



**THE *FORWARD* SCHOOL OF CREATIVE WRITING
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 11X287

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11X287 **SCHOOL NAME:** The FORWARD School

SCHOOL ADDRESS: 3710 Barnes Avenue Bronx, New York 10467

SCHOOL TELEPHONE: 718-652-0519 **FAX:** 718-652-0428

SCHOOL CONTACT PERSON: Adrienne Phifer **EMAIL ADDRESS:** aphifer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Adrienne Phifer

PRINCIPAL: Adrienne Phifer

UFT CHAPTER LEADER: Mohammed Jalloh

PARENTS' ASSOCIATION PRESIDENT: Pamela Coleman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Elizabeth A. White

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
Adrienne Phifer	*Principal or Designee	
Mohammed Jalloh	*UFT Chapter Chairperson or Designee	
Pamela Coleman	*PA/PTA President or Designated Co-President	
Sadian Redway	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Anthony McGilchrist	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	
Tabitha Noney	Member/PTA Treasurer	
Diane Forte	Member/ PTA Secretary	
Castella Mckenzie	Member/Assistant Principal	
Keith Pratt	Member/Parent	
Nina Pizarro	Member/DC 37	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The *Forward* School of Creative Writing, comprised of approximately 350 students in grades six through eight, is a guild system in which every student develops authorship and artistry across the rigorous three-year curriculum. We believe that an excellent author is one that, in fact, writes and develops reading, listening and speaking skills. Therefore, the *Forward* Writers Guild offers burgeoning writers opportunities in each subject area to expand personal literacy that will meet the rigors of high school and make them competitive for the myriad opportunities that college will provide.

The guild system guides each student to develop his or her author's voice during reflective investigation of self as learner, contributor to school community and literate voice in the greater community. Sixth grade apprentices develop a "sense of self" as they gain basic content awareness and knowledge. They are guided to develop language skills and strategies necessary to the literacy comprehension of each content area. Grounded by their apprenticeship, journeymen and women address the challenges and depth of content in the seventh grade curriculum as they increase their stamina through participation in school-based projects and cross-curricular activities. During this stage, seventh graders ply their skills and investigate their interests. As eighth grade craftsmen and women, *Forward* students reach out to the greater community through varied writing projects and artistic endeavors. Their authentic community connections and inevitable life lessons bring them to a better understanding of the human condition.

The master craftsmen and women, our faculty, do inspire, model and guide each student in meaningful opportunities to investigate artistry involved in the respective content. Therefore, at each guild level, a student will be expected and encouraged to think, perform and write with depth and dimension, as historian, scientist, mathematician, technician and literary analyst within the core subject areas. In the arts classes, creative writing and physical education classes, each student is challenged to think, feel, perform and gain perspective on the human condition via his or her author's journey. Authorship multiplied by artistry (A^2) is practiced at each successive guild level across curricula

It is our belief that, as lifelong learners, we will leave behind a legacy beyond the products of our authorship and artistry. We will leave the courage of our convictions and the spirit of what makes us human. In this belief, students are inspired by their families the master craftsmen and women about how to craft their legacy across the years in the Writers Guild. At *Forward*, all key players between home and school guide and celebrate each student's measured educational success and gift of author's voice and personal artistry in preparation for his or her contribution to the world.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
2007-08 2008-09 2009-10				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)				Number of Educational Paraprofessionals				
2007-08 2008-09 2009-10								
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)				% fully licensed & permanently assigned to this school				
2007-08 2008-09 2009-10				Percent more than two years teaching in this school				
American Indian or Alaska Native				Percent more than five years teaching anywhere				
Black or African American				Percent Masters Degree or higher				
Hispanic or Latino				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Asian or Native Hawaiian/Other Pacific Isl.								
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

STUDENT PERFORMANCE TRENDS

The recent publication of the NYS Cut Score reports on the' NYS 2010 E.L.A. and Mathematics Assessments revealed a major trend of "Not Meeting" standards for passing among our students with: IEPs, both in self-contained and those placed in general education classroom setting; our Inquiry Team Study (mathematics focus) students; our overage students; held-over students. We also have noted that more male students did "not meet" standards than female students.

We disaggregated the initial Cut Score data on both the 2011 E.L.A. and Mathematics Assessments for our targeted subgroups. The following are our findings on the test performance for our targeted subgroups. We noted that among our 44 self-contained students that took the exams, 13 out of 44 (**30%**) **met standard** in EL.A and 8 out of 44 (**18%**) of those students **met standard** in math. We also noted that among our 27 SETTS students, placed in general education classroom settings, 17 out of 27 (**63%**) met standard for E.L.A. and 19 out of 27 (**70%**) met standard for passing in math. Among our Inquiry Team Study population (mathematics study only) 4 of our 13 (**31%**) **met standard** for passing in E.L.A., while 3 (**23%**) out of those 13 students met standard for passing in mathematics. IN our overage population we noted that of our 117 students in this subgroup, 89 (**76%**) **met standard** for passing the E.L.A. exam while 77 (**66%**) **met standard in the mathematics area. Of those students held over for the 2009-2010 academic year, 5 (100%) met standard** for passing in E.L.A. while 4 (**80%**) **met standard** for passing in mathematics. We also noted that among the 329 students to complete the 2010 NYS E.L.A. and Mathematics Assessments, the 119 male students of the 329 (**77%**) **met standards** for the E.L.A. exam compared to 156 female students out of 329 (**90%**) **met standard** for passing the E.L.A. exam. And, among the 329 students that took the 2010 NYS Mathematics Assessment, 116 out of 155 males (**75%**) **met standard** and 140 out of 174 females (**80%**) **met standard**.

Although, through lack of data, we cannot make a scale score comparison at this time between the 2009 and the 2010 state assessment results, it is apparent that this data briefs us on the need to focus attention on direct intervention with those students that did not meet the initial cut. Although the results were based on the first section of both exams only, we are taking these results as an indicator that our targeted subgroups of students will require more specific development in the reading comprehension indicators necessary for passing in these two tested areas in both reading and mathematics.

What are some initial conclusions from disaggregating this data? First, although we statistically lessened the extreme 2:1 ratio of female students of the past two years at Forward during this past academic year, many of our male students, particularly among our student population with IEPs in self-contained classrooms did not meet standards for Cut Score passing in both the E.L.A and

mathematics assessments. We thought that in closing this ratio, boys would not feel as isolated, and we may have relaxed our gender specific approaches due to the population shift. Second, The Inquiry Team group did not succeed as they did last year when 17 out of 19 male students met standards for passing their exams with a soaring mark in scale score point gains.

The PLTs will do a preliminary data analysis on those skills typically required to comprehend and accomplish passing scores on both assessments. Close examination of the NYS Indicators and Strands in the assessment tasks will be conducted and instructional implications will be gleaned and used to create the September, 2010 baseline assessments. In full faculty meetings subsequent to the publication of test results, we problem-solved methods for incorporation of skills interventions that will be delivered from the beginning to the end of the next academic year in order to assist our special education population, in particular, to build literacy and numeric within other content areas. Further, we have not seen the actual scale scores of the general education and E.S.L. populations either. Although many of those students met standard for passing on the tests, our assumption that their scale scores were not lower as well, would be a false one because we need to proactive and use the initial Cut Score data as an indicator of students' reading comprehension gaps measured by their performance in books one of the E.L.A. and Mathematics Assessments.

Specifically, E.L.A., mathematics and SETTS teachers will begin interventions for those students in these targeted subgroups that did not meet Cut Score standards for passing. Additionally, all teachers across curricula will plan and implement a more rigorous approach to school-wide literacy and numeric support in all disciplines across the board, both in general education and special education settings to begin in early September.

As a school-wide faculty comprised of smaller professional learning teams, we will hit the ground running with the disaggregated results of the 2010 E.L.A. and Mathematics Assessment in September. The data will drive more strategic understanding of how to define subgroups and how to provide interventions in whole class, small group and one-to-one interventions during regular academic day programs, push-in and pull out interventions and in after school and Saturday academies.

OUR GREATEST ACCOMPLISHMENTS

Our first accomplishment is that we have gained a clearer perspective on the impact and flow of our entire thirty-month middle school program, designed, planned and implemented by our staff. We have recently graduated our first cohort of students that has successfully completed each level of the three-year Forward School Guild. Their personal academic and social journeys have helped us to watch our original vision unfold from conception to reality.

The second accomplishment has been to make a meaningful paradigm shift in our understanding of the use of data. Workshop Model classes, across disciplines, incorporate reliable and creative use of varied assessments. Recently, the development of PLTs along with our strategic adoption of Inquiry Team methodologies in working with targeted student subgroups have motivated us to take a keener look at a variety of diagnostic, formative and summative sources of students' on-going academic data. In the PLTs, teachers note patterns and trends in students' on-going performance that informs us about student progress at shorter intervals. As we become more adept at using the structure of the Workshop Model, we are able to strategically plan for opportunities to reach and move students toward measurable goals and achievable outcomes. As we are becoming more astute at building differentiation of instruction activities, we learn to be flexible in planning, teaching and evaluation of what works for our students on a daily basis. We are having deeper conversations about classroom practices across the board. We know that teachers need to share and talk about student work on a constant basis in order to develop teaching strategies for continued student improvement across disciplines and grades. Our data –based self-examination of our teaching methods is now equal to our conversation about student performance. We see the connection between meaningful teaching practices and measurable student development and outcomes when we share what works and what does not work in our teaching with colleagues. Consequently, teacher inter-visitations are more authentic among the faculty. Our conversations go beyond watching “how” we teach. We are learning to evaluate more effectively which methods and strategies really work for

specific groups of students. We have always been alert to what summative data tell us, but now we better understand how to collect meaningful data from varied and creative student activities during the course of each unit. We are offering students more rigorous project-based alternatives to show them what they know and give them more opportunities to make choices about how they will demonstrate their understanding of content and skills mastery across disciplines. These teaching/learning practices ensure that we will not miss opportunities to teach to the needs of students as those needs arise.

Our third accomplishment is that we are learning to think “out of the box” and re-plan for re-teaching in a strategic way, when necessary, to move students forward in the literacy of each and every subject area. We have also found our students to be meaningfully engaged when interdisciplinary connections are made. We will continue to move forward in capitalizing on the thematic connections and practical applications for interdisciplinary projects that give depth and dimension to students’ understanding of the world. We understand that we need to push students to think for themselves about pertinent topics, world events and the skills, strategies, stamina and self-awareness about their own learning and their place in the world now and in the future. We are committed to more strategically teaching students to talk and write in every subject area in many genres with teacher guidance and sharing of our collected exemplars of published student writing. We have made the school-wide commitment to establish content area writing in response to metacognitive, researched classroom investigations and discussions. We will strive to assist students in framing informed opinions and making meaningful contextual connections. At the same time, we will guide them in framing more meaningful argumentation both in speaking and in writing.

Our fourth accomplishment is our commitment to community connection. We have actively worked to build relationships for our students with the world at large. In fact, the main mission of students in the eighth grade (craftsmen/women) year is to exercise voice and extend “self” to the greater community. Among our list of community connections are:

- Neighborhood Holiday Partnership: Each year, we are invited to contribute a student-crafted Christmas tree ornaments to adorn the neighborhood located at Gunhill Avenue & White Plains Road
- G.R.E.A.T. Programs Community Partnership: Officer Thurston provides students with a 13-week immersion in group-resistance, gang resistance techniques and recognition of high-risk behaviors; Officer Thurston has donated his time to each an after-school karate class to 7th graders
- New York Cares: program volunteers designed and painted famous quotations by persons across history on our school hallways for student inspiration
- Channel One Partnership: Closed circuit television donations to all classrooms: have enabled our students to keep pace with current events and educational, content-area documentaries
- Periwinkle Production Grant: provided students with the opportunity to “let themselves go” in a series of free theater classes
- World SAVVY grant: Broadened students’ awareness of history on the topic of the ion-going contributions of immigrants to this country. Students were empowered by contributing audio recordings of original poetry about their immigrant history. These recordings are now on iTunes
- VHI Save the Music Grant: Our music teacher participated in a program and brought a class set of acoustic guitars to Forward for student classes and performances
- Lafayette College, Easton Pennsylvania connection: we cooperatively raised money to take a chartered bus trip for our eighth grade campus visitation for college orientation
- *Forward* Flash Boys and Girls Basketball Teams: Teacher volunteerism allowed our students to shine athletically and produce a team periodical
- Department of Transportation Partnership: Empowered Forward students to design a street sign to make crossing the street safer in the community
- Channel One connection: February, 2010, Grade 8 Eight Honors Class was invited by Assemblyman Car Hastie to participate in History Channel documentary competition on the legacy of Dr. Martin Luther King, Jr. Our winning documentary is currently aired on cablevision
- Parent Grant: A recent grant proposal brought a bank of four parent room computers for our *Aris Parent Link* access
- Lacademia Nursing Home connection: each year our grade 8 students connect with the elders at holiday time when they bring cards and spend time with the residents
- Student Council Invitation extended by Deputy Mayor Walcott to Student Council Visit, Spring 2010,
- Holiday “adopt a Family” program: During winter holiday time, our 7th grade students raise funds, gather food and collect gift items for two families to brighten the holidays of those less fortunate. Families are anonymous.
- Haiti Disaster Relief: In response to the 2010 earthquake, students initiated a clothing drive that culminated in a community rally. Students collected \$800.00 and 8 boxes of clothes for earthquake victims.

- Library Building Grant: In 2010, we were fortunate to receive an amazing \$800 thousand dollar grant, from Councilman, Larry Seabrook, to construct a campus library in two *Forward* classrooms

SIGNIFICANT BARRIERS to CONTINUOUS IMPROVEMENT

The significant challenges to our measuring continuous success are:

- 1) developing and maintaining an on-going system for strategic academic interventions for those students whose grade level learning gaps are the widest
- 2) acquiring multi-leveled fiction and nonfiction classroom libraries in all content areas
- 3) building a working repertoire of strategies, practices and materials that support differentiated instruction in all classrooms on a daily basis across curricula
- 4) building and developing an experienced faculty
- 5) nurturing the home-school connection in order to inform and support students' daily academic and social progress

Intervention Systems

In order to close learning gaps for our lowest performing students among our subgroup populations, we must clearly define a systematic action plan for our lowest performing students' interventions to include classroom, small group and one-to-one practices that target their specific and unique learning needs. The plan will facilitate students' engagement with noticeable short-term results and measurable gains in state testing results. It is mandatory that we develop a more stream-lined, transparent and strategic system to include all key players involved in each student's academic interest.

We have made great strides as a faculty in the reexamination of our teaching practices. We know how to better direct students toward setting their own goals and forming realistic and measurable action plans. If our implementation of the Workshop Model template for instruction bespeaks our vision for the development of student independence, then students must be trained and held accountable for taking on that independence and demonstrating it. We will actively seek ways to help students understand what their learning gaps are, how to frame their goals to close those gaps and to be held accountable for measuring their gains. We will motivate them to take some risks in learning as teachers are taking risks in thinking outside the box to teach to student needs. We will continue to plan for meaningful ways to form solid educational plans, student-to-teacher.

Developing a Teaching Strategies Repertoire

Our teaching staff is actively working to develop a toolbox of teaching practices, strategies and tools of the trade that will best serve our students. Most teachers are new to the profession or new to the Workshop Model that accommodates and dictates students' time on task in independent practice which is prescribed and developed for them toward their building proficiency to mastery in concepts and skills relative to respective subjects. It is one thing to understand data and what students need to accomplish; it is another thing to know exactly how to move students forward when your repertoire is limited.

Further, we know that students must be guided in all classes to build true metacognitive thinking, develop problem solving skills, form and express thoughtful, researched opinions after considering the research and opinions of others. Our teachers and paraprofessionals are reaching and growing all the time in this effort. They will be held accountable for developing their repertoires within the PLTs as they research for varied approaches, strategies and means of implementation so that they become more proactive in planning how they will teach the curriculum. The PLTs have opened up many possibilities via the newly found support system and teachers are more willing to take risks and try new things. Again, our newly-inspired commitment to talking and writing across curricula has inspired us toward rigorous work in the coming academic year.

Building and Developing Experienced Faculty and Staff

We are building an experienced faculty and staff. Our Guild addresses our talented faculty and staff members as master crafts people in their respective fields. We are building best practices in our

content areas as we take greater responsibility for actively pursuing professional development opportunities and reading and discussing professional materials to enhance our instruction.

Our E.L.A. teachers are participating in the Core Curriculum Pilot Program during the academic year that will creatively and practically develop experience designing curricula that are standards-based - according the newly drafted Common Core State Standards, employ instructional best practices and address what every 6th, 7th and 8th grade students needs to know and be able to do at the end of each respective school year. We look forward to sharing their work across curricula in our weekly PLT meetings.

The PLTs have given impetus to our interdisciplinary planning toward students' increased literacy development at Forward. We are committed to incorporating all opportunities to foster students to read, write and talk about content across curricula. We want to engender each student's curiosity about why and how each discipline area adds to their success as a life-long learner. We are talking in our PLTS about learning and content hot topics. We are prepared to deepen student conversations, encourage their research into multiple points of view.

With experience, our faculty and staff have deepened their awareness of student management. We are learning to use the steps and procedures of the Workshop Model to manage flow, routines and practices that foster student engagement and learning independence. We have had great success in implementing the PBIS system of expectations for and rewarding positive behavior to support Guild practices. We are using common teaching/learning terms across disciplines to support student understanding about the process of learning. We are learning to hold students accountable for their learning by using procedures and practices outlined by Guild expectations and PBIS practices.

We are building a faculty whose shared belief system is uniting according to the tenets and principals of the Vision and Mission Statements. We are building relationships that make it possible to freely call upon their unique and individual talents. Teachers are willing to volunteer time and to address the academic and social needs of our students. We are coming together as a faculty that enjoys sharing research, looking at student work, analyzing pertinent data, arguing about data implications and teaching methodologies to creatively coordinate our efforts to continually develop our *Forward Guild*.

Home-School Connection

We feel that it is mandatory for student success that they see and feel an absolute meeting of the minds between home and school with regard to their academic success. Faculty is learning to communicate with parents on a regular basis to keep them abreast of student progress on a regular basis. The use of SNAP Grades and the new ARIS Parent Link are welcome technological tools to forge the home/school link.

The work of the parent coordinator will be more focused on involving parents in all school activities. Through his monthly newsletter, he will spend dedicated time reaching out to parents on a more personal basis to build a stronger home-school link.

Monthly Saturday Academies will address real parent needs and integrate with sponsored student activities. More emphasis will be placed upon using more effective strategies to address strategy instruction that currently fails to meet the needs of students either through engagement or interest.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. **RESEARCH, STUDY and INQUIRY** – Develop and align our repertoire of best practices with our belief system about how students learn best
By September 2010, 80% of teachers will engage in school-wide PLT initiatives to support their on-going development, understand and implement the Common Core State Standards, understand use a wider variety of student data-driven strategies that promote depth of understanding and proficiency in skills to deepen content comprehension.

2. **INFORMED PLANNING** – Understand trends and patterns in varied student data to plan for differentiated small group and individualized instruction.
By June 2010, 80% of teachers across curricula will construct and implement lessons that address students' differentiated needs through flexible grouping & interim planning by proficiency level to meet students' needs at all instructional levels

3. **STUDENT ACCOUNTABILITY** – Enfranchise students, in all identified subgroups and at all developmental levels, to understand their own assessment data and work with teachers to set measurable learning goals with action plans.
By June 2011, 100% of students will establish goals for personal skills development and mastery a minimum of three times each year. Students will be taught to revisit and revise goals for personal mastery and development based on assessment results.

4. **STRENGTHENING HOME-SCHOOL PARTNERSHIPS** – Be enfranchised as an informed key player in their child's academic progress in the Forward Guild.
By the close of September 2010, all parents will be notified of/offered training in: Snap Grades, Aris Parent Link, Writer's Guild procedures, PBIS (positive behavior) expectations, procedures and practices and informed of all curricular requirements through our Curriculum Night Event, voice master, monthly calendar and our first parent newsletter.

5. **Improving Student Achievement: Practicing Supportive Instructional Supervision**
By June 2011, supportive supervision will provide effective instructional support and teacher feedback to ensure that the number of students meeting and exceeding performance standards (Level 3's and 4's) in ELA and math will increase by a minimum of three percent.

SECTION VI: ACTION PLAN GOAL 1, THE *FORWARD SCHOOL GOAL ONE*

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): Content areas across curricula

<p>Annual GOAL I Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> By September 2010, 80% of teachers will engage in school-wide PLT initiatives to support their on-going development, understand and implement the Common Core State Standards, understand use a wider variety of student data-driven strategies that promote depth of understanding and proficiency in skills to deepen content comprehension.
<p>Action Plan for GOAL I Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> A minimum of twice each month, teachers will collaboratively review the Common Core State Standards to align instruction to the standards and develop their menus of best teaching practices respective to the delivery of their content area instruction and work to share more effective instructional practices with their colleagues school-wide in PLT meetings During the 2010-2011 academic years, there will be two official inquiry periods: the first from early October through January; the second, from early February to May. In September, 2010, PLTs will study student data on the targeted subgroups, respective to their disciplines and work to develop a repertoire of resources to target underdeveloped skill areas Each of the two inquiry studies will target a specific subgroup whose skills proficiency will be measured in relation to the implementation of the applied strategies. The first, ELA in 7th grade special education classes. The second school-wide study will be in the 6th grade, as core subject teachers learn to align curriculum across disciplines and ensure that their instruction is aligned to Common Core State standards At mid-year, there will be a review of individual student progress and of the first inquiry sessions. Data analysis will lead to the formation of a second grouping of students for inquiry and intervention. A core group of instructors who teach the same group of students will participate in a year-long study to discover how writing across the curriculum can best be supported by alignment and use of the Common Core State Standards will strengthen instruction and support student achievement

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding will be the primary funding allocation.</p> <p>The principal will schedule and drive the team planning. All core instructors, assistant principals, coaches and service providers will develop and implement the differentiated curriculum to support and develop students' skill mastery as projected fort this goal</p>
<p>Indicators of Interim Progress and/or Accomplishment for GOAL 1 <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • A minimum of 80% of teachers will regularly participate in bi-monthly PLT Team Meetings. Agendas & Log sheets (see Sather's leading Professional learning teams) and completed intervisitation feedback forms will provide evidence of this • Once-per-month inter-visitation teacher-to-teacher feedback (each teacher) to be measured by a feedback form that will focus on the application of one specific PLT teaching/learning strategy used by the teacher in the delivery of instruction in small group or one-to-one intervention during the inter-visitation. • A binder of curriculum and instructional resources for varying and improving the delivery of differentiated instruction across disciplines will be developed by PLT members in all disciplines • Regularly scheduled instructional observation reports will identify strengths and areas of need for individual instructors • Focused learning walk feedback by school teams comprised of teachers and administrators, will produce feedback on targeted environmental and instructional conditions as next steps for improving tone and instruction.

SECTION VI: ACTION PLAN FORWARD SCHOOL GOAL 2

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): Content areas across curricula

<p>Annual GOAL II Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of teachers across curricula will construct and implement lessons that address students’ differentiated needs through flexible grouping & interim planning by proficiency level to meet students’ needs at all instructional levels</p>
<p>Action Plan for GOAL II Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By June 2010 80% of teachers in all core subjects will ensure instructional planning that addresses the needs at all proficiency levels • Students will be taught to analyze, evaluate and address deficiencies in their own personal skills mastery with direct teacher support and with independence • At the onset of each unit of study, students will be assessed to help teachers assess direct skills needs in order to align instruction with the CCSS& differentiate for student support • Students will be taught to understand data in connection to content, comprehension and skills building, detect patterns and trends among their own data toward closing the gaps in getting the gist of a particular subject and developing the skills that build their understanding of the subject material • Students will be assisted in establishing goals with action plans that involve all disciplines in order to promote the greater sense of who they are as learners and how all subject areas contribute to their literacy and numeric development • Students will evaluate and discuss their development across curricula as readers, writers, Students will spend a minimum of one period per week working toward personal best in critical thinking skills in ELA and math classes • Data-driven instruction will facilitate students’ grouping and conferencing. Students will use their data to set goals and develop action plans for improvement. Students will address their weaker skills by utilizing classroom resources for independent skills work and guided research. • Supportive Supervision will be launched by the school’s instructional team to ensure that pedagogical staff receives regular, consistent developmental instructional feedback. A minimum of four teachers per week will be provided with direct support and feedback based on their needs as gleaned from informal observations. Lesson plans will be reviewed and evaluated a minimum of twice monthly for each teacher in order to ensure and reinforce the use of collaboratively designed practices, maintenance of systems and development of a repertoire of best instructional practices. • Beginning September 2010, assistant principals and coaches will provide instructional support that ensures that teachers are: setting expectations for CCSS standards-based student learning and students will produce published work that meets or exceeds those standards.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will</p>	<p>AARA Supplemental Deficit Reduction, Fair student Funding</p> <p>The principal will schedule, drive and support the team planning. All core instructors, assistant principals, coaches and service providers will develop and implement the differentiated curriculum to support and develop students’ skill mastery as projected fort</p>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	<p>this goal</p>
<p>Indicators of Interim Progress and/or Accomplishment for GOAL II <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 3% gains in achievement on 2011 NYS ELA & math assessments • Students will be able to state their goals, explain why they set them and share how they plan to improve proficiency • Written student reflections that articulate progress toward meeting goals • Revised student goals, aligned with interim assessment data

SECTION VI: ACTION PLAN FOR FORWARD SCHOOL GOAL THREE

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): Student Accountability

<p>Annual Goal III <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2011, 100% of students will set goals for personal skills development and mastery a minimum of three times each year. Students will be taught to revisit and revise goals for personal mastery and development based on assessment results.
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Action Plan for GOAL III

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- A minimum of three times each year, The Forward School will administer interim measures appropriate to each of the core disciplines to track achievement and monitor projected progress.
- The results from the interim Acuity Assessments will be scanned by the school’s leadership and presented to staff at PLT meetings to reveal each student’s item analysis in a spreadsheet.
- On a bi-weekly basis, teachers will use PLT sessions to analyze student data for patterns, trends, and coherence within methods and resources used for instruction. Lower performed standards will be re-taught and implementation of differentiated instruction and conferencing will be established in as a daily part of each teacher’s instruction.
- Data-driven instruction will facilitate students’ grouping and conferencing. Students will use their data to set goals and develop action plans for improvement. Students will address their weaker skills by utilizing classroom resources for independent skills work and guided research.
- Supportive Supervision will be launched by the school’s instructional team to ensure that pedagogical staff receives regular, consistent developmental instructional feedback. A minimum of four teachers per week will be provided with direct support and feedback based on their needs as gleaned from informal observations. Lesson plans will be reviewed and evaluated a minimum of twice monthly for each teacher in order to ensure and reinforce the use of collaboratively designed practices, maintenance of systems and development of a repertoire of best instructional practices.
- Beginning September 2010, assistant principals and coaches will provide instructional support that ensures that teachers are: setting expectations for CCSS standards-based student learning and students will produce published work that meets or exceeds those standards.
- Assistant principals will use collaboratively-developed teacher evaluation tools to examine the development and implementation of standards-based lessons, data-driven instruction planning, standards-based planning, and performance feedback to students.
- On a bi-weekly basis, assistant principals will meet with teachers to assess and evaluate the following: pre-assessment, ongoing progress, summative assessment and assessment of strategies and techniques employed by teachers to lead students to the accomplishment of standards-based outcomes.
- Teachers, in collaboration with assistant principals and coaches, will ensure that students are accountable for their performance. To this end, students will use teacher and peer feedback as well as self-evaluation techniques that employ the meaningful use of-rubrics, varied criteria charts, checklists, models and exemplars to guide, assess and monitor their own learning and accomplishments toward meeting teacher expectations, standards and their own respective outcomes.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

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

Fair student Funding

The principal, coach, lead teacher and assistant principals will drive the development and implementation of this goal. All core instructors, assistant principals, coaches and service providers will develop and implement the differentiated flexible grouping, data instruction, goal-setting and conferencing to support and develop students’ skill

<i>described in this action plan.</i>	mastery as projected for this goal.
Indicators of Interim Progress and/or Accomplishment for GOAL III <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • The FORWARD Handbook will be issued to every teacher, outlining expectations and detailing the common Core state standards • Individual Professional Plans will detail teachers' goals, meeting, observation results suggestions for improvement, professional development and additional support • Formal and informal observations and intervisitations will detail developmental feedback provided for instructional and professional enhancements • PLT agendas will delineate collaborative work by teacher teams to; align curriculum to the Common Core state standards, review student data, modify instruction to meet individual and small group needs, sharing practices to improve instruction and ensure that students become college-ready

SECTION VI: ACTION PLAN FORWARD SCHOOL GOAL FOUR

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): Content areas across curricula

Annual Goal IV <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By the close of September 2010, all parents will be notified of/offered training in: Snap Grades, Aris Parent Link, Writer's Guild procedures, PBIS (positive behavior) expectations, procedures and practices and informed of all curricular requirements through our Curriculum Night Event, voice master, monthly calendar and our first parent newsletter.
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<p>Action Plan for GOAL IV <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>By the end of the first marking period, November 15th, 25% of parents will have logged in to use ARIS By the end of February 2011, 35% of parents will have logged in to use ARIS By the end of June, 2011, 55% of parents will have logged in to use ARIS Parents will be provided with:</p> <ul style="list-style-type: none"> • The <i>Forward</i> School of Creative Writing Handbook once each year • The <i>Forward</i> Monthly Events and Activities Calendar • The <i>Forward</i> Parent newsletter, parent coordinator - every 3 weeks • Voice messenger – weekly, bi-weekly, depending upon need Phone Messaging System • Student SMART Goals to be read and signed by parents – twice each year • Progress Reports at 5-Week Intervals • Report Cards, mid-November, Mid-February and June • Teacher-generated letters will be sent home at the start of each unit informing parents of the unit's goals, objectives, foci, projected quiz, project and exam schedule and overall pacing for skill instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding</p> <p>The parent coordinator will collaborate with other school- and community-based staff to provide outreach and training for the parents of the <i>FORWARD</i> community.</p>
<p>Indicators of Interim Progress and/or Accomplishment for GOAL IV <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The parent coordinator will schedule monthly tutorials for the <i>Aris Parent Link</i> Program to ensure that all seventh and eighth grade families are familiar with and using the program • Beginning in September 2010, the parent coordinator will actively work to train incoming parents of sixth grade and transferring students on the <i>Aris Parent Link</i> program and contact a minimum of ten parents per day until he has spoken with all parents who have never signed on - ongoing • The parent coordinator will perform monthly checks of account of parents' login onto <i>Aris Parent Link</i> Program - ongoing • The parent coordinator will publish a monthly newsletter to apprise parents of school news, parent meetings and information of interest about the Forward community • Administrators and teachers will convey and publicize SNAP grades procedures and information at the prescribed monthly intervals to keep parents abreast of on-going

	<p>student progress in all classroom areas</p> <ul style="list-style-type: none"> • Teacher and students will meet regularly to discuss goals and action plans in respective classrooms at the close of each unit of study so that students are able to convey information to their parents- ongoing • Teachers will post assessment data in the classroom and on SNAP Grades so that students are aware of their progress and the areas that need improvement to meet and exceed grade level expectations ongoing
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SECTION VI: ACTION PLAN FORWARD SCHOOL GOAL FIVE

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): Content areas across curricula

<p>Annual Goal V Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, supportive supervision will provide effective instructional support and teacher feedback to ensure that the number of students meeting and exceeding performance standards (Level 3’s and 4’s) in ELA and math will increase by a minimum of three percent.</p>
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Action Plan for GOAL V

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- A minimum of three times each year, The Forward School will administer interim measures appropriate to each of the core disciplines to track achievement and monitor projected progress. Each DYO Acuity Assessment will be designed to improve student achievement. The administrative team will create a timeline for assessment to cover October, January and April of each school year. Teachers will preview exams at weekly PLT and Grade Level Meeting Professional Learning sessions and align the exams to the standards and pacing. They will foster an environment that is conducive to test taking by instructing students on how to employ test-taking strategy techniques for more effective test results.
- The results from the monthly DYO Acuity Assessment will be scanned by the school's leadership and presented to reveal each student's item analysis in a spreadsheet. They will include student overall averages, the average each missed and correctly answered on each standard/strand, and the students' projected Grade Level equivalences (Level 1 - 4). The teachers will analyze the data for patterns, trends, and coherence within methods and resources used for instruction. Lower performed standards will be re-taught and implementation of differentiated instruction and conferencing will be established in as a daily part of each teacher's instruction. Data-driven instruction will facilitate students' grouping and conferencing. Students will use their data to set goals and develop action plans for improvement. Students will address their weaker skills by utilizing classroom resource kit, independent and guided research and individual practice.
- By September 2010, all administrators and coaches will ensure that the following components are embedded in our school culture: setting and periodically monitoring teachers' individualized goals for instructional improvement and/or modifying those goals when significant student data indicate; delivering ongoing professional development to meet teachers' respective needs; continuing standards-based planning and implementation of standards-based lesson plans; planning, organizing and running standards-based classroom learning environments; planning and delivering data-driven differentiated instruction; planning for and implementing the ongoing evaluation of varied student assessments; delivering continued and meaningful performance feedback with next steps to students on their verbal and written work during all stages of daily instruction; delivering timely, formal feedback on pre-assessment, formative assessment and post assessment of student progress during each unit of instruction; providing varied opportunities for students to continually monitor and assess their own progress; creating and employing tools and strategies for articulation among all key players in students' educational performance as needed; establishing professional commitment by the instructional supervision team, providing teachers with systematic ongoing, meaningful informal and formal pedagogic feedback; employing collaboratively-developed teacher self- evaluation tools; conducting transparent end of year reviews.
- Beginning September 2010, all teachers will create and implement individual plans to provide performance feedback to students before, during, and after instruction.
- All students will be given varied opportunities to assess their own ongoing progress and

- performance from unit pre-assessments, formative assessments and post assessments.
- Supportive Supervision will be launched by the school's instructional cabinet. A minimum of four teachers per week will be provided with direct support and feedback based on their needs as gleaned from informal observations. Lesson plans will be reviewed and evaluated a minimum of twice monthly for each teacher in order to ensure and reinforce the use of collaboratively designed practices, maintenance of systems and development of a repertoire of best instructional practices. Teachers will modify lessons to address areas of concern delineated by administrators through one-on-one feedback. Students will demonstrate ownership of lessons by making connections to the Common Core State Standards, evidenced through a clearer understanding of the performance standards and the use of individual growth portfolios.
 - After-school tutoring will be implemented in our school to help low-achieving students meet and exceed standards. After-school tutoring will support groups of students working more hands-on, with guidance from an experienced content-specialist serving as their teacher. Instruction will integrate student pairing for collaborative inquiry and skills work, integrating students of equal ability trading roles as tutor and student; or an academically stronger student paired with an academically weaker student. Tutoring sessions will be student-centered through use of manipulative and graphic organizers (more interactive work) to facilitate instruction. Content from regular day classes will be reviewed to clarify for deeper understanding.
 - Beginning September 2010, assistant principals and coaches will provide instructional support that ensures that teachers are: setting expectations for student learning that are based on the standards; and, students will produce published work that meets or exceeds those same standards.
 - Assistant principals will use collaboratively-developed teacher evaluation tools to examine the development and implementation of standards-based lessons, data-driven instruction planning, standards-based planning, and performance feedback to students.
 - In September 2010, assistant principals will provide feedback for the entire observation process.
 - On a bi-weekly basis, assistant principals will meet with teachers to assess and evaluate the following: pre-assessment, ongoing progress, summative assessment and assessment of strategies and techniques employed by teachers to lead students to the accomplishment of standards-based outcomes.
 - Teachers, in collaboration with assistant principals and coaches, will ensure that students are accountable for their performance. To this end, students will use teacher and peer feedback as well as self-evaluation techniques that employ the meaningful use of rubrics, varied criteria charts, checklists, models and exemplars to guide, assess and monitor their own learning and accomplishments toward meeting teacher expectations, standards and their own respective outcomes.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding</p> <p>The principal, coach, lead teacher and assistant principals will drive the development and implementation of this goal. Assistant principals, coaches and lead teachers will support weekly instructional development, assessment analysis, instructional development implementation and differentiated flexible grouping, data instruction, goal-setting and conferencing to ensure students' skill mastery , supportive instruction, supportive supervision and projected student gains of 3%+ for this goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment for GOAL V <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The FORWARD Handbook will be developed to outline instructional expectations and detail the Common Core State Standards • Individual Professional Plans will detail teachers' goals, meeting, observation results suggestions for improvement, professional development and additional support • Individual student goals will be included in students' portfolios 3X per year+ • Formal and informal observations and intervisitations will detail developmental feedback provided for instructional and professional enhancements • PLT agendas will delineate collaborative work by teacher teams to; align curriculum to the Common Core state standards, review student data, modify instruction to meet individual and small group needs, sharing practices to improve instruction and ensure that students become college-ready

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	24	24	12	12	10	0	5	0
7	24	24	12	12	12	0	5	0
8	24	24	12	12	12	0	5	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>The format of the Workshop Model provides a venue for independent practice time when students will work on: 1. teacher–assigned skills-based reading and writing exercises that come directly out of the mini lesson and are appropriately designed by the teacher to give students the opportunity to demonstrate proficiency at his or her appropriate developmental level; 2. Independent or small group unit work selected from a published menu of on-going unit project activities; 3. Skills work in specific areas in programmed kits. While students are engaged in a rotation of meaningful assignments during independent practice time, the E.L.A. will schedule and sometimes, see the immediate need for small group and one-to-one interventions with students who require assistance in managing the daily assignments; and scheduled one-to-one teacher student conferences. Additionally, students are programmed for one period per week to develop targeted skills.</p> <p>The program will provide opportunities for a limited teacher intervention schedule when teachers will:</p> <ul style="list-style-type: none"> • Assist students with specific independent practice timer interventions to facilitate small group and one-to-one activities that respond to students’ learning gaps that measured 2.49 and below on the 2010 E.L.A. Assessment • Observe or intervene with students within a specific, targeted subgroup for their study and intervention via Inquiry methodologies • 6 weeks prior to the NYS 2011 E.A.A. Assessment, volunteer teachers will use Inquiry methods to target those students assessed in the PLTs and referred by their E.L.A. and ESL teachers as “students in need of support”; meetings will be conducted during scheduled lunch periods • Students that require specific skills-based activities to build proficiency (prescribed in their SMART Goals) will utilize the <u>SRA Reading Program</u>, <u>Options</u> and <u>Finish line</u> programs for individualized support, monitored by their E,L.A. teachers and paraprofessionals • Running records will be taken at a minimum of every 6 weeks for those students in general education and special education settings that fell below 2.29 on the NYS 2010 E.L.A. Assessment • Paraprofessionals will work one-to-one with students who require work in the <u>Great Leaps</u> and <u>Wilson</u> programs to build their sight vocabulary and phonemic awareness

<p>Mathematics:</p>	<p>: We have one full-time Collaborative Team teacher on staff who works with students on the seventh and eighth grade levels and one part-time A.I.S. push-in teacher who works with students in grade six. Collaborative team and push-in AIS teachers target students who were close to the median of the previous New York State Assessment in Mathematics. In other words, student who scored an upper two or lower three on the state math exam are eligible for this service. The full-time co- teacher will assist in the strands that are being covered by their respective classroom teachers during independent practice. The E.L.A. classroom teacher works specifically with those students who performed at the lowest proficiency levels.</p> <p>Forward offers additional A.I.S. intervention in E.L.A. and mathematics in the following system:</p> <ul style="list-style-type: none"> • E.T.S. (Extended Day Services) for 37.5 minutes (4 times per week) for students that performed at Level 1 to Mid-Level 2 on the 2008 New York State E.L.A. and Mathematics Assessments • After School Program in E.L.A. at 2 hours, two afternoons per week (prior to the E.L.A. state assessment)) and for mathematics (prior to the state math assessment) • Saturday Academy in E.L.A. and mathematics for 3 hours (until the 2008 state assessments are administered • Push-in assistance by assigned and volunteer teacher in E.L.A. and math classes prior to the state assessments for target populations in need of skills work <p>The S.E.T.T.S. teacher offers push-in academic intervention to our IEP students who are placed in their least restrictive environments in general education classes and pull-out services to those students who are eligible for services within general education classes and in our self-contained 12:1 and 12:1:1 placement.</p> <p>The lowest performing students from all populations are targeted for specific remediation in our Saturday Academy, while the after school program is designed specifically to meet the needs of our more proficient students. Both programs extend the learning of the regular daily academic programs. Students not performing at grade level are required to participate in these programs.</p>
<p>Science:</p>	<p>The philosophy of the department is to meaningfully spiral and scaffold students' skills and strategy mastery in those areas that are targeted as in need of improvement through hard and soft data assembled from daily workshop model class work to include small group and independent work, student/teacher conferences, individual and group projects, unit quizzes and tests.</p> <p>During weekly and one on one meetings with coaches, teachers examine student work, modify plans for targeted support and practice and adjust unit assessments for those students with I.E.P's and English as their second language. Assessments for those students with I.E.P's and English as their second language are differentiated to support proficiency and promote individual and small group success via differentiated assessment of targeted skills.</p>

<p>Social Studies:</p>	<p>The Social Studies Curriculum, at each respective grade level, will address developmentally appropriate core curriculum skills in the teaching-learning activities within each unit; a baseline, midline and endline will be administered to students at each grade level to assess their skills development progress along the way; differentiated instructional activities will be incorporated into the academic day for teacher interventions via small group instruction and one-to-one interventions</p> <p>Social Studies teachers, in their PLT, will work closely with the E.L.A. PLT to monitor students' skills progress during units in both disciplines; Social Studies teachers will work collaboratively with E.L.A. teachers in the areas of short response rubrics and building extended responses and full-length essays; at each grade level, students in the Social Studies classes will engage in Exit Projects, at their respective developmental levels, that will open up interventions by E.L.A. teachers to work closely with Social Studies teachers monitor organization, citation implementation, writing flow and student author's voice development; intervention times will be planned to assist those students; Social Studies and E.L.A. teachers and students will also engage in one inter-disciplinary project during the academic year which will require teacher interventions with students deemed "in need of assistance." AIS will be provided via individual and small group support in-class and via pull-out assistance once per week with the C4E intervention teacher or via targeted skills work in scheduled math or ELA intervention classes.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Our full-time guidance counselor offers students at <i>Forward</i> rigorous support from students' point of entry through eighth grade high school application process and the ultimate eighth grade commencement. She is the liaison between school and home on behalf of the student. But, by no means does she lack in high expectations for students' appropriate academic and social behavior. She is the advocate for special education students and, in partnership with the S.E.T.T.S. teacher, conducts weekly meetings with the Special Education Department. The guidance counselor is point person for varied and tiered levels of counseling and interventions and facilitates in-house and off-site referrals to programs for teen awareness on pertinent and timely issues</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>On an ongoing basis, the school psychologist makes referrals to agencies and programs outside the school to address the particular social, emotional and / or recreational needs of individual students. And in the event of an emergency or imminent crisis, my regular duties are suspended so that I can assist the school(s) at such times. My door is open to students, teachers and parents in this capacity, which includes:</p> <ul style="list-style-type: none"> • Ensuring parents feel comfortable and understood in our meetings. That they are enlightened regarding their student's classification, special educational program and are made aware of the vital role they serve in the academic development of their child. With regard to this latter point, providing specific at home strategies for critical reasoning, behavioral management and the importance of setting long term career goals are shared with parent.

	<ul style="list-style-type: none"> • When recommendations are made for outside assessments, I will write a cover letter and make a package, inclusive of specific raw data, in support of the referral. • Collaborating and consulting with mental health professionals within the school building and outside agencies. • Making arrangements for additional DOE assessments, consulting with these professionals and securing space for testing. • Organizing in-school per session assessments. • The rapport established between myself and students often transcends the assessment process. Frequently, these students will seek me out to discuss an issue important to them. • Test data is shared with students in a manner that is ego - preserving and meaningful. Students are given suggestions on how to support their academic and intellectual development. Every student who has a specific career goal is given a print out from the Occupational Outlook Handbook. It provides information on the educational requirements, salary range, related careers and outlook for their chosen profession.
<p>At-risk Services Provided by the Social Worker:</p>	<p>The At-Risk Social Work School plan is designed to identify students at risk of falling behind academically due to behavioral and social related issues. It is intended to reach-out to students and their parents whose aspirations are to achieve, despite existing negative psychosocial stressors within a targeted environment albeit in the home or the community.</p> <p>A variety of preventive Social Work intervention plans are used to deliver services to our students and their parents within the eight-week intervention plan module.</p> <ul style="list-style-type: none"> • Crisis Intervention: Comprised of assessing existing psychosocial stressors (complicated bereavement, Terrorist attack, housing) affecting the student in the school environment and reaching out to the parent and/or care giver to intervene using a Behavioral Intervention Plan and/or referral to community based agencies for on-going case management services. • Mental Health and Medical based referrals to local agencies for optimal health. • Collaboration of services to ensure the well being of a child and family with various agencies i.e. Administration for Children Service, YMCA, Human Resources Administration, Social Security Administration, and Family Court.
<p>At-risk Health-related Services:</p>	<p>Guidance, attendance teacher and school nurse refer to outside agencies. No at-risk health-related services available on this campus.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Part B: Strategies and Activities

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

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1400	\$1400	\$2800
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14600	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$25000	*	

5. 100% teaching in core academic subjects during the 2009-2010 school year: _____

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

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

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

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

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

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

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

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. **PLEASE SEES # 10-12**
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

The E.L.A. Department at the *Forward* School of Creative Writing collaborates in building a NYS Standards-based thematic curriculum to meet the needs of our diverse population of 10 general and 5 special education classes of students, 12 E.L.L.s, students identified as English as a Second Dialect Students from a number of Caribbean countries, primarily of Jamaican heritage, and a significant number of over-age students. To meet the literacy needs of our population, our team along with the literacy coach-consultant, uses a modified *Understanding by Design* model of backward unit planning to construct thematic units that encourage rigor in a thinking curriculum toward measurable outcomes. The focus for the 2009-2010 academic year is the study of the human condition via nine tightly constructed units to develop students' thinking, reading, writing, speaking and listening skills. To meet the needs of our students, our 10-month, 9-unit curriculum invites students to examine the human condition as they develop literacy proficiency as literary analysts and authors within the E.L.A., creative writing and all other core, physical education and arts classes across the curriculum. This academic year a creative writing curriculum has been introduced to the curriculum separate from the standardized units of E.L.A. instruction. The diverse program includes the work of one full-time creative writing instructor that works with twelve general education and special education classes. At the eighth grade level, the creative writing teacher works in partnership with World Savvy, a media and arts organization aimed at immersing adolescents in the study of more global issues. Other members of the department are also involved in developing the creative writing curriculum via their work with World Savvy for grades six and seven.

The philosophy of the department is to meaningfully spiral and scaffold students' skills and strategies mastery in those areas that are targeted as in need of improvement via soft and hard data assembled from daily workshop model class work to include small group and independent work, student/teacher conferences, authentic individual and group projects, unit quizzes and tests, Acuity Interim assessments and homework. Our A.I.S., E.S.L. and S.E.T.T.S. personnel follow a push-in/pull-out model of instruction to support students in building skills during the regular class time and supporting their skill development outside of the full class environment. Articulation with a whole grade-level team during regularly scheduled meetings builds team spirit, promotes common language and practices and makes student learning transparent to all key players invested in student success. During weekly meetings, teachers examine student work, modify plans and unit assessments for those students with I.E.P.s or who are in need of A.I.S. support based upon NYS E.L.A. Assessment scores or by special referral as "at risk" students in need of academic intervention or who are in need of E.S.L. assistance at varied levels of English language acquisition.

The intention of the team is to construct and drive instruction according to meaningful student data that is not just shared but "owned" by each student in an on-going system for the analysis of academic performance to measure improvement due to carefully constructed differentiated instruction that truly meets the flexible needs of the students. Embedded in the units are approaches to skill-building in reading comprehension, listening and writing areas as daily practice. Test sophistication via authentic projects and more structured materials are also strategically used to prepare students for the rigor of state assessments. The balance between unit work and meaningful test preparation are key to curriculum planning. Teachers are careful to rule out test prep practices that are not connected to the focus on the students' individual needs. A policy of "personal best" is key to our on-going ramp-up system for students' individualized skills program addressed during independent practice during each academic day to begin with baseline and first reading comprehension testing in September and to continue past the state assessment on into June. Our After school and Saturday academy programs support the efforts of students and teachers during the academic day. Teacher articulation and use of the same transparent data is meaningfully applied to work with students in varied settings.

Forward offers additional A.I.S. intervention in E.L.A. in the following system:

- E.T.S. (Extended Day Services) for 37.5 minutes (2 times per week) for students that performed at Level 1 to Mid-Level 2 on the 2010 New York State E.L.A.
- After School Program in E.L.A. at 2 hours, two afternoons per week (for eight weeks prior to the E.L.A. state assessment)
- Saturday Academy in E.L.A. and mathematics for 3 hours (beginning February 2011 until the 2011 NYS in ELA and math assessments are administered)
- Push-in and pull-out assistance by assigned and volunteer teachers and paraprofessionals for 45 - 90 minutes per week in E.L.A. and math classes prior to the state assessment for target populations in need of skills work
- The S.E.T.T.S. teacher offers push-in and pull-out academic intervention to our I.E.P. and low-performing students in general education classes

The lowest performing students are targeted for specific remediation in our Saturday Academy, while the after school program is designed specifically to meet the needs of our more proficient students. Both programs extend the learning of the regular daily academic programs. Students not performing at grade level are required to participate in these programs.

The full-time E.S.L. teacher follows the combined push-in and pull-out models for 12 students across three grades that perform at varied levels of English language acquisition. The teacher began with push-in services to the E.L.A. and mathematics classes, but has expanded services to the content area classes as well. Working along with the language department, the E.S.L. teacher co-plans the units of study and, therefore, is in full understanding of the elements intrinsic to each unit.

Forward offers additional A.I.S. intervention in ESL in the following system:

- E.T.S. (Extended Day Services) for 37.5 minutes (2 times per week) for students that performed at Level 1 to Mid-Level 2 on the 2009 New York State E.L.A. or NYSESLAT
- E.T.S. (Extended Day Services) for 37.5 minutes (2 times per week) for students that performed at Level 1 to Mid-Level 2 on the 2009 New York State math assessment

The *Forward* School provides academic intervention and small group instruction in the following ways: We have one full-time Collaborative Team teacher on staff who works with students on the seventh and eighth grade levels and one part-time A.I.S. push-in teacher who works with students in grade six. Collaborative team and push-in AIS teachers target students who were close to the median of the previous New York State Assessment in Mathematics. In other words, student who scored a level one or two on the state math exam are eligible for this service. The full-time co- teacher will assist in the strands that are being covered by their respective classroom teachers during independent practice. The E.L.A. classroom teacher works specifically with those students who performed at the lowest proficiency levels.

Forward offers additional A.I.S. intervention in E.L.A. and math in the following system:

- E.T.S. (Extended Day Services) for 37.5 minutes (2 times per week) for students that performed at Level 1 to Mid-Level 2 on the 2010 New York State E.L.A. and (2 times per week) for students that performed at Level 1 to Mid-Level 2 on the 2010 New York State math assessment

- After School Program in E.L.A. at 2 hours, two afternoons per week (for five weeks prior to the E.L.A. state assessment)
- After School Program in math at 2 hours, two afternoons per week (for five weeks prior to the state assessment in math)
- Saturday Academy in E.L.A. and mathematics for 3 hours (beginning January 2010 until the 2010 state assessments are administered)
- Push-in assistance by assigned and volunteer teacher for 45 to 90 minutes per week in E.L.A. and math classes prior to the state assessments for target populations in need of additional support in skills work
- The S.E.T.T.S. teacher offers push-in and pull-out academic intervention to our I.E.P. students who are placed in their least restrictive environments in general education classes and other select low performing students

The lowest performing students are targeted for specific remediation in our Saturday Academy, while the after school program is designed specifically to meet the needs of our more proficient students. Both programs extend the learning of the regular daily academic programs. Students not performing at grade level are required to participate in these programs.

The *Forward* School of Creative Writing curriculum for mathematics has been designed to achieve a balance among concepts, skills and problem solving. We follow the New York City curriculum, which stresses rigorous concept development and differentiation of instruction opportunities, presents relevant and realistic tasks, and keeps a strong emphasis on computation skills. At all grade levels, the curriculum encourages students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines.

The curriculum encourages spiraling or re-teaching of prerequisites to support and enhance the understanding of the current topics. Each concept is to be taught and learned with both rigor and depth, building on previous concepts and skills and employing them in the service of new ideas. Fewer topics, together with sample tasks, student work and commentary, provide clear expectations for student performance, guide instruction and allow for a careful alignment of instruction and assessment.

Through a chosen curriculum, such as Math Coach, Empire State or Aim Higher, teachers drive lessons through the use of mathematical manipulatives with a more individualized approach. Teachers are encouraged to use supplementary materials that will specifically address basic arithmetic needs.

Forward offers additional A.I.S. intervention in mathematics in the following system:

- E.T.S. (Extended Day Services) for 37.5 minutes (2 times per week) for students that performed at Level 1 to Mid-Level 2 on the 2009 New York State Mathematics Assessment
- After School Program in math at 2 hours, two afternoons per week (for five weeks prior to the state math assessment)
- Saturday Academy in E.L.A. and mathematics for 3 hours (beginning January 2010 until the 2010 state assessments are administered)
- Push-in assistance by assigned and volunteer teacher in math classes prior to the state assessment for target populations in need of skills work
- The S.E.T.S.S. teacher offers push-in academic intervention to our I.E.P. students who are placed in their least restrictive environments in general education classes and pull-out services to those students who are eligible for services within 12:1 and 12:1:1 classes

The lowest performing students are targeted for specific remediation in our Saturday Academy, while the after school program is designed specifically to meet the needs of our more proficient students. Both programs extend the learning of the regular daily academic programs. Students not performing at grade level are required to participate in these programs.

3. Instruction by highly qualified staff.

PLEASE SEES # 30-33

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 is on-going, standards-based and aligned with teacher and student needs based on assessment-analysis. Professional development at FORWARD is built into teachers' programs, i.e. it scheduled weekly into departmental PLT meetings. During these meetings, teachers regularly analyze and discuss how to meet students' needs based on the Common Core State Standards and planned curriculum. Also scheduled are bi-weekly special education meetings to ensure time for effective planning for the needs of all students. The use of the Common Core State Standards is a part of weekly PLT meetings. Supplemental professional learning is scheduled as opportunities and needs arise.

Please also see pages 13 & 14

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

The FORWARD School actively promotes the school's unique curriculum and posts available vacancies. The school utilizes the open-market hiring system and excess teaching pool for hiring for all restricted vacancies. The school vigorously recruits from within: the teaching fellows; hiring fairs and resources from colleagues, our personnel director and out Network 608 for unrestricted vacancies.

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

Monthly Saturday Parent Academy offerings work to keep parents informed and involved with events within the school. Also, monthly evening events for students invite parental involvement and support.

Please see pages # 22-24, action plan for goal 4

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

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.

All core subject instructors meet weekly to review & plan curriculum & analyze assessments.

Please see pages # 17-27, action plans for goals 1,2,3 and 5

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.

PLEASE SEE Response to question #2 and see page # 13-14 and 30-31

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.

With support from CFN Network 608 instructional support teams, our assistant principals, coach and parent coordinator provide quality, informative opportunities for substance abuse prevention programs, field trips and guest speakers on all pertinent topics. Additionally, he facilitates community outreach connections between and among community leaders, legislators, people of interest and community programs for students and families. Under his coordinated efforts with the administrators and the parent coordinator, events such as Career Day and Family Day were positive and successful.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

codes.

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
- 2.
3. Please describe the services you are planning to provide to the STH population.

At the time of newly-placed student intake, our guidance counselor and pupil accountant secretary will determine the nature of each student's circumstances. Upon school placement and admittance, immediate communication is established between guidance counselor, case worker, site education specialist and /or family coordinator liaison to verify the particular student's circumstances. At that time, meal eligibility, transportation needs and any further needs specific to the student's circumstances are outlined and an action plan is set forth. In case of any dispute with regard to placement or needs for special education students, the appropriate ISC personnel are immediately notified. The attendance officer logs in all relevant data on our students to ensure accurate records to assist communication among all key players while students are in temporary housing circumstances and to ensure communication during vital transition time, after care' tracking and assistance when and if families make the move to permanent housing. Financial assistance and Interventions have been used for the following areas, but are not limited to:

- NYC MetroCards issued to students to include use for regular school days, summer school and for Saturday Academies
- school supplies

We are in constant communication with the respective shelter site educational administrators and education supervisors to guarantee that our mutual students are neither underserved nor overlooked. It is our mission to respond and facilitate ease in conditions so that our students who reside in temporary situations feel safe, provided for and are on a level playing field with their peers. Because the circumstances of homelessness encompasses many different scenarios for families and unaccompanied youth, determining the extent to which the family or youth fits the definition must occur on a case-by-case basis. Enrollment staff, consisting of our supervising school aide and our guidance counselor gather and analyze information and make an appropriate determination of eligibility. Those who may be

covered by this legislation include families and unaccompanied youth living in emergency and transitional housing, living in motels, hotels, trailer parks or camping grounds, awaiting foster care placement, living in cars, parks, public spaces, abandoned buildings, substandard housing or bus or train stations and migratory children. Special attention must be paid to “doubled up” families, for example, when one family moves into a relative’s residence due to eviction or foreclosure. Students in Temporary Housing (STH) are enrolled even if they cannot produce traditional residency documents. If their eligibility is in doubt, an investigation is conducted place after registration. The numbers of Students in Temporary Housing (STH) are tracked of on a monthly basis. This information is maintained in a binder and is available upon request.

Any STH student in ATS who does not have a residency code receives a code. Our STH School Based Liaison is our supervising school aide. All administrative staff is aware of mandates and assist students and families. A McKinney-Vento poster must be displayed in a prominent area in the school. A portion of Title I funds is set aside to assist students and their families in a variety of ways, including but not limited to: extending library hours, paying per session to guidance counselors or social workers to provide after school counseling, providing glasses or purchasing uniforms. There is no specified amount to set aside but, students may receive transportation via busing or MetroCards according to OPT guidelines. Parents of STH may receive Metrocards to travel with their children, depending on eligibility from Kindergarten through sixth grade.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Forward School					
District:	11	DBN:	11X287	School		321100010287

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.3	91.4	89.2
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.0	93.4	91.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	102	97	84	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	120	104	96		66.2	85.9	87.0
Grade 8	124	123	119				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	9	24
Grade 12	0	0	0				
Ungraded	2	1	3	Recent Immigrants - Total Number:			
Total	348	325	302	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	51	53	Principal Suspensions	36	59	7
# in Collaborative Team Teaching (CTT) Classes	10	1	0	Superintendent Suspensions	34	26	24
Number all others	16	19	25				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	17	29	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	5	6
# receiving ESL services only	12	8	TBD				
# ELLs with IEPs	2	8	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	3

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
	2	4	21	% fully licensed & permanently assigned to this school	100.0	100.0	91.7
				% more than 2 years teaching in this school	11.8	17.2	54.2
				% more than 5 years teaching anywhere	23.5	20.7	33.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	53.0	59.0	66.7
American Indian or Alaska Native	0.6	0.6	0.7	% core classes taught by "highly qualified" teachers	100.0	99.0	87.5
Black or African American	68.4	63.7	63.2				
Hispanic or Latino	29.0	34.5	33.8				
Asian or Native Hawaiian/Other Pacific	0.6	0.9	1.0				
White	1.4	0.3	1.3				
Male	41.4	47.4	47.4				
Female	58.6	52.6	52.6				

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

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					P
Overall Score:	46.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	7.4	Quality Statement 2: Plan and Set Goals				UPF	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	5.7	Quality Statement 4: Align Capacity Building to Goals				P	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P	
Student Progress:	31.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

FORWARD School
Parent Involvement Policy
2010 – 2011

I. General Expectations

The FORWARD School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- Parental involvement means the participation of parents in regular, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their

child's learning; parents are encouraged to be actively involved in their child's education at school; parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committee to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. The FORWARD School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: In consultation with the parent association executive committee we will format a plan of action.

2. The FORWARD School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: In consultation with the parent association executive committee and SLT, we will review our outreach program annually.

3. The FORWARD School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Monthly Calendar, monthly progress reports, bi-monthly newsletter, on-site visits, ARIS Parent Link, Snap Grades, and consultation with parent association executive committee, and parent meetings.

4. The FORWARD School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, or have limited literacy). The school will use the findings of the evaluation about its parental involvement policy and activities to design

strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it and explaining what role parents will play) In consultation with the parent association executive committee and the SLT the school will evaluate the effectiveness of the initiative twice a year.

5. The FORWARD School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following listed below:

- The State's student academic achievement standards, academic content standards, state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: through workshops on how to access, navigate, and understand ARIS and Snap Grades with the parent coordinator.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology in our new Parent Computer Center to foster parental involvement with workshops facilitated by the parent coordinator, guidance counselor, and other school staff members.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. In consultation with the parent association executive committee and SLT we will create a format for involvement and distribution of materials essential for parent involvement.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including

alternative formats upon request and to the extent practicable, in a language the parents can understand: monthly newsletter and appropriate mailings.

III. Discretionary School Parental Involvement Policy Components

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement.
- Developing appropriate roles for community-based organizations and businesses, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the school leadership team. This policy was adopted by The FORWARD School on December 22, 2010 and will be in effect for the period of 2010 -2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 21, 2010.

FORWARD SCHOOL
School-Parent Compact
2010 – 2011

SCHOOL-PARENT COMPACT

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

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

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The FORWARD School will:

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

Each student will have a full program as mandated by New York State Department of Education.

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

Parent teacher conferences are held twice annually.

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

Student report cards are distributed 4 times a year and student promotions in doubt letters are sent home a minimum of twice a year. Parents will also have access to ARIS Parent Link and Snap Grades. These online tools will allow parents the opportunity to follow their child's daily academic progress, homework, test scores, academic history, and state test scores.

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

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The Parent Association provides monthly meetings for parents to learn more about the school community.

- **The meetings also allow parents to voice any questions or concerns dealing with their child's education in the FORWARD School.**
- **The Parent Association also provides pertinent information to parents about after school activities on and off site, for our parent's children.**
- **The Parent Association also provides support for school extracurricular activities at the FORWARD School i.e. dances, award ceremonies, and parent teacher conferences.**
- **The Parent Association also conducts two school fundraisers a calendar school year to raise funds for our students. The funds raised support school trips, school activities, and school student incentives. It is our mission to unite home with the school community.**

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

(Describe the ways in which students will support their academic achievement, such as:

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules of conduct;
- Follow the school's dress code;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Study for test and assignments;
- Read at least 30 minutes every day outside of school time;
- Read at home with our parents;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

The FORWARD School will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English Language Arts and Mathematics; and
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

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

**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 608	District 11	School Number 287	School Name type here
Principal Adrienne Phifer		Assistant Principal Stacy Borjas, Castella McKenzie	
Coach N/A		Coach type here	
Teacher/Subject Area Manjola Kozi/ESL		Guidance Counselor Nadia Thomas	
Teacher/Subject Area Barbara Bell/ELA		Parent type here	
Teacher/Subject Area		Parent Coordinator Anthony McGilchrist	
Related Service Provider type here		Other type here	
Network Leader Rudy Rupnarain		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School		Total Number of ELLs	15	ELLs as Share of Total Student Population (%)	%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

During the summer, when a parent brings a child to register, the student is administered the Home Language Survey by the Principal. However, at the beginning of each academic year, when a parent registers a child, the student is administered the Home Language survey by Ms. Kozi . HLIS is an informal assessment which includes an oral interview in English and the Native language where possible. When an ELL student registers at our school, we use a staff member to translate. If this is not possible, the Pupil Accounting Secretary calls over phone interpretation service to ensure a smooth process. Our Science teacher and school aide are able to communicate fluently in Spanish. The LAP team monitors retrieval of all forms. Our supervisory school-aid who is also the pupil accounting staffer, with the attendance teacher, collaboratively target all students whose home languages are identified as other than English. Entitlement letters are sent home in the appropriate home language and monitored for speedy retrieval. Home phone calls, follow up letters and, eventually, home visits are made if necessary. In the case of new students transferred from outer districts and from other states whose records are not complete, screening is done by the team with the cooperative observation of the E.L.A teacher to determine if the child indicates the need for the administration of the LAB-R. Home phone calls letters, home visits and outreach to other districts are made on behalf of those students in order to ascertain all crucial testing, academic and placement histories.

This information is then used to identify students who may require LAB-R testing. Ms. Bailey, our testing coordinator, orients the parent on the transitional Bilingual Program, Dual Language Program and ESL Program, of which our school has the latter. The parent is then given a parent survey and program selection form on the spot to complete in his/her native language. Our parents have always opted to place their children in our ESL classes. Within ten days, our certified ESL teacher administers the LAB-R and uses the results to determine the proper programming and scheduling for the student. The student continues ESL services and takes the NYSELAT each spring until he or she scores a proficient. When the results of the NYSELAT are published, parents are given a continuation of services letter if their child has not passed and congratulatory letter if they have passed, which explains that they are still entitled to two more years of ESL services if they so desire.

This year, upon completion of the first marking period, we will offer a parent workshop where we will reiterate the ELL process and the ESL methodologies in the classroom as well as explain all of the enrichment services we offer to assist in the preparation for the NYSELAT. We will request translators from the Department of Education in a timely manner to ensure that we have translators at the workshop.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							8	8	8					24
Push-In							8	8	8					24
Total	0	0	0	0	0	0	16	16	16	0	0	0	0	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	1	3	4	0	3	4	0	1	12
Total	4	1	3	4	0	3	4	0	1	12

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other							0		0					0
TOTAL	0	0	0	0	0	0	0	1	0	0	0	0	0	1

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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							2	4	6					12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	3	5	7	0	0	0	0	15

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Paste response to questions 5-14 here

Instruction for our ELL population is delivered through a combined, push-in pull-out model in a freestanding ESL program. The groups of students are heterogeneous with mixed proficiency levels. Intermediate and Beginner students are pulled out/pushed in one group of eight students and advanced students are pulled out/pushed in another group of six. Beginner and intermediate students are pulled out for 90 minute blocks on Mondays and Thursdays and are pushed in for 90 minute blocks on Tuesdays and Fridays and the advanced students are pulled out for four periods a week—one 90 minute block on Mondays, and for one period on Thursdays and Fridays. The ESL teacher plans with the E.L.A team and gives extra support to students to ensure that they build language while paralleling instruction. The primary focus of instruction is the development of content area strength and language development in the four modalities, and to develop higher order thinking skills, as the students listen, speak, read and write. The teachers in the program implement Teacher's College modified version

workshop model, choosing the components and methods most appropriate to the needs of the current group of students, and the implementation of best practices through accessing prior knowledge, guided questions, graphic organizers, read alouds/think alouds, use of visuals, storytelling, dialogues. Furthermore, emphasis is put on vocabulary instruction which includes a diversity of methods intended to investigate the relationship among words, word origin, word structure and meaning. In ESL we differentiate for Newcomers and SIFE through WRAP assessment to see the student's reading. This allows the teacher to address the specific needs of students. We can only use WRAP assessment for newcomers if they speak in English and read at a second grade level or higher. Then we use the repetition of letters and phonics. Students are taught to communicate effectively through development of vocabulary, reading of texts as well as writing about themselves and their culture. Students are provided with high quality instruction in the areas of Reading, Language Arts and Writing through use of textbooks, technology and other resources.

For students who have been receiving services 3-6 years, we use Formal as well as Informal assessment. For formal assessment we use rubrics, quizzes and WRAP assessment. As informal assessment Accountable Talk and Teacher-Student conferences as well as peer and self-assessment are conducted.

For long term ELL's who have completed six years of ESL services and those who have reached an advanced level on the NYSESLAT exam, teachers use instructional strategies that enable them to master skills necessary to function academically. These students engage in peer and self-assessments as well.

ELL's who are identified as having special needs such as speech, resource, counseling or full time special education are serviced as per an individualized educational plan, upon completion of an evaluation by the School Based Support Team.

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

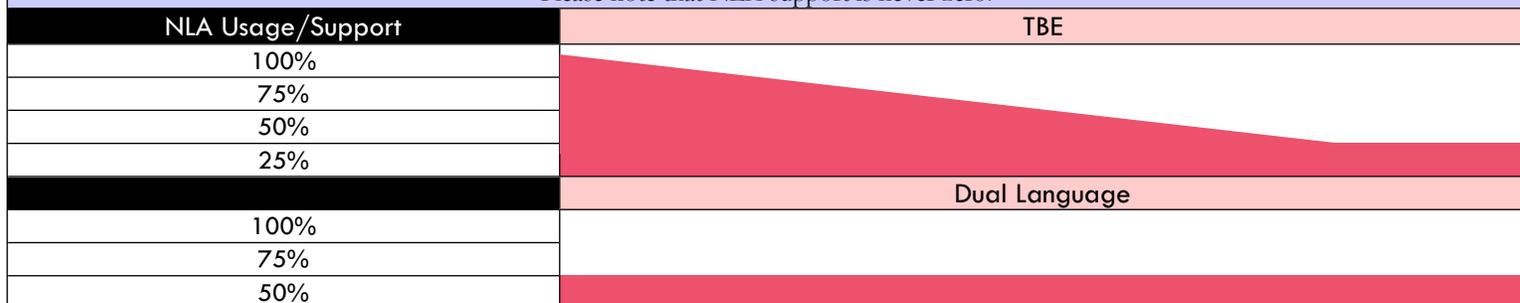
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

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?

All English Language Learners are eligible for Saturday instruction and After School Tutoring and are grouped according to proficiency level regardless of grade. During Saturday school, the goal is to develop proficiency in English; therefore the language of instruction is English. Students receive literacy instruction using reading intervention program such as "Wilson". And student progress is monitored through formal and informal assessments. During our after school program, students receive homework help in the areas of Social Studies, Science and Mathematics.

Students who have scored an intermediate or advanced on the NYSESLAT are invited to attend After School for NYSESLAT Prep. The school also offers ELA and Math Prep during Saturday Academy.

All ELL students are entitled to all extracurricular and support services that we offer to the entire body. This includes Specialized High School, Regents High School program, and the Inquiry Team

As we continue to assess our ELL program, we realize that we tend to focus on our Spanish speaking students; therefore, we are making a conscious effort to ensure that our students arriving from other countries are given the same amount of attention.

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.

Paste response to questions 1-3 here

Teacher of ELL's meet weekly with the Literacy Coach, Math Coach, Lead Social Studies Teacher, and Lead Science Teacher (From September to June) to ensure effective implementation of best practices. Our ELA and Math PLTs are sensitive to the needs of our ELLs and have worked to infuse documentation of goals, strategies and progress of targeted ELL students at bi-weekly meetings. This ensures the use of data from LAB-R, NYSELAT, ELL Period Assessment, Acuity, Content Area Interim Assessments and ELA and Math scores to drive instruction. In addition, our ESL teacher and Assistant Principal attend all available professional development workshops together; upon their return, they both develop a plan to turn-key strategies and skills they have acquired. This effort fosters collaborative lesson planning, and an updated approach to understanding the on-going needs of our ELL population.

We offer monthly Lunch and Learn sessions based on our bi-weekly review of SNAP Grades (An on-line record of student grades/progress). The ESL teacher, in collaboration with coaches and Assistant Principals, present this information to teachers. Teachers then work with the team to develop strategies and methodologies that will improve learning.

Professional Development Program

- Ongoing training of staff by LSO (from September to June) to ensure effective implementation of best literacy practice
- Monthly meetings with Assistant Principal and teachers of ELL students to foster collaborative lesson planning and alignment with NYS standards, training/modeling focused on small group instructional strategies and using vocal music and drama strategies for purposes of English language development
- Development of ELL Teacher Team to document goals, strategies and progress of targeted ELL students on ARIS
- Use of the writing process in the content areas
- Use of data from LAB-R, NYSELAT, ELL Periodic Assessment and ELA scores to guide instruction
- Cognitively guided language instruction/direct modeling of strategies
- Collaborative learning communities within the classroom
- Build on prior knowledge
- Culturally responsive instruction
- Technology enriched instruction
- Quality feedback on student work
- Bi-Weekly PLTs- focused on looking at student work

E. Parental Involvement

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

Paste response to questions 1-4 here

The Parent Association and Parent Coordinator work collaboratively to involve our entire parent body, which include parents of Ells. They advocate at the School Leadership Team meetings, Curriculum Team Meetings, Graduation Committee Meetings, Articulation Committee Meetings. They offer Parent Orientations during Open-School Night. They provide information to parents at Parent-Teacher Conferences which are held in November and February. They hold Parent Association Meeting monthly and they produce a monthly calendar and newsletter. Parents are invited to student Celebration Assemblies, Field Trips, dances, and an Annual Family Day: celebrating families

As a result of open discussions with teachers, our principal sees the need to offer workshops to parents of ELLS during Saturday Parent Academy. This might increase participation of ELLS in all our programs. A survey will be given to parents in December to assess their needs. We intend to focus on topics such as: Resume Writing, Interviewing Techniques, Basic Computer Skills and How to Help Your Child Prepare for the NYSELAT. All workshops will be provided in English with native language support and taught by our certified ELL teacher. Each Parent Workshop will be held on Saturday, while their children are attending Saturday Academy classes.

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)								1	4					5
Intermediate(I)							1	1	2					4
Advanced (A)							2	3	1					6
Total	0	0	0	0	0	0	3	5	7	0	0	0	0	15

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

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				3
7	2	2			4
8	1				1
NYSAA Bilingual Spe Ed					0

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

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

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

New York State Regents Exam					
		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)								
Chinese Reading Test								

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

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

staff development which fosters best practice on how to educate students' strengths and weaknesses as well as determine next steps in order to change skill deficiencies into proficiencies. Teachers assist students with the setting of SMART goals which are aligned with the ELA department goals. We disseminate pre and post assessments and quarterly tasks to assess whether or not students are meeting their goals during the interim. Upon completion of interim assessment, teachers develop a new plan of action to ensure that students continue to make progress towards their goal.

The NYSESLAT data revealed that our advanced students in grade six and seven will require more instruction in both the Reading/Writing Modalities. The data also revealed that our intermediate grade eight and seven students also require more assistance in the Reading /Writing Modalities. Our six grade advanced students also need more assistance in reading/writing modalities. However, all students performed better on the both the Listening/Speaking component.

We evaluate the success of our ELL program based on how many of them make One Year of progress on the NYS ELA exam, how many of them make the Honor Roll, and how many of them qualify to take our Math Regents and Specialized High School classes.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		