techniques to address the needs of the special education population  
Responsible persons: administrators and teachers
- Professional development will take place to ensure the effective use of the Spanish version of citywide initiatives in the mathematics program to address the needs of ELLs

	<p>Responsible persons: administrators</p> <ul style="list-style-type: none"> <li>- Timeframe: This is an action plan for the school year, September to June. On a monthly basis, the administrative team will meet and revisit the goal and it's relation to the action plan. Once this review takes place all modifications to the action plan will be made on a needs basis.</li> </ul> <p>September→ Teachers will receive training on how to analyze the data and how to differentiate instruction as well as analyzing baseline assessments</p> <p>October→ Teachers will assist the students with the development of academic goals</p> <p>November→ Students will be made aware of progress made according to the results of math Aquity interim assessment</p> <p>December→ Students will participate in small group targeted instruction based on their academic needs according to the data</p> <p>January → Teachers will analyze the student generated midline assessments and address all instructional implications in the development of the curriculum</p> <p>February → Teachers and students will continue to look at the student generated data and revisit the development of student goals</p> <p>March- June → Teachers will look at in-house assessments, teacher observations, predictive assessments and periodic assessments and develop them for the following school year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>- Based on the budgetary allocations for the 2010-11 school year, funds from the appropriate allocations will be used to support the professional development of math teachers. Specific to C4E, funds may be used for instructional coaches for teachers.</li> <li>- From the C4E funds to address time on task the school will implement a lengthened school day (ELA after school program) and a lengthened school day (vacation programs)</li> <li>- SURR Funds will be used to support after school and vacation math institutes both for personnel and instructional materials to include a computer based intervention program.</li> <li>- Tax levy and Title I funds will be used to staff personnel</li> <li>- Title III funds will be used to staff personnel for ELL and LEP students as well as instructional materials</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <b>Subject/Area (where relevant):</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Special Education &amp; English Language Learners</b></p> <ul style="list-style-type: none"> <li>- In-house weekly quizzes and monthly tests.</li> <li>- Baseline, midline and endline assessments.</li> </ul>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students with disabilities and English Language Learners will make a 10% improvement in ELA and Math performance from the previous year as measured by the NYS EEA and Math Assessments by June 2011.</p> <ul style="list-style-type: none"> <li>- Student writing and mathematical reasoning that is generated as a result of the school initiative and part of the student portfolio.</li> <li>- Review of ELA and Math performance for differentiated instruction.</li> <li>- Math state exams and test simulations.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>September to June</b></p> <ul style="list-style-type: none"> <li>- The NYS math assessment from the prior year will be administered and used as a simulation. Based on the results, key strands will be identified. Those strands will be used as benchmarks. The skills will be integrated into the curriculum and each week teachers and consultants that take a close look at the student progress of the special education students and ELL students at MS.232 with regards to the data that has been generated. Responsible persons: administrators and members of the curriculum team</li> <li>- The school will incorporate the use of basic skills curriculum reviewing such skills as:       <ul style="list-style-type: none"> <li>* Adding</li> <li>* Subtraction</li> <li>* Multiplication</li> <li>* Division</li> <li>* Integers</li> <li>* Polynomials</li> </ul> </li> <li>- The identified students will be tracked similar to the work that was done during 2007-08 for the inquiry team. Students will be invited to participate in extended day programs tailored specific to their academic needs. Responsible persons: administrators, math coach, members of the curriculum team, teachers and the students</li> <li>- For these skills 100% of the students must obtain mastery or they cannot proceed to the next skill. Small group instruction will be used to ensure that all students participate in this basic skills curriculum.</li> <li>- 65% of all students will make 1+ years progress on the NYS Math Test and the Aquity Assessments</li> <li>- The teachers of these students will participate in a case study related to particular students to surmise and assess those students' instructional next steps. These case studies will take place during team planning sessions and will serve as an additional layer of professional development.</li> <li>- 2% of students will move from a level 3 to a level 4 as measured by the NYS Math Test</li> <li>- A consultant from CFI-PEA will work with the teachers of students with disabilities with regards to effectively incorporating technology into the instructional program. This consultant will also work with these teachers on differentiating instruction for special education students, "strategies that work."</li> <li>- Timeframe: This is an action plan for the school year, September to June. On a monthly basis, the administrative team will meet and revisit the goal and it's relation to the action plan. Once this review takes place all modifications to the action plan will be made on a needs basis.</li> </ul> <p>September→ Teachers will receive training on how to analyze the data and how to differentiate instruction as well as analyzing baseline assessments in accordance with the needs of students</p>

	<p>with disabilities and English Language Learners</p> <p>October→ Teachers will assist the students with the development of academic goals. Teachers will take a close look at the I.E.P. and how to use the information to enhance the instructional program for the students with disabilities.</p> <p>November→ Students will be made aware of progress made according to the results of math Aquity interim assessment</p> <p>December→ Students will participate in small group targeted instruction based on their academic needs according to the data</p> <p>January → Teachers will analyze the student generated midline assessments and address all instructional implications in the development of the curriculum</p> <p>February → Teachers and students will continue to look at the student generated data and revisit the development of student goals</p> <p>March- June → Teachers will look at in-house assessments, teacher observations, predictive assessments and periodic assessments and develop them for the following school year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>- Based on the budgetary allocations for the 2010-11 school year, funds from the appropriate allocations will be used to support the professional development of teachers. Specific to C4E, funds may be used for instructional coaches for teachers.</li> <li>- From the C4E funds to address time on task the school will implement a lengthened school day (ELA after school program) and a lengthened school day (vaction programs)</li> <li>- SSO funds (CEI-PEA) will support staff professional development through the use of a attendance consultant.</li> <li>- Tax levy and Title I funds will be used to staff personnel</li> <li>- Title III funds will be used to staff personnel for ELL and LEP students as well as instructional materials</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- In-house weekly quizzes and monthly tests.</li> <li>- Acuity predictive and periodic exams.</li> <li>- Baseline, midline and endline assessments.</li> <li>- Student writing and mathematical reasoning that is generated as a result of the school initiative and part of the student portfolios.</li> <li>- Review of the teacher/student conferring notes.</li> <li>- Examination of lesson plans to ensure planning for differentiated instruction.</li> </ul>

	<ul style="list-style-type: none"> <li>- NYS exams and test simulations specific to studying the scale scores of these subgroups and analyzing their trends to see if they are on track for making progress.</li> <li>- 20% of ELL students and 30% of students with disabilities will test on level 3 or 4 on the NYS ELA Test.</li> <li>- 30% of ELL students and 30% of students with disabilities will test on level 3 or 4 on the NYS Math Test</li> </ul>
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**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal for the 2010-2011 school year will be to maintain and possibly exceed the Chancellor’s attendance standard of 90%.</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 style="text-align: center;"><b>September to June</b></p> <ul style="list-style-type: none"> <li>- The attendance team will continue to meet on a biweekly basis. This team will be comprised of the following members: the assistant principals, attendance consultant, guidance counselors, family workers, school aides, attendance teacher, and the parent coordinator.</li> <li>- The attendance consultant will supply technical assistance with regards to attendance policies, procedures and guidelines.</li> <li>- The attendance consultant in conjunction with the school administration will provide ongoing professional development to all members of the staff with regards to all facets of attendance.</li> <li>- The entire school community will be constantly involved in our overall attendance improvement efforts. The school will initiate a comprehensive attendance improvement initiative for the upcoming school year.</li> <li>- The school’s attendance team will work closely with parents and students to deliver services on a proactive basis utilizing a variety of ATS attendance reports to help focus the attention where it is needed most.</li> <li>- The school’s attendance committee will monitor attendance on a consistent basis to spot trends in attendance on an individual student, class and grade level.</li> <li>- When applicable, the attendance team in conjunction with the guidance staff will utilize the services of community based organizations and mental health providers, in an attempt to meet the needs of students and families.</li> <li>- The school’s family workers will supply services, for absenteeism and lateness via calls,</li> </ul>

	<p>letters and home visits in a proactive manner to ensure that our overall attendance goal is being met.</p> <ul style="list-style-type: none"> <li>- Our target population will be identified via ATS reports and teacher recommendations. The target population will include students whose attendance has fallen below the Chancellor's standard, excessive lateness and special situations when they arise.</li> <li>- Services will be provided to all students on a fair and equitable basis. Particular attention will be focused on the following categories: students living in temporary housing, foster care, students who do not reside within district 9 and students who have been suspended to alternative learning centers.</li> <li>- Incentives will be distributed on a weekly, monthly and by the term basis. Official records of student attendance, RISA, will be included in all report card distribution.</li> <li>- Professional development will begin on September 2010 and continue throughout the school year.</li> <li>- The school will develop a comprehensive attendance plan for the 2010-2011 school year. This plan will be shared with the entire school community and will cover the steps to be taken to ensure that we reach our goal.</li> </ul> <p style="text-align: center;"><b>October to June</b></p> <ul style="list-style-type: none"> <li>- The school will implement a comprehensive incentive program. This approach will utilize incentives to serve as acknowledgement for individual and class attendance improvement and achievement. Incentive awards will include, but not limited to the following: certificates, plaques, educational orientated incentives and trips, lunch and dessert parties and special auditorium presentations and events.</li> <li>- Responsible persons include: administrators, family workers, school aides, teachers and students. The attendance team will be responsible for the development of the plan, the collection and dissemination of all data related to attendance and lateness.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>- Based on the budgetary allocations for the upcoming school year, the school will explore the purchasing of an auto-dialing system to be utilized on a daily basis.</li> <li>- Based on the budget, funds will be made available to provide the incentives listed in the above section.</li> <li>- Monies will be set aside, if available for the family workers to provide outreach via home visits on Saturdays and in the evenings.</li> <li>- SSO funds (CEI-PEA) will support staff professional development through the use of a attendance consultant.</li> <li>- AIDP Funds will be used to support attendance related initiatives.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Attendance progress with regards to our goal of improving the attendance rate by at least 2% or more will require a weekly review of a variety of ATS attendance reports. These reports will include, the RDAL, RSAL, RGST, RCUA, and RSA. Additional reports and information will also be utilized in this effort.</li> <li>- The school's attendance plan is considered to be a living document and will be reviewed, revised and adjusted on a continuous basis throughout the school year.</li> </ul>
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**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to seamlessly integrate technology into the everyday lives of our students. 80% of the students and staff will utilize Smart Boards and computers on a daily basis for effective instruction.</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>	<ul style="list-style-type: none"> <li>- There is a technology team established that is comprised of administration, teachers, technology consultant, students and parents that meets once a month.</li> <li>- The technology team will be heavily involved in the selection of all relevant software purchased specifically for addressing the academic needs of our student population.</li> <li>- A technology handbook has been created for the school that serves as a resource and blue print for the implementation of technology as part of the instructional program.</li> <li>- In September, a technology survey will be given to assess the technology knowledge of students and staff members. At the mid-point of the school year an additional survey will be issued in order to assess the success of the technology program and to assist in the designing of the professional development program.</li> <li>- In order to involve all members of the school community, all constituents will be responsible for maintaining their board of education issued email account. Email will serve as a preferred means of communication amongst the MS 232 school community and support organizations.</li> <li>- The technology team will take the necessary steps to create a school website, which will also serve as an additional means of communication within and outside of the school community.</li> <li>- Teachers will be responsible for logging into the ACUIITY website and gathering the reports from the ELA and Math periodic and predictive assessments.</li> <li>- Professional development will begin on September 2010 focused on integrating technology into the instructional program with a specific focus on addressing the</li> </ul>

	<p>academic needs of the special education and bilingual students.</p> <ul style="list-style-type: none"> <li>- A qualified technology teacher will oversee the effective use of the school's computer labs and 33 laptops. This teacher will also serve as a layer of support to the school community.</li> <li>- Considering that there are currently 19 Smart Boards installed in our projected 20 classrooms, each teacher will be required to create a minimal of 5 "Smart" lessons to share among their peers. Those who require professional development will be provided a carefully scaffolded support in order to meet this requirement. (The plan is to purchase more Smart Boards in the 2010-2011 school year so that each classroom has one.)</li> <li>- In order to address the needs of those students not meeting the state standards in literacy (to include general education, special education and ELL students) the school has purchased and uses the ELLIS program as well as READ 180. It is anticipated that students entitled to AIS and ELL students will have access to this.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>- NYSSL funds will be used to purchase software that is appropriate and relevant.</li> <li>- SSO funds (CEI-PEA) will support staff professional development through the use of a technology consultant.</li> <li>- Title I SWP funds will be used to support the professional development of teachers.</li> <li>- SURR allocation funds will be used to support the purchasing of new technology to include additional laptops and smart boards.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- As part on a periodic review, the technology surveys will serve as means of assessing and measuring success.</li> <li>- What is created related to the "Weather.com" project will be an indicator of school-wide use of technology on a regular basis.</li> <li>- When all staff members have an active DOE email address and the website is up and running, these will also serve as a marker on the integration of technology into the school culture.</li> </ul> <p>Projected Gains: Will be found in increased student performance on their class work, class assessments, Aquity assessments, and NYS assessments.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	60	80				0	40	0
7	100	70			40	0		0
8	90	80				0	40	0
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<ul style="list-style-type: none"> <li>- For the 2010-11 school year we anticipate 1 full time ELA AIS teacher to instruct the level one and “low” level two students. The plan is to use a program called “ELLIS” and Read 180 which are computer based program designed to meet each individual student at their instructional needs.</li> <li>- Academic intervention services will take place though the use of a pull-out program where small groups of students will be instructed at the same time.</li> </ul>
<p><b>Mathematics:</b></p>	<ul style="list-style-type: none"> <li>- For the 2010-11 school year we anticipate 1 full time AIS teacher to instruct the level one and “low” level two students.</li> <li>- Academic intervention services will take place though the use of a pull-out program where small groups of students will be instructed at the same time.</li> <li>- The AIS teachers will use a targeted mathematics intervention program from teacher created materials where as each skill/strategy is taught student progress is immediately assessed.</li> </ul>
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>- There is a plan for the upcoming school year to have the science teacher to utilize their professional period to provide students AIS services. There is currently a science vacancy at MS 232.</li> <li>- At the beginning of the school year, students will be administered a baseline assessment and based on the results, the lowest 1/3 will be provided AIS services.</li> </ul>
<p><b>Social Studies:</b></p>	<ul style="list-style-type: none"> <li>- There is a plan for the upcoming school year to have the social studies teacher to utilize their professional period to provide students AIS services. There is currently a science vacancy at MS 232.</li> <li>- At the beginning of the school year, students will be administered a baseline assessment and based on the results, the lowest 1/3 will be provided AIS services.</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<ul style="list-style-type: none"> <li>- Through teacher input, students are referred to the school’s guidance counselor and an in-take is taken. If deemed necessary, the guidance counselor then places these “at-risk” students on the schedule for either one-on-one or group sessions.</li> <li>- Administration and guidance counselor work closely together in monitoring student progress.</li> </ul>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>N/A</p>

<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>- Through teacher input, students are referred to the school’s two social workers and an in-take is taken. If deemed necessary, the social workers then place these “at-risk” students on the schedule for either one-on-one or group sessions.</li> <li>- Administration and guidance counselor work closely together in monitoring student progress.</li> <li>- The school also has a partnership with Columbia University where intern also work with “at- risk’ students</li> </ul>
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

**Part A: See attached file.**

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

**Part B: For schools that will receive Title III ELL Supplemental Services for 2010-11:**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1)(a)**

**Grade Level(s)** 6, 7, 8                      **Number of Students to be Served:** 131 **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 2                      **Other Staff (Specify)** 1 – After-School Supervisor

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The bulk of the Title III LEP funding will be used to provide after-school supplementary instruction for the ELL students presently in 6,7 and 8 grade bilingual classes as well as French speaking ELLs in general education classes. These students will receive ESL/Literacy instruction Tuesday and Thursday for a period of two hours each day. The program will last for 30 weeks and will involve 2 bilingual certified teachers and one supervisor working 4 hours per week. There will be two classes with a total of 20 students each. The beginner and low intermediate students will be instructed using the ELLIS computer software as well as the Keys to Learning curriculum. These teachers will mainly use English to instruct the students but will also use students' native language for clarification purposes. Money will be allocated to purchase workbooks and supplies for these after-school classes.

This after-school program was developed in order to provide additional services to identified ELL students who are struggling with second language acquisition. We analyzed the NYSESLAT and LAB-R results in order to determine their level of English proficiency. By determining their proficiency level we are able to effectively differentiate instruction and meet the needs of the students. The majority of students involved in this program are struggling in ESL and/or Literacy.

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

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Teachers receive Professional Development as determined by the Administrators, Bilingual Coordinator, and Literacy and Math coaches. Additional money will be used in order to hire a consultant to train teachers to use ESL strategies and methodologies to improve ELLs skills in literacy.

Teachers also attend workshops and conferences specifically for teachers of ELLs given by QTEL, Region 1, CEI-PEA ELL Liaison, NYSABE and Spanish Language BETAC.

*Description of Parent and Community Participation*– Explain how the school will use Title III funds to increase parent and community participation ELLs.

The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation we will provide a series of workshops to:

- Familiarize them with Standards and Assessments (Standardized testing)
- Help them understand oral language development
- Help them understanding the core curriculum

- Understand Federal and State mandates affecting ELLs

Parents will also receive *The Parent's homework Dictionary* or *Diccionario de tareas para los padres* by Dan McLaughlin. This book is a valuable tool for parents to help their child master classroom information. It includes information that parents have long forgotten from their own school experience. It is very easy to understand it is a wealth of info on all the subjects. It will help them learn about their children's education, monitor their learning, help their child master classroom information and create a bond between the classroom and the home.

Every year curriculum night takes places to help parents have a better understanding of the curriculum and the school's expectations. Also, yearly

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b> \$25,360		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff training (Note: schools must account for fringe benefits)	\$8,158.50	After-school professional development session for teachers of ELL students. The opportunity will last for 23 weeks and will involve four teachers and one supervisor working 4 hours per week.  4 teachers x 4 hrs x 23 sessions @ \$22.17 = \$8,158.50  Total in professional staff, etc.: <b>\$8,158.50</b>
Parent Involvement	\$1,056.50	Parent Involvement activities  Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.  <i>Parent's homework Dictionary</i> or <i>Diccionario de tareas para los padres</i>

		<p>by Dan McLaughlin</p> <p>\$18.95 x 30 (30 Spanish to English copies) = \$568.50</p> <p>At these workshops, food and refreshments will be provided= \$363.00</p> <p>Incentives for participation will be given= \$125.00 4 x \$25 (gift cards from Target)</p> <p><b>Total in parental involvement: \$1,056.50</b></p>
Supplies and materials	\$12,145	<p>Science textbooks and workbooks in Spanish for grade 6,7,8</p> <p>Glencoe Science NY Spanish Textbooks</p> <p>Grade 6 - \$58.98 x 25 = \$1,474.50</p> <p>Grade 7- \$58.98 x 25 = \$1,474.50</p> <p>Grade 8- \$58.98 x 25 = \$1,474.50</p> <p>Glencoe Science NY Spanish Workbooks</p> <p>Grade 6 - \$25.98 x 25 = \$649.50</p> <p>Grade 7 - \$25.98 x 25 = \$649.50</p> <p>Grade 8 - \$25.98 x 25 = \$649.50</p> <p>Math Textbook for grade 8 Bilingual</p> <p>\$36.92 x 50= \$ 1,846</p> <p>General Supplies \$3,927</p> <p><b>Total in Supplies and materials: \$12,145</b></p>
Student Field Trips	\$4,000	<p>Broadway shows cross-curricular activities</p> <p>Radio City Christmas Show</p> <p>55 students x \$61.25= \$3,369.50</p> <p>Spiderman on Broadway</p> <p>10 students x \$ 63.50= \$630.50</p>

		<b>Total in Field Trips: \$ 4,000</b>
<b>TOTAL</b>	\$25,360	

**This entire section must be completed for each budget submitted.**

**SECTION XVII**  
**BUDGET NARRATIVE**

School District 09 For Title III  
BEDS Code \_\_\_\_\_

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	\$11,990  The bulk of the Title III LEP funding will be used to provide after school supplementary instruction for the ELL students presently in 6-8 grade bilingual classes as well as French speaking ELLs in general education classes. The program will last for 30 weeks and will involve two teachers and one supervisor working 4 hours per week.

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
<b>Code 16 Support Staff Salaries</b>	
<b>Code Parental Involvement</b>	<p>\$1,1682</p> <p>Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.</p> <p>Parents will also receive <i>The Parent's homework Dictionary</i> or <i>Diccionario de tareas para los padres</i> by Dan McLaughlin. This book provides them with basic information needed in order to help students with homework in all core subject areas.</p>
<b>Code 45 Supplies and Materials</b>	<p>\$3,143</p> <p>ESL, Reading and Math materials for ELLs in grades 7-8. The entire bulk will be spent on supporting materials:</p> <ul style="list-style-type: none"> <li>➤ ESL textbooks and workbooks (Keys to Learning)</li> <li>➤ The Heinle Picture Dictionary and workbooks</li> </ul>

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

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

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

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

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

**Our school is located in the University Heights section of the Bronx and we serve a significantly high population of Hispanic students. As students are admitted into our school, a survey is completed which includes a question about which language is spoken at home. At this time, it has been noted that many of our students come from Spanish speaking households. Approximately 33% of the school's population is English Language Learners. Due to this all publications must be written in Spanish and English. The main office is staffed with personnel who speak Spanish. This includes the principal's secretary, family workers, the parent coordinator, the guidance counselor and both social workers.**

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.

**Our findings indicate a definitive need for all translations of written documents to be made into Spanish. As well, oral communications are thereby conducted in Spanish. These findings have been communicated via memo to the parents. Thus far, we have sufficiently addressed the needs of our community by employing a number of bilingual staff members. The community has been made aware of our translation and oral interpretation needs via communication in memos to parents (in Spanish and English) and there is always someone readily available to translate for teachers, parents in the office, classrooms and on the phone. Should any parent encounter a staff member who does not speak Spanish, a fellow staff member translates immediately.**

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. **All communications with parents are not issued until it has been translated into Spanish first, therefore all parents have equal access to information. All translations are requested and provided by the Principal's office and mainly the Principal's secretary. Staff members also are aware that they can request a translation of a written document from the bilingual coordinator.**
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.

**At this time, there is no need to use an outside contractor for translation services. The majority of the staff are fully equipped to interpret language either orally and/or written.**

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>.
  1. **Notify the parents in a memo detailing the availability of personnel in the office and in the school in general to translate over the phone, in person or as necessary in regards to their child's education.**
  2. **Post the services available in both Spanish and English on the Parent's bulletin board. This bulletin board will contain all communications in Spanish and English to meet the needs of the parents. Additional postings will also be available in the main office and the parent coordinator's office.**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	551,275	57,086	608,361
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,513	571	6,084
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,564	*	
4. Enter the anticipated 10% set-aside for Professional Development:	55,128	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     97%    

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

**\* The teachers who are not highly qualified were identified and their status was explained to them. The school is currently providing assistance to these teachers to ensure that they gain the appropriate licensing and certification. Professional development opportunities are extended.**

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

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

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

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

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

### **MS 232 Parent Involvement Policy**

The MS 232 motto is "Aim High With A Passion". At MS 232 we hold high standards for our students as we are helping shape tomorrow's leaders. We encourage parents to become active participants in their child's education as this will help our students excel.

In order to maintain active and informed parents, MS 232 has made information accessible through frequent backpack notices, phone calls, and friendly staff members whose roles are identified at the beginning of the year during Curriculum Night. At this special event, all parents receive a copy of staff names and functions for their information.

In further efforts to create an informed and welcomed parent body, one of the most important resources for our parents, the Bilingual (Spanish/English) Parent Coordinator, is conveniently located on the first floor. The location allows for easy access to any parent with questions or concerns. All parents are welcome to see the Parent Coordinator for assistance to resolve issues and for important information concerning school and community resources and workshops. The Parent Coordinator provides several workshops every month and makes mobile phone information public to the parent body on event flyers in order to facilitate communication in the case of an emergency.

Another important factor in creating parent involvement includes the leadership opportunities within the Parent Teacher Association of MS 232. Stepping up to the leadership roles of the PTA are crucial, but not the only roles available. Other leadership opportunities are made possible through the School Based Leadership Team. The SBLT is comprised of an equal amount of school administrators and parents, as a whole this team steers school wide policies.

An important factor in parental involvement also includes abiding by the School Discipline Code (distributed in September) and being conscience of parental influence in enforcing school policies. All parents are expected to help particularly with the following policies; this will help ensure a safe, unified, and academically driven school environment:

- School Uniform Policy
  - White, Black, or Navy Blue Top and Khaki Bottoms
- Attendance
  - School begins promptly at 8:00am
- Blue Emergency Cards
  - For your child's safety and protection, a blue emergency card must be on file for each student in the Main Office. Parents must indicate current work phone number(s), home phone number(s), and a back-up person the school can contact in case of an emergency. All parents are to keep in mind that it is important to update their emergency contact information as needed to ensure a good communication with the school.

In order to assess the efficacy of our involvement plan, parent attendance at all school functions will be monitored. Parents will be asked for feedback as well. The administration will also address parent concerns on a monthly basis at faculty conferences.

All parents will be involved in the development and approval of the School/Parent Compact as it will be developed in consultation with parents and the administration. A meeting will be held over the summer with the outgoing executive board. Subsequently, a general Parent Teacher Association meeting is held to elect a new executive board. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team will be elected.

Finally, to involve parents in the development and approval of the School/Parent Involvement Plan, it will be developed in the same manner as the School/Parent Compact, through a series of general and executive board meetings wherein the parents' voices are heard.

## **SCHOOL-PARENT COMPACT**

*MS 232, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

**TEMPLATE - MAY 2010**

*This school-parent compact is in effect during school year 2010 – 2011.*

## **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

#### **MS 232 will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - *Use Data to inform, differentiate, and individualize instruction to ultimately move students across the levels.*
  - *Use a school wide initiative of peer teaching/accountable talk to prepare students for the weekly quizzes and monthly unit tests in literacy and mathematics.*
  - *Document all conferences with students in all content areas.*
  - *Provide students with feedback with regards to their instructional next steps.*
  - *Develop a formal system of conferring with students on a daily basis that is recorded and part of an ongoing routine.*
  - *Re-teaching concepts to small groups based on informal assessments and the results of the Periodic Assessments.*
  - *Additional assistance for students during extended day and free after school tutoring.*
  - *Saturday Academy Program and Holiday Institutes – Students receive additional academic instruction every Saturday morning followed by sports and recreation in the afternoon. During Holiday breaks, parents are given the option to send children to school 3 days out of the vacation for additional academic instruction.*
  
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
  - *In the Fall and Spring.*
  
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
  - *Parent Teacher Conferences in the Fall and the Spring and upon request of a meeting with the teacher.*
  
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
  - *The parent coordinator will be available for all general questions and concerns, no appointment necessary, Monday through Friday 8am to 4pm.*

- *The main office staff is available Monday through Friday 8am to 3pm for questions concerning attendance, transcripts, face to face letter requests, and for student pick up.*
- *Assistant Principals by grade are available to answer questions concerning discipline by appointment.*

**5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

- Parents may be invited to volunteer as chaperones on school trips
- Parents may be allowed to observe classroom activities upon request and approval of Assistant Principal

**Parent Responsibilities**

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

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child’s classroom.*
- *Participating, as appropriate, in decisions relating to my children’s education.*
- *Promoting positive use of my child’s extracurricular time.*
- *Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.*
- *Updating Blue Card Emergency contact information as necessary (home address, mobile phone number, home phone number, work phone number, emergency contacts.).*
- *Ensuring my child wears school uniform every day.*

803

\_\_\_\_\_  
School

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Student

**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.

Our needs include:

- Developing a system to monitor and track student's daily attendance
- A "SAVE" room
- Increased teacher participation in the creation of curriculum maps for math and literacy
- Using data analysis to inform instruction
- Intensive teacher training on best practices in classroom management
- Provide more opportunities for various parent workshops to promote parent involvement
- Informing students of their own academic areas of need
- Promoting staff collaboration and teamwork
- Training school aides and paraprofessionals to be members of the instructional team
- Providing professional development to truly integrate technology into the instructional program
- A strong A.I.S. program across all content areas

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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.
  - Are consistent with and are designed to implement State and local improvement, if any.

**Refer to the implications for the instructional program as indicated within the school goals and action plan.**

3. Instruction by highly qualified staff.

**In order to ensure the highest quality of professionalism, staff is provided with ongoing professional development at the school level, at the district level, and at the city application. Staff members are also involved in continuing education, attaining additional degrees to better their own education.**

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.

**Professional development at MS 232 will be provided in a variety of ways:**

- **Classroom teachers will be supported across the grades by the assigned instructional coaches.**
- **Weekly team planning sessions to support and enhance the instructional program.**
- **After-school professional development opportunities (refer to page for the calendar for continuous professional learning and collaboration).**

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

- **Assess the BEDS Survey thoroughly to ensure that all teachers are teaching within their licensed area.**
- **Assign teachers accordingly based on their certification.**
- **Establish relationships with neighboring colleges/universities in an effort to recruit new teachers who graduate fully licensed and certified.**
- **Personal recommendations by qualified professionals are another avenue of attracting qualified teachers for our professional community.**

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

- **The parent coordinator will assess the needs of the parental community to design opportunities for betterment including GED support.**
- **The parent coordinator will work closely with the literacy coach and provide workshops designed around the literacy units of study.**
- **The parent coordinator and all literacy teachers will work closely together to create opportunities for parents to share in student literacy celebrations.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**N/A**

**TEMPLATE - MAY 2010**

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.
- **During team planning sessions, teachers, instructional coaches and administrators will analyze the student data and create instructional plans accordingly.**
  - **Within the classrooms, administrators will ensure that teachers are using the data to form small groups according to student academic needs.**
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.

**Opportunities for students who experience difficulty mastering proficiency levels of the academic achievement will be provided during:**

- **Extended time**
- **After school programs**
- **Vacation programs**
- **Saturday academy**

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.

**MS 232 collaborates with Columbia University and has instituted a violence prevention program of which students deemed at risk benefit from counseling services both during the school day and after school.**

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

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

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

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

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

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

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

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

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

### Completed and submitted via I-Plan

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Page #(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	✓			\$463,070	✓	
Title I, Part A (ARRA)	Federal	✓			\$56,516	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$2,237,103	✓	

### 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.

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** 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.

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

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

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

**NCLB/SED Status:** Restructuring Year 1      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

Math: In all categories the school made AYP for 2009-10

ELA:

Hispanic/ Latino→ Made AYP with Safe Harbor (In order to support the achievement of these students the school will take a closer look at the data to identify key target areas of Hispanic/ Latino students.) These students will be invited to participate in extended day activities designed towards identifying their specific areas of academic need and creating an instructional plan that will be assessed and adjusted if/when necessary.

Students with Disabilities→ Made AYP with Safe Harbor (In order to support the achievement of these students the school will take a closer look at the data to identify key target areas of students with disabilities.) These students will be invited to participate in extended day activities designed towards identifying their specific areas of academic need and creating an instructional plan that will be assessed and adjusted if/when necessary. Professional development will be given to the teachers of these students in order to assist in ensuring that instructional strategies are working and meaningful.

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School Under Registration Review (SURR)

Limited English Proficient → Made AYP with Safe Harbor (In order to support the achievement of these students the school will take a closer look at the data to identify key target areas of Limited English Proficient students.) These students will be invited to participate in extended day activities designed towards identifying their specific areas of academic need and creating an instructional plan that will be assessed and adjusted if/when necessary. Professional development will be given to the teachers of these students in order to assist in ensuring that instructional strategies are working and meaningful.

**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.

**Professional development at MS 232 will be provided in a variety of ways:**

- **Classroom teachers will be supported across the grades by the assigned instructional coaches**
  - **Weekly team planning sessions to support and enhance the instructional program**
  - **After-school professional development opportunities (refer to page for the calendar for continuous professional learning and collaboration)**
  - **Experts will be invited to provide professional development according to specific needs of concern**
  - **Teachers will be sent to various workshops to further enhance instructional practices**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

**The current mentoring program is an in-house one whereas, first year teachers are assigned a senior teacher as a mentor. Each new teacher and mentor teacher will co-teach a lesson 4 times a week with one period a week to plan and debrief.**

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 be notified via a letter written in both English and Spanish. This form of communication will be followed up by a scheduled parent conference in which all information will be divulged and explained in a detailed manner.**

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

*All SURR schools must complete this appendix.*

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

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

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

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



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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

The number of students that are currently in temporary housing as of November 1, 2010 are: 17

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

The students who are in temporary housing are provided services in the following ways:

- The social worker and/or guidance counselor meets with the students on a regular basis in order to determine urgent needs and providing assistance where necessary.
- The parent coordinator is in contact with the STH liaisons as well as the OSYD to ensure that the needs of youth experiencing homelessness are met, resources are reviewed and new ways to address their needs are considered.
- Title 1 funds will be used to: provide academic programs, purchase basic/emergency supplies, counseling services, intervention programs and parental involvement.

The students attendance and lateness rates of STH are regular discussed amongst the attendance team which meets on a bi-weekly basis in order to ensure that the students are coming to school regularly and on-time.

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

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 232					
<b>District:</b>	9	<b>DBN:</b>	09X232	<b>School</b>		320900010232

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.3	90.9	91.4
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		89.2	88.7	85.9
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	123	136	126	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	153	134	156		83.8	73.9	100.0
Grade 8	152	157	148				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		25	22	36
Grade 12	0	0	0				
Ungraded	0	1	1	<b>Recent Immigrants - Total Number:</b>			
Total	428	428	431	(As of October 31)	2007-08	2008-09	2009-10
					31	17	20

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	44	39	33	Principal Suspensions	6	0	2
# in Collaborative Team Teaching (CTT) Classes	18	15	15	Superintendent Suspensions	50	26	21
Number all others	35	20	41				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	55	98	TBD	Number of Teachers	42	38	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	13	7
# receiving ESL services only	49	59	TBD				
# ELLs with IEPs	6	15	TBD	Number of Educational Paraprofessionals	2	2	4

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	17	9	43	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	47.6	60.5	84.4
				% more than 5 years teaching anywhere	57.1	55.3	68.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	79.0	84.4
American Indian or Alaska Native	0.5	0.0	0.0	% core classes taught by "highly qualified" teachers	94.3	100.0	95.5
Black or African American	32.5	29.0	22.3				
Hispanic or Latino	65.4	69.9	77.3				
Asian or Native Hawaiian/Other Pacific	1.4	0.7	0.2				
White	0.2	0.5	0.2				
<b>Male</b>	53.7	52.8	52.4				
<b>Female</b>	46.3	47.2	47.6				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

<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>	6	6	1	0	0	

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	63.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	7.9	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	42.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	7		

<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>534</b>	District <b>09</b>	School Number <b>232</b>	School Name <b>MS 232</b>
Principal <b>Mr. Neifi Acosta</b>		Assistant Principal <b>Desire Maritnez</b>	
Coach		Coach	
Teacher/Subject Area <b>Ms. Marrero/Bilingual Literacy</b>		Guidance Counselor <b>Carmen Irrizary/Luisa Madera</b>	
Teacher/Subject Area <b>Mr. Cuello/ Bilingual Math</b>		Parent	
Teacher/Subject Area <b>Mr. Tamayo/Bilingual Math</b>		Parent Coordinator <b>Valerie Ruiz</b>	
Related Service Provider		Other	
Network Leader <b>Ben Waxman</b>		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>431</b>	Total Number of ELLs	<b>185</b>	ELLs as Share of Total Student Population (%)	<b>42.92%</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.

**Step 1** Upon enrollment, the bilingual coordinator gives the parent or guardian of ELLs a home language identification survey in their primary language (or if not available, then in English) when ELLs and their parents first arrive. The survey has questions to identify the ELL's home and preferred language. If the home language is English and student's only language is English then student is not identified as an ELL/LEP.

**Step 2** The Bilingual Coordinator determines whether the student is or is not LEP by conducting an informal interview in the student's native language and in English. If the student any language other than English then he/she is not LEP and should be placed in a monolingual class. If the student speaks a language other than English and student speaks little or no English then the LAB-R is administered by the Bilingual Coordinator to assess the English proficiency in reading, writing, speaking and listening. While we wait for the results, if the student speaks Spanish he/she will be placed in a bilingual class. If the student speaks another language then he/she is placed in a monolingual class where he/she will be pulled out by an ESL teacher.

**Step 3** After the LAB-R results are in, the Bilingual Coordinator analyzes the results of the LAB-R and places student in either a bilingual class or a monolingual class where the student will be pulled out for ESL services.

**Step 4** LEP students are tested annually during the Spring with the NYSESLAT in order to determine their level of English proficiency. If the student scores at the beginning, intermediate or advanced level he/she is still considered an LEP and must continue to receive services. If the student scores a proficient level then he/she is no longer considered an LEP and must enter the general education program

## 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>							2	2	2					6
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	185	Newcomers (ELLs receiving service 0-3 years)	110	Special Education	4
SIFE	37	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	42

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	92	33		9	2		12	0		113
Dual Language										0
ESL	17	8	1	24	1	1	31	0	2	72
<b>Total</b>	<b>109</b>	<b>41</b>	<b>1</b>	<b>33</b>	<b>3</b>	<b>1</b>	<b>43</b>	<b>0</b>	<b>2</b>	<b>185</b>

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							31	42	38					111
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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>42</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>111</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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							26	17	24					67
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									2					2
Korean														0
Punjabi														0
Polish														0
Albanian														0

## 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
Other							1	3	1					5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>20</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>74</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. How is instruction delivered?
  - a. What are the organizational models? Transitional Bilingual Program (TBE) and Pull-out ESL.
  - b. What are the program models? In TBE classes travel together in a block. Three of the Bilingual classes (620, 720 and 820) are heterogeneously grouped since they are composed of students at different beginning and intermediate English language proficiency levels. The other two bilingual classes (621 and 821) are mostly homogeneously grouped since the majority of the students are at an advanced level of English proficiency. The ESL pull-out program is designed so that students are grouped homogeneously according to their proficiency level.
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?
  - a. How is explicit ESL delivered in each program model to comply with mandates?
 

ELLs in the heterogeneous TBE classes (620,720 and 820) receive the mandated ESL units in two different ways. ESL is incorporated within the content areas and they also receive 360 minutes of ESL (2 periods each day) by a certified Bilingual teacher. ELLs in the homogenous TBE classes (621,721 and 821) receive the mandated ESL units only through the content areas. ELLs in the mainstream classes are scheduled to be pulled-out for ESL services according to their proficiency level. The number of periods they are pulled-out depends on their English proficiency level as indicated in Chart below.
  - b. How is explicit ELA delivered in each program model to comply with mandates?
 

ELLs in the homogenous TBE classes (621,721 and 821) and those mainstreamed are mandated to receive 180 minutes of ELA each week.

ELLs in TBE receive two periods, or a 90 minute block, of ELA from a Bilingual certified teacher. The mainstreamed ELLs receive the same daily 90 minute block from a certified English teacher.

c. How is explicit NLA delivered in each program model to comply with mandates?

All ELLs in TBE are mandated to receive at least 180 minutes of NLA each week. These services are provided by licensed Spanish teachers. All classes receive at least one period of NLA per day.

3. How are the content areas delivered in each program model?

In TBE, bilingual students are taught the content areas by certified bilingual teachers who incorporate ESL strategies in their lessons. The TBE homogenous classes (621, 721 and 821) and mainstreamed ELLs receive all content area instruction in English with the use of ESL strategies. The TBE heterogeneous classes (620, 720 and 820) receive content area instruction mostly in Spanish by certified bilingual teachers.

4. How do we differentiate instruction for ELL subgroups?

a. Plan for SIFE and ELLs in U.S. schools less than three years (newcomers)

i. After-school Spanish Literacy Academy: Students with Interrupted Formal Education (SIFE) take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, once a week (Fridays), and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

ii. ESL nontraditional summer program (before the beginning of the school year): The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities. They also use the ELLIS computer software program. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks.

iii. Golden Opportunity: An after-school math and reading program with ESL methodologies. Students meet after-school, four times a week, two hours each session, and are given the support needed to acquire the English language. On Tuesday and Thursday, newcomer ELLs (0-3 years) use the ELLIS Computer Software described above while the rest of the ELLs receive ELA instruction with ESL methodologies. On Monday and Wednesday ELLs receive instruction in mathematics.

iv. Academic Intervention Services (AIS) in NL Reading: AIS is implemented during the regular school day in the form of a pull-out program in order to maximize test taking opportunities of limited English proficient students.

v. Bilingual AIS: This program was designed for bilingual students who, as of April 1, 2011, have been enrolled in school in United States for one year or more and are taking the ELA examination.

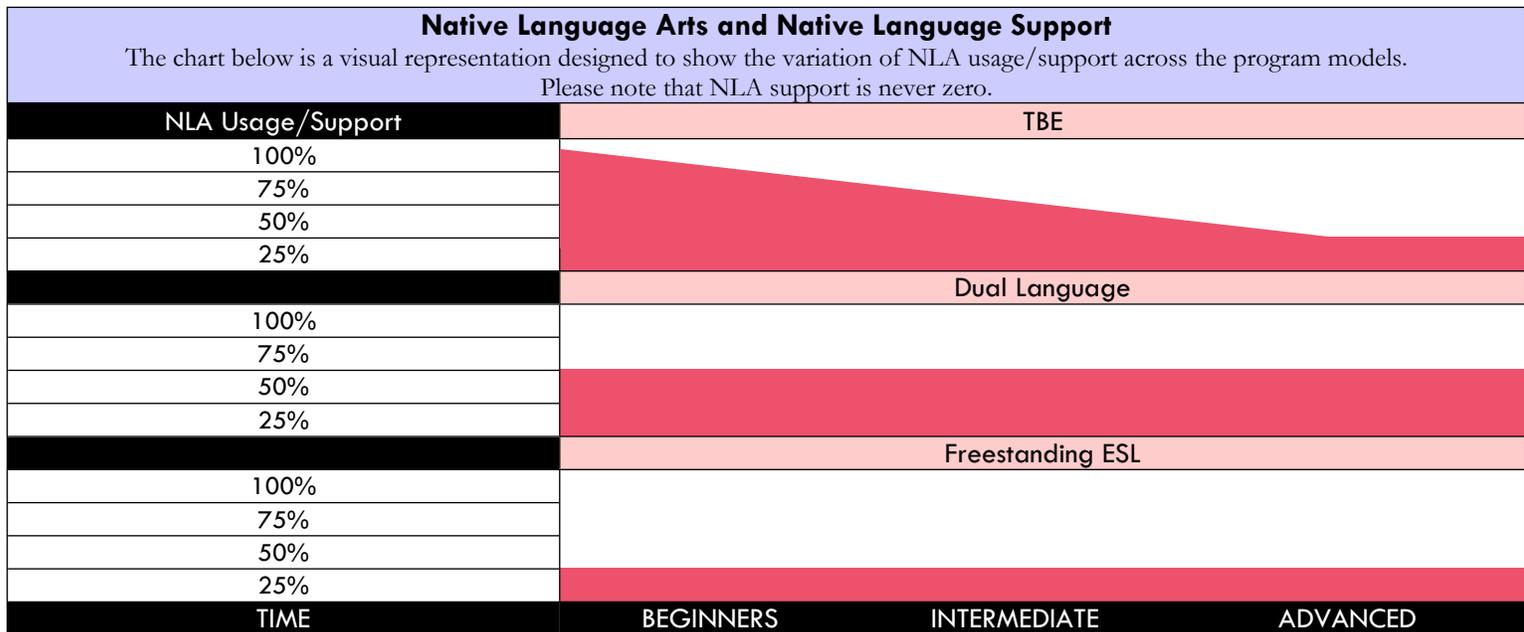
b. Plan for Long-term ELLs (in NYC school six years or more)

i. Golden Opportunity (Tuesday and Thursday): An after-school reading comprehension program for students who are English proficient as well as long term ELLs that will be taking the ELA exam.

ii. Read 180: The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block as well as after-school.

	<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

<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?

5. The following intervention programs for ELLs in ELA, math and other content areas have are implemented:

ELLs (0-3 years):

**Extended Day -Basic Skills in Reading and Math:** This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially newcomers or those struggling in reading or math, with the basic skills necessary in order to perform at grade level. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ESL methodologies.

**Academic Intervention Services (AIS) in Native Language Arts (NLA) and Mathematics:** This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and Bilingual math teacher for mathematics. For each content area, newcomers are pulled out three times a week for 45 minutes each session. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ESL methodologies.

**After-school Spanish Literacy Academy:** Newcomer students with Interrupted Formal Education (SIFE) take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

**ESL nontraditional summer program (before the beginning of the school year):** The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities. They also use the ELLIS computer software program. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks.

**Saturday Academy:** On Saturdays for a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks.

**Golden Opportunity:** An after-school math and ESL program where students meet after-school, four times a week for two hours each session. Two sets of certified teachers, bilingual math and ESL, give students the support needed to acquire English language proficiency and math skills necessary to perform at an appropriate grade level. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ESL methodologies.

ELLs (4-6 years) and long term ELLs (completed 6 years):

**Golden Opportunity (Monday-Thursday):** An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA exam. Students meet four times a week for two hours each session. On Monday and Wednesday they receive mathematics and Tuesday and Thursday English Language Arts (ELA) with a focus on reading comprehension. ELLs receive instruction in English with ESL methodologies.

**Read 180:** The READ 180 Reading Intervention Program allows ELLs to build reading comprehension skills through modeled independent reading of the READ 180 paperbacks and audio books. This program is implemented throughout the day during the regular literacy block

as well as after-school. ELLs receive instruction in English with ESL methodologies.

**Basic Skills in Reading and Math:** This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs with the basic skills necessary in order to perform at grade level in English Language Arts and mathematics. All ELLs in receive instruction in English with ESL methodologies.

6. Describe you plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT  
ELLs reaching proficiency on the NYSESLAT will continue to receive support through AIS, After-School programs, Saturday Academy and Extended Day program.

7. New programs aren't being considered at this moment.

8. No programs/services will be discontinued.

9. Describe after school and supplemental services offered to ELLs in your building.

**Basic Skills in Reading and Math:** This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially newcomers or those struggling in reading or math, with the basic skills necessary in order to perform at grade level. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

**Academic Intervention Services (AIS) in Native Language Arts (NLA) and Mathematics:** This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and Bilingual math teacher for mathematics. For each content area, newcomers are pulled out three times a week for 45 minutes each session. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

**After-school Spanish Literacy Academy:** Newcomer students with Interrupted Formal Education (SIFE) and those performing at a low native language proficiency level take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

**Saturday Academy:** On Saturdays for a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks.

**Golden Opportunity (Monday-Thursday):** An after-school reading comprehension and math program for students who are English proficient as well as long term ELLs that will be taking the ELA exam. Students meet four times a week for two hours each session. On Monday and Wednesday they receive mathematics and Tuesday and Thursday English Language Arts (ELA) with a focus on reading comprehension. Newcomer bilingual students receive ESL instruction instead of ELA. Students in Spanish dominant bilingual classes receive instruction in Spanish while students in English dominant bilingual classes as well as those in a Freestanding ESL program receive instruction in English with ESL methodologies.

10. What instructional materials, including technology, are used to support ELLS

ESL teachers follow an ESL curriculum and have various supplemental materials. All bilingual/ESL classes have ESL classroom libraries that range in proficiency levels. The bilingual classes also have leveled Spanish libraries at different proficiency levels. Classes are set up to have different learning stations: reading, writing, and listening. Teachers use manipulatives, audio-visual equipment, ELL computer software, smart boards, and plenty of visuals to stimulate learning. ELLs are taken on many trips in order to familiarize them with the different aspects of American (U.S.) culture. ELLs are supported through the use of the following instructional materials:

ELLs (0-3 years)

ESL: Textbooks, workbooks and audio CDs available for-Keys to Learning (newcomer) and Shining Star (intro); The Heinle Picture Dictionary  
Kaplan Focus on Reading; The Basic Oxford Picture Dictionary; ESL classroom libraries; Spanish-English dictionaries

Native Language Arts: Encuentros (introduccion and primer curso), Tu Mundo(Primer curso)

Technology: ELLIS Computer Software Program; smartboards in all classrooms; computers in each classroom; laptop carts

All mathematics, science and social studies textbooks, workbooks and visuals are available in English and Spanish

Mathematics: By grade level Textbook and workbook - Holt Mathematics; Kaplan Advantage NY Mathematics; Math Handbook

Science: By grade level textbook and workbook - New York Science

Social Studies: By grade level textbook and audio -6<sup>th</sup> grade Western Hemisphere (part A), 7<sup>th</sup> and 8<sup>th</sup> grade United States History

ELLs (4-6 years) and Long term ELLs (completed 6 years)

ELA and Math curriculum (followed school wide); Kaplan Focus on Reading; ESL High Point; classroom libraries;

Native Language Arts: Encuentros (primer and segundo curso); Nuestro Mundo (segundo mundo)

Technology: Smartboards in all classrooms; computers in each classroom; laptop carts

All mathematics, science and social studies textbooks, workbooks and visuals are in English.

Mathematics: By grade level Textbook and workbook - Holt Mathematics; Kaplan Advantage NY Mathematics; Math Handbook

Science: By grade level textbook and workbook - New York Science

Social Studies: By grade level textbook and audio -6<sup>th</sup> grade Western Hemisphere (part A), 7<sup>th</sup> and 8<sup>th</sup> grade United States History

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Before the beginning of the school year newly enrolled students (0-2 years) are enrolled in an ESL nontraditional summer program: The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities.

14. What languages electives are offered to ELLs? Electives are offered in English and Spanish.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

PD plan for ELL personnel : Scaffolding the Academic Uses of Academic Language in Middle School

Literacy Department Meeting (Every Monday); Smartboard Training (October 12, 19 and 26); ELA for Second Language Learners ; Applying Common Core State Standards in the ESL/Bilingual Classes (November 2, 2010); Classroom Management (November 2, 2010); Looking at Our School Data and Our School

### 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?

MS 232 has a parent coordinator and bilingual coordinator that meet with parents of ELLs throughout the school. We provide the following workshops: Welcome back workshop ; Internet Safety Workshop; Yoga Workshop ; Parent welcome Table; Aris Parent Link Table

The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation we will provide a series of workshops to:

- Ø Familiarize them with Standards and Assessments (Standardized testing)
- Ø Help them understand oral language development
- Ø Help then understanding the core curriculum
- Ø Understand Federal and State mandates affecting ELLs

Parents will also receive The Parent’s homework Dictionary or Diccionario de tareas para los padres by Dan McLaughlin. This book is a valuable tool for parents to help their child master classroom information. It includes information that parents have long forgotten from their own school experience. It is very easy to understand it is a wealth of info on all the subjects. It will help them learn about their children’s education, monitor their learning, help their child master classroom information and create a bond between the classroom and the home.

## 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)							24	23	33					80
Intermediate(I)							10	13	21					44
Advanced (A)							23	26	12					61
Total	0	0	0	0	0	0	57	62	66	0	0	0	0	185

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							10	15	8				
	I							4	A2	8				
	A							25	28	15				
	P							5	9	20				
READING/ WRITING	B							9	11	20				
	I							12	18	23				
	A							17	23	10				

New York State Regents Exam										
		Number of ELLs Taking Test				Number of ELLs Passing Test				
		English		Native Language		English		Native Language		
Grade	Other	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	
3	Comprehensive English									0
4	Math									0
5	Math									0
6	Biology									0
7	Chemistry	8	17			2				27
8	Earth Science	22	16			1				39
9	Living Environment									
10	Physics	22	17			2				41
11	NYSAA Biology and Geography	0	0			0				0
12	US History and Government	NYS Math								
Foreign Language		Level 1		Level 2		Level 3		Level 4		Total
Grade	Other	English	NL	English	NL	English	NL	English	NL	
3	Other									0
4	NYSAA ELA									0
5	NYSAA Mathematics									0
6	NYSAA Social Studies									
7	NYSAA Science	3	4	15	10	6	4	2		44
8		12	9	18	5	9	0			53
9		3	9	2	17					31
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
		1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	
ELE (Spanish Reading Test)		Level 1		Level 2		Level 3		Level 4		
		NL	English	NL	English					
Chinese Reading Test										
8										0
	NYSAA Bilingual Spe Ed									0

### NYS Social Studies

#### 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?

In order to assess the early literacy skills of our ELL students we will use baseline assessments in reading and writing as a springboard. As it pertains to reading all students will take the Scantron Performance Series in the periodic assessment data base and in writing, students will be asked to write on a topic of their choice and then revise and edit it accordingly. From this information, teachers will be able to develop instructional next steps. This information will then be considered when teachers work on creating curriculum maps and when decisions are made to purchase instructional materials.

What is revealed after looking at the NYSESLAT data is that the majority of our ELL students are "beginners" especially in the 6<sup>th</sup> grade. What is also revealed is that we are successful in moving the students across the stages of language acquisition because a considerable amount of our 8<sup>th</sup> grade students are now advanced or proficient. By this we judge the success of our ELL 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.

1. If the student speaks a language other than English and student speaks little or no English then the LAB-R is administered by the Bilingual Coordinator to assess the English proficiency in reading, writing, speaking and listening. We also assess students with the NYSELAT, NYC ITA Acuity Assessment as well as Predictive Assessments. Teachers of ELLs differentiate instruction based on the English proficiency level they obtain on either the NYSESLAT or LAB-R exam.
2. The data reveals that most of our newcomer students arrive with a beginning level of English proficiency. Also, that a little under 50% of our ELLs are at a beginning level of English proficiency since most have been in the US for less than a year. It is also evident that more students are at an advance level of English proficiency in listening and speaking. There are more eight grade ELLs at a proficient level of listening and speaking compared to the other grades. More students in the seventh grade are at an advanced level of proficiency in reading and writing than ELLs in other grades.
3. Patterns across NYSESLAT modalities affect teachers instruction because teachers know which are the areas of weakness for each child in their class. Therefore, they can group students accordingly, differentiate instruction and use teaching strategies that will focus on the use of the modality in which each group scored the lowest.

## 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		