



**M.S. 301 PAUL L. DUNBAR**

**2010-11**

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

**SCHOOL: M.S. 301 PAUL L. DUNBAR**  
**ADDRESS: 890 CAULDWELL AVENUE**  
**TELEPHONE: 718-585-2950**  
**FAX: 718-401-2567**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 320800010301 **SCHOOL NAME:** M.S. 301 Paul L. Dunbar

**SCHOOL ADDRESS:** 890 CAULDWELL AVENUE, BRONX, NY, 10456

**SCHOOL TELEPHONE:** 718-585-2950 **FAX:** 718-401-2567

**SCHOOL CONTACT PERSON:** BENJAMIN BASILE **EMAIL ADDRESS** BBasile@schools.nyc.gov

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

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Monique Mason

**PRINCIPAL:** BENJAMIN BASILE

**UFT CHAPTER LEADER:** Richard Waltzer

**PARENTS' ASSOCIATION PRESIDENT:** Ruth Hinton

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 8 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

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

**SUPERINTENDENT:** TIM BEHR

**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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Benjamin Basile	Principal	
Richard Waltzer	UFT Chapter Leader	
Frederick Kennedy	Admin/CSA	
Hesham Farid	uft	

\* 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 Paul Laurence Dunbar Middle School (M.S. 301) is a sixth through eighth grade school, which serves a population of approximately 350 students from culturally diverse backgrounds. The school is a central part of the community to many of the students and their families.

M.S. 301 is located in Morrisania in the South Bronx. According to the New York City Department of Health and Mental Hygiene, adults in this community have an increased risk of heart disease, obesity, and diabetes. Morrisania has the highest HIV-related death rate in the city.

Morrisania leads the Bronx in teen AIDS, teen TB, teen diabetes, teen incarceration, and teen suicide. Approximately 41% of the residents are living below the poverty level. Approximately 20,000 residents did not get needed medical care last year, over 40,000 residents do not have a personal physician, and one in three adults does not have health care. There is a 49% high school drop out rate, and a 42% unemployment rate.

The economic demographics of the student body qualify M.S. 301 for federal Title I funding. The student body is 60% Hispanic and 40% Black. The student body includes 15% English language learners and 30% special education. Over 90% of M.S. 301 students are eligible for free lunch, and one third of all students have IEP's. Statistics related to adverse socio-economic circumstances pose a major challenge for the school community.

Despite these challenges, we at M.S. 301 have created a community school district, where student academic and social/emotional growth are a priority. We are a professional learning community that supports and encourages teacher development and parent/community growth needs. It is through the efforts of dedicated teachers, staff members and devoted parents that we are able to provide a challenging and supportive environment for all students.

Students begin their day with a morning advisory and a breakfast. Ensuring that their minds are ready to learn.

We have an active Parents Association that provides workshops to families in various areas of community needs and interests. We enjoy collaborations with several community-based organizations, including The McKinley Center, Lehman College's Black Studies Department, Healthier Alliance for Schools, Turn-Around for Children, Trinity Episcopal Church, and Spiritual Awakenings Ministries. These agencies provide on-going support, parent outreach, counseling and medical services, student tutoring, and referrals to other support agencies. They have become a vital component to our Academic Intervention Services.

We have also obtained the NY State Learning Technology Grant, which has increased school capacity both with technology equipment, and with teacher capability to integrate technology into instruction in a meaningful and purposeful way.

## School Vision and Mission

### Vision

Paul Laurence Dunbar Middle School (M.S. 301) is a learning community where parents, students, teachers, and administrators work collaboratively to ensure all students learn and achieve to their fullest potential. Fostering an environment of care, trust, and respect for all, we prepare students to meet the challenges of high school and a diverse global society.

### Mission

The mission of Paul Laurence Dunbar Middle School (M.S. 301) is to prepare students for the academic and social rigors of high school, and the demands of an ever-changing society. Employing diverse, standards-based curricula, students are provided with the instruction needed to meet and exceed city, state, and federal assessment standards. Our nurturing school community seeks to create an environment of trust, care, and respect that will encourage student growth and maturity, not only academically, but socially as well.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		M.S. 301 Paul L. Dunbar								
<b>District:</b>		8	<b>DBN #:</b>		08X301	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			86.8	87.6	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			89.7	91.08	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		97	112	113	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		146	109	110			87.4	89.6	89.3	
Grade 8		116	151	98						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			6	33	TBD	
Grade 12		0	0	0						
Ungraded		0	1	5	<b>Recent Immigrants - Total Number:</b>					
Total		359	373	326	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							11	7	7	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		59	59	63	Principal Suspensions		5	2	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		7	17	TBD	
Number all others		36	46	24						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	47	59	43	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	10	16	Number of Teachers	34	27	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	9	TBD
				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	10	9	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	61.8	70.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	61.8	66.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	85	TBD
American Indian or Alaska Native	0	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.6	78.5	TBD
Black or African American	37.6	34.3	38.3				
Hispanic or Latino	60.2	64.9	61				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	0	0.3				
White	0.8	0.5	0				
Multi-racial							
<b>Male</b>	51.5	53.6	54.6				
<b>Female</b>	48.5	46.4	45.4				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	X			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

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

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	65.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	33.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

According to the 2009-2010 New York City Department of Education Progress Report:

7.5 out of 15

Safety and Respect: 7.3

Academic Expectations: 7.9

Engagement: 7.4

Communication 6.8

Attendance: 88.2%

Student Performance: 5 out of 25

Median Score Proficiency: 2.32

MATH

Median Score Proficiency: 2.38

Student Progress: 25.7 out of 60

Median Growth Percentile 38.8%

Median Growth Percentile for School's Lowest Third 42.9%

MATH

Median growth Percentile 37.1%

Median Growth Percentile for School's Lowest Third 51.4%

We earned additional credit for making exemplary gains in the areas of English Language Learners and Special Education Students in ELA, and Special Education Students in Mathematics.

According to the New York City Department of Education's Quality Review Report for 2009-10: M.S 301 received an overall rating of "Well-Developed."

What the school does well

The school is realizing its vision by carefully staging, implementing, consolidating and evaluating its improvement plans.

Comprehensive education plans reveal the school's exceptional long-term

planning, clearly connecting curriculum, instruction, assessment, communication, and infrastructure to accelerate student learning. The successful implementation of strategic plans for literacy and math, which specify interim benchmarks based on the professional teaching standards, has resulted in a four-fold increase in the percentage of students demonstrating proficiency.

The school engages in continuous self-evaluation and rigorously documents progress on action plans to make timely and productive adjustments that build on previous achievements. For example, in the past, grade level meetings were used to achieve horizontal alignment of curriculum. This year, departments have aligned the curriculum vertically and have developed shared instructional strategies to attain greater instructional coherence.

Data-driven organizational decisions ensure that resources are aligned to support instructional goals and that they sustain improvements in student outcomes.

School leaders use the budget wisely, providing a wide range of intervention services and enrichment, and in enhancing infrastructure, with a new library, science lab, and technology to ensure that students have a week to prepare them for less restrictive environments. This practice has resulted in the school obtaining additional credit for this sub-group.

Teachers have an additional period each week for departmental meetings and work together for a monthly half-day to advance the school's instructional goals.

The school promotes the students' social, academic, emotional, and physical well-being, creating an environment that is highly conducive to learning.

Close-knit relationships, a clear ladder of referral, and involvement of all constituents in developing school policies keep the school safe, calm, and focused on learning. The principal knows every family, and takes personal interest in assuring that their needs are met by the school or through the "community coalition", which includes church, university, and local health organizations. Parents attribute the school's turnaround to the principal who "acts as if the students are his kids."

Exceptional in-house student support services provide students with consistent conditions to succeed socially and academically.

New initiatives, including early morning sports programs and competitive advisory projects, have resulted in a 2.5% increase in attendance so far this year. Teachers receive training in behavioral intervention, and refer concerns they cannot address to a designated liaison from the very competent academic intervention services team, which ensures rapid and thorough response.

Purposeful, differentiated professional development advances school-wide goals and supports adult learners in improving curriculum, instructional practice and leadership.

The entire faculty and leadership meet for a monthly half-day to refine the school's high quality curriculum maps, using protocols to examine data, reflect on instruction, and set new curricular goals. This has generated a common understanding of good practice, resulting in the provision of a rigorous, well-planned course of study that generates high levels of student engagement. To support the current focus on formative assessment, teachers observe colleagues conferencing with students and view videos of each other's classrooms to provide feedback, and gain insights into student learning. The teacher handbook clarifies expectations for instruction and guides the administration's observations. Leaders use student work and the teachers' written reflections to differentiate teacher support. All observations include specific next steps with timelines for completion, and designate expert mentors, coaches, and intervisitations as supports. The principal actively supports leadership development.

Data is transparent throughout the school, and is used well by teachers and leaders for planning instruction based on identified skill needs.

Summative and interim data help the school identify trends, plan targeted skill support, and improve curriculum. To monitor progress on its goal of

making its State targets for each sub-group, the school charts ongoing performance on simulations, periodic and common assessments, and documents its support plans by class, for English language learners and for special education students. This allows the school to understand how each sub-group is progressing, which supports are having a positive impact on outcomes, and to identify new needs. Teachers disaggregate data to identify skill needs at the grade and classroom level and organize this data in templates to group students by skill during class and extended time. Assessment expertise is gained through collaborative scoring of open-ended math questions and monthly writing assessments. Their improved understanding of how students approach problem solving, and of standard-level work has helped them to design better lessons.

Inquiry work builds teacher capacity to serve strategic sub-groups, improve curriculum, and ensure the school reaches its goals.

A two-year inquiry project that identified organizational and curricular changes to accelerate boys' literacy resulted in boys obtaining reading gains that were twice as large as the girls'. The school now offers optional gender-based classes with different active learning strategies and literature. The students report favorably on their increased concentration and engagement.

An expanded team is accelerating language acquisition for English language learners. Teachers have begun to implement effective strategies, such as seating these students close to the front with a bilingual peer leader, conducting frequent comprehension checks and pointing out cognates. Newly arrived English language learners say this helps them to keep up with their work in other content areas like science.

What the school needs to improve

Strengthen the alignment between teacher practice and the school's beliefs about learning to ensure high levels of engagement and thinking, so that all students reach their potential.

The use of conferencing, student choice, and flexible grouping is visible throughout the school. However, differentiation is insufficiently developed to address the range of levels in some larger classrooms, where many students use the same textbooks and assignments, with few extensions for the higher performing students.

Some teachers rely on commercial products to build student skills and vocabulary. As a result, their students lack opportunities to learn and apply these skills in challenging problem-solving situations and present them for authentic audiences. Some math instruction is still procedural and group work does not always foster deeper reasoning ability.

Refine goal-setting systems to include benchmarks within specific action plans for sub-groups so that student goals are consistently monitored and adjustments made.

Student goals for sub-groups are clear to all the school. However, there are no interim benchmarks to indicate whether students are on track or to efficiently guide the necessary changes to student goals across subject areas.

Calibrate the periodic assessment data and student work with the standards to create interim benchmarks for more effective monitoring of progress.

Although the school disaggregates data by skill in English and math by class, subgroup and student, it has not ascertained which outcomes on periodic assessments are reliable indicators of mastery. This hampers its ability to set specific interim benchmarks to measure progress during the year. Also, science and social studies teachers do not consistently track item level data by unit to ensure alignment to standards and monitor progress. As a result, there have been high classroom grades but low outcomes on State tests in these subject areas.

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, MS 301 will demonstrate a 3% increase in attendance across all student subgroups, as measured by ATS reports.	<input type="checkbox"/> Improving attendance rate could help their academic achievement.
<input type="checkbox"/> By June 2011, MS 301 will demonstrate a 5% increase in student ELA performance, across all subgroups, as measured by the NY State ELA Assessment.	<input type="checkbox"/> Improving ELA performance will help us meet higher effective AMO.
<input type="checkbox"/> By June 2011, MS 301 will demonstrate a 5% increase in student Mathematics performance, across all subgroups, as measured by the NY State Mathematics Assessment.	<input type="checkbox"/> Our data analysis indicates improving numeracy skills is critical.
<input type="checkbox"/> By June 2011, MS 301 will demonstrate a 10% increase in teachers’ effective use of technology (Smart Boards, document cameras, laptop computers, etc.) being integrated into instruction, as measured by administrative and teacher leader classroom observations.	<input type="checkbox"/> According our teacher survey, using technology is widely shared concern.
<input type="checkbox"/> By September 2011, MS 301 will begin an Integrated Collaborative Teaching Program and decrease by 10% the number of students unnecessarily placed in	<input type="checkbox"/> Increasing the number

self-contained classrooms due to a lack of alternative programming. We will continue to place students, identified as special needs, in the least restrictive environment as per the spirit and law of IDEIA 2004. This will be measured by comparing the number of students whose IEPs designate a self-contained setting and CTT setting in November 2009 with those enrolled in September 2010.

of CTT could help SWD achievement.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**Attendance**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, MS 301 will demonstrate a 3% increase in attendance across all student subgroups, as measured by ATS reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>An administrator will be assigned to aid the attendance team in isolating truancy and orchestrating home visits. This will increase the attendance team’s productivity, and help to identify where and when ACS is needed for assistance.</p> <p>We will identify students in housing shelters, and those with a history of high mobility rates, and target this population for frequent home contact and visits.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Reduction of class size by using contract for excellence money. This will provide these identified students more individualized instruction.</p> <p>Assigning an administrator to work directly with the attendance team. He will coordinate home visits and keep the team focused and on-task.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>We will look at daily ATS reports for decreasing trends in truancy, throughout the 2009-2010 school year. The daily ATS reports will be analyzed quarterly. Projected gains are a 5% increase in student attendance overall for the year.</p>
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**Subject Area  
 (where relevant) :**

**English Language Arts**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, MS 301 will demonstrate a 5% increase in student ELA performance, across all subgroups, as measured by the NY State ELA Assessment.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>At MS 301 the goal in English Language Arts is for each student to:</p> <ul style="list-style-type: none"> <li>Have their individual learning needs met while learning the mandated curriculum,</li> <li>Be engaged in learning that is both enjoyable and relevant,</li> <li>Be challenged in their language/critical thinking, and</li> <li>Understand that reading, writing, and speaking effectively is critical to both their academic success and their success in life.</li> </ul> <p>For the ELA department this requires:</p> <ul style="list-style-type: none"> <li>Full implementation of a standards based curriculum and assessment structure,</li> <li>All teachers of ELA being familiar with analyzing and using assessment data and authentic student work to recognize each students strengths and weaknesses,</li> <li>All teachers using that information to inform their instruction to cater for the needs of each student, and</li> <li>Information about student achievement is used collectively to inform the school's</li> </ul>

curriculum and assessments.

### Curriculum Design

All students must be provided with opportunities to learn ELA described by the New York State Standards and assessed in the March State Test. The ELA program therefore requires a balance of content and process described at each grade level. To achieve this the program will be composed of curriculum units built on sets of complementary Standard content performance indicators and linked to appropriate materials and resources available or developed in the school. To achieve this cohesion, Standards Indicators used to create units will be grouped to take account of both, how well they support each other, and how strongly they are embedded into the resources used. A protocol for each unit will outline content and skills, possible pedagogies and lesson ideas, resources required, prior knowledge and confusions and misconceptions.

All ELA classes will have a reduced student to teacher ratio of no more than 15:1. This will increase individual attention for each student. We will develop common understandings of the essential elements of effective literacy instruction. These elements will include using the workshop model with a focus on guided reading, shared reading, and independent reading. It will also include a daily writer's block.

### Assessment Design

Assessment fits within a cyclic model where assessment data will inform both teacher instruction and the school curriculum program. This in turn will inform choices for future assessments.

The Assessment tools to be used are either available through Acuity, from test preparation materials, recent trialed State test questions and State test questions identified in previous tests, and the curriculum program being used.

The Design will consist of three categories of assessment, Unit Assessment, Periodic (Acuity) Tests, and Periodic Extended Tasks. Unit Assessments are designed to show student competency in content and process of work recently learned. Acuity tests consist of Acuity ITA's and Predictive tests. These are cumulative and show evidence of student growth focusing on content through the year. Extended Written Responses are designed to show student growth in literacy process and thinking.

#### Data Analysis

Item analysis of Acuity test and unit test multiple choice data will enable teachers and school leaders to identify individual student, group, class and grade level strengths and weaknesses with respect to ELA content and process. This information will both inform instruction at individual and whole class level, as well as the implementation of whole grade level intervention programs. Item analysis information from unit tests will enable teachers to revisit common misconception and knowledge that should not have been assumed. They can then scaffold to overcome poor basic skills and target individual students and groups of students in areas where they demonstrate weakness.

Looking at authentic student work will inform teachers of student's literacy skills and critical thinking. This will take place through use of New York State 3 point rubrics to grade unit test written response questions and use of a process rubric to score periodic extended writing tasks. These will also provide information about student's ability to communicate their thinking in writing. Information from grading unit test extended response questions and portfolio tasks will be used to develop whole grade level intervention strategies to support students with literacy and reading comprehension, and the writing of meaningful and descriptive answers that will demonstrate their understanding.

#### Reporting

Each student's progress in literacy over time will be reported to parents through student report cards using assessment information drawn from Unit and Periodic assessment data, as well as exposing parents to the ARIS portal.

To ensure data is organized and readily available, teachers will be required to maintain data

binders. The information in these binders will include student score rosters, running records, writing samples, item analysis reports, records of rubric-graded scores, and copies of the assessment including Periodic assessments (ITA's, Predictives and Extended Tasks), Unit assessments, Test Prep assessments. Other data will include ARIS Proficiency scores and ratings for each student.

#### Professional Development

Professional development for teachers of ELA during 2009-10 will focus on the following areas:

Strengthening teacher understanding of the New York State English Language Arts Learning Standards

Using the NYS Core Curriculum to plan and implement instruction that is investigative, engaging and challenging to students

Developing and implementing NYS Standards based unit and extended task assessments

4. Training in item analysis and using quantitative assessment data (student multiple choice test data) to identify student and class strengths and weaknesses
5. Analyzing and scoring qualitative assessment data (student answers to written response questions and extended tasks) using rubrics, to develop teacher insight into student thinking and ensure consistency of teacher judgment
6. Use of individual assessment data to set goals for targeted students , to enhance teacher skills in identifying student strengths and weakness , and using it that knowledge to inform planning, develop awareness of individual student needs and be more targeted with instruction
7. Ways of creating differentiated learning environments to meet individual student needs evident from the use of assessment information,
8. Develop a common understanding of what the essential elements of literacy instruction look like
9. Develop a building-wide academic vocabulary program to increase student comprehension of text
10. Develop a building-wide use of "code-switching". This will allow students to build on their linguistic knowledge by adding another linguistic code – "Standard English" to their linguistic toolbox.

	<p>Implementation Steps</p> <p>Develop a benchmarked Action Plan for the Curriculum and Assessment initiative  Check current alignment of standards against teacher lesson plans and curriculum map  ‘Clump’ reading and writing strategies into coherent units  Document units focusing on:      Big idea (or leading question)      Objective (standards indicators met by the unit)      Description of learning (what will the student learning look like in this unit)      Lesson ideas      Materials      Student confusions and misconceptions      Prior knowledge      Assessment      Unit Rubrics</p> <p>Progressively develop unit assessments as measures of student competency incorporating test type questions of the following type:      Multiple choice      Short response      Extended written response</p> <p>Use assessments that align with the schools pacing to enable cumulative student progress to be tracked through the year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Reduction of class size by using contract for excellence money to fund one additional ELA teacher.</p> <p>We will higher an A.U.S.S.I.E. for the 2009-2010 school year to assist with teacher growth and development.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Data Analysis</p> <p>Looking at authentic student work will inform teachers of student’s literacy skills and critical thinking. This will take place through use of New York State 4 point rubric to grade unit test written response questions and use of a process rubric to score periodic extended writing tasks. These will also provide information about student’s ability to communicate their thinking</p>

	<p>in writing. Information from grading unit test written response questions and portfolio tasks will be used to develop whole grade level intervention strategies to support students with literacy and reading comprehension, and the writing of meaningful and descriptive answers that will demonstrate their understanding.</p> <p>Reporting</p> <p>Each student's progress in literacy over time will be reported to parents through student report cards using assessment information drawn from Unit and Periodic assessment data.</p> <p>Parents will be informed of, exposed to, and trained in how to access their child's data from the ARIS system.</p>
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**Subject Area**  
(where relevant) :

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, MS 301 will demonstrate a 5% increase in student Mathematics performance, across all subgroups, as measured by the NY State Mathematics Assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>At MS 301 the goal in mathematics is for each student to:</p> <ul style="list-style-type: none"> <li>Have their individual learning needs met while learning the mandated curriculum</li> <li>Be engaged in learning that is both enjoyable and relevant</li> <li>Be challenged in their mathematical thinking</li> <li>Understand that mathematics is critical to both their academic success and their success in life.</li> </ul> <p>For the mathematics department this requires:</p>

Full implementation of a standards based curriculum and assessment structure  
All teachers of mathematics being familiar with analyzing and using assessment data and authentic student work to recognize each student's strengths and weaknesses  
All teachers using that information to inform their instruction  
Information about student achievement is used collectively to inform the school's curriculum and assessment.

#### Rationale

#### Curriculum Design

All students must be provided with opportunities to learn the mathematics described by the New York State Standards that are assessed in the March State Test. The Math program therefore requires a balance of content and process described at each grade level. To achieve this, the program will be composed of curriculum units built on sets of complementary Standard content performance indicators and linked to appropriate materials in the Prentice Hall texts and other resources available or developed in the school. To achieve this cohesion, Standards Indicators used to create units (e.g. 8.A.4.) will be grouped to take account of both, how well they support each other, and their links to the Prentice Hall texts. A protocol for each unit will outline content and skills, possible pedagogies and lesson ideas, resources required, prior knowledge and confusions and misconceptions.

#### Assessment Design

Assessment fits within a cyclic model where assessment data will inform both teacher instruction and the school curriculum program. This in turn will inform choices of future assessment tools (e.g. multiple choice, extended response, open-ended tasks projects etc) and grading procedures (e.g. validity of questions, rubric construction).

The Assessment tools to be used are either available through our DYO extended response questions, from test preparation materials, recent trialed State test questions and State test

questions identified in previous CAB's, and the curriculum program being used.

The Design will consist of two categories of assessment, Unit Assessment and DYO extended response questions/tasks. Unit Assessments are designed to show student competency in content and process of work recently learned. DYO extended response questions and student conferencing are adapted extended response questions designed to show student growth in mathematical process and thinking.

#### Data Analysis

Item analysis of Predictive test and unit test multiple choice data will enable teachers and school leaders to identify individual student, group, class and grade level strengths and weaknesses with respect to mathematical content and process. This information will both inform instruction at individual and whole class level, as well as the implementation of whole grade level intervention programs. Analysis information from extended response assessments and student conferencing will enable teachers to revisit common misconception and knowledge that should not have been assumed. They can then scaffold to overcome poor basic skills and target individual students and groups of students in areas where they demonstrate weakness.

Looking at authentic student work will inform teachers of student's mathematical thinking. This will take place through use of the New York State 3 point rubrics to grade extended response questions, and use of a process rubric to score periodic extended tasks. Teacher conferencing will provide information about student's ability to communicate their thinking in writing. Information from grading unit test extended response questions and portfolio tasks will be used to develop whole grade level intervention strategies to support students with reading comprehension associated with worded mathematics questions, and the writing of meaningful and descriptive answers that will demonstrate their understanding.

#### Reporting

Each student's progress in mathematics over time will be reported to parents through student report cards using assessment information drawn from Periodic assessment data, unit

assessments, and extended response and student conferencing data.

To ensure data is organized and readily available, teachers will be required to maintain data binders. The information in these binders will include student score rosters, item analysis reports, records of rubric-graded scores, and copies of the assessment including Periodic assessments (ITA's, Predictives and Extended Tasks), Unit assessments, Test Prep assessments, and student extended response questions. Other data will include ARIS Proficiency scores and ratings for each student.

#### Professional Development

Professional development for teachers of mathematics during 2009-10 will focus on the following areas:

Evaluation of current pacing and alignment between Prentice Hall materials and the standards

1. Using the NYS Core Curriculum in association with Prentice Hall materials, to plan and implement instruction that is investigative, engaging and challenging to students,
2. Developing and implementing NYS Standards based unit and extended task assessments
3. Training in item analysis and using quantitative assessment data (student multiple choice test data) to identify student and class strengths and weaknesses
4. Analyzing and scoring qualitative assessment data (student answers to extended response questions and extended tasks) using rubrics, to develop teacher insight into student thinking and ensure consistency of teacher judgment
5. Use of individual assessment data to set goals for targeted students , to enhance teacher skills in identifying student strengths and weakness, and using it that knowledge to inform planning, develop awareness of individual student needs and be more targeted with instruction
6. On ways of creating differentiated learning environments to meet the needs evident from use of assessment information
7. Developing strong individual student conferencing and questioning skills to gain insight and understanding of an individual student's thinking, understanding, and misconceptions on a given math standard

#### Implementation Steps

Develop a benchmarked Action Plan for the Curriculum and Assessment initiative

	<p>Check current alignment of standards against Prentice-Hall 'Clump' mathematics into coherent units (approximately 8 per grade level)</p> <p>Document units (see example) focusing on:</p> <ul style="list-style-type: none"> <li>Big idea (or leading question)</li> <li>Objective (standards indicators met by the unit)</li> <li>Description of learning (what will the student learning look like in this unit)</li> <li>Lesson ideas</li> <li>Materials</li> <li>Student confusions and misconceptions</li> <li>Prior knowledge</li> <li>Assessment</li> <li>Unit Rubric</li> </ul> <p>Progressively develop unit assessments (see example) as measures of student competency incorporating test type questions of the following type:</p> <ul style="list-style-type: none"> <li>Multiple choice</li> <li>Short response</li> <li>Extended response</li> </ul> <p>Develop DYO Periodic Assessments that align with the schools pacing to enable cumulative student progress to be tracked through the year</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Reduction of class size by using contract for excellence money to fund an additional teacher.</p> <p>We will higher an A.U.S.S.I.E. for the 2009-2010 school year to assist with teacher growth and development.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Data Analysis</p> <p>Item analysis of extending response questions and student conferencing, and unit test multiple choice data will enable teachers and school leaders to identify individual student, group, class and grade level strengths and weaknesses with respect to mathematical content and process. This information will both inform instruction at individual and whole class level, as well as the implementation of whole grade level intervention programs. Item analysis information from unit tests will enable teachers to revisit common misconception and knowledge that should not have been assumed. They can then scaffold to overcome poor basic skills and target</p>

	<p>individual students and groups of students in areas where they demonstrate weakness.</p> <p>Looking at authentic student work will inform teachers of student’s mathematical thinking. This will take place through use of the New York State 3 point rubrics to grade extended response questions and use of a process rubric to score periodic extended tasks. These will also provide information about student’s ability to communicate their thinking in writing. Information from grading unit test extended response questions and portfolio tasks will be used to develop whole grade level intervention strategies to support students with reading comprehension associated with worded mathematics questions, and the writing of meaningful and descriptive answers that will demonstrate their understanding.</p> <p>Reporting</p> <p>Each student’s progress in mathematics over time will be reported to parents through student report cards using assessment information drawn from Unit, predictive and extended response and student conferencing assessment data.</p> <p>To ensure data is organized and readily available, teachers will be required to maintain data binders. The information in these binders will include student score rosters, item analysis reports, records of rubric-graded scores, and copies of the assessment including Periodic assessments (ITA’s, Predictives and Extended Tasks), Unit assessments, Test Prep assessments.</p>
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**Subject Area**  
(where relevant) :

**Technology Integration**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, MS 301 will demonstrate a 10% increase in teachers’ effective use of technology (Smart Boards, document cameras, laptop computers, etc.) being integrated into instruction, as measured by administrative and teacher leader classroom observations.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>By December 2009 – January 2010, M.S. 301 will have Smart Boards installed in 85% of its classrooms. Additionally, document cameras will be installed in 50% of classrooms by September 2010. There will also be one school set of hand held voting devices to be signed out by teachers on an as needed basis. Teachers will be trained by in-house Certified Smart Board Trainers on how to use this new technology to meaningfully enhance teaching and learning.</p> <ul style="list-style-type: none"> <li>Use graphics and other visuals to represent information</li> <li>Make lessons hands-on and interactive for kinesthetic or multi-sensory learners (especially helpful for student’s with special needs)</li> <li>Adding auditory responses to reinforce correct answers.</li> <li>Use hand held voting devices for students to enter responses to questions. This allows teachers to immediately display on the board charts of or graphs of correct answers and student misconceptions.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>The school will have several staff members trained to be in-house certified Smart Board Trainers. The school will use grant money, along with monies received for being a SURR school in “Good Standing” to purchase technology equipment for the classrooms.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Progress will be measured by the tracking the number of teachers that attend after-school Smart Board Training sessions. An additional method of measurement will include classroom walk-throughs to see both how often and in what capacity teachers are using this new technology. Further trainings will be given based on the results of administrative and teacher leader walk-throughs.</p>

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

**Special Education**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By September 2011, MS 301 will begin an Integrated Collaborative Teaching Program and decrease by 10% the number of students unnecessarily placed in self-contained classrooms due to a lack of alternative programming. We will continue to place students, identified as special needs, in the least restrictive environment as per the spirit and law of IDEIA 2004. This will be measured by comparing the number of students whose IEPs designate a self-contained setting and CTT setting in November 2009 with those enrolled in September 2010.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>All special education teachers will attend several workshops offered by the network on how to write quality IEPs, how to interpret and understand the Standard Operating Procedure Manual, and the need to follow the spirit of the law in regards to IDEIA 2004 and placing students in their least restrictive environment. When conducting annual review meetings all special education teachers will consider if CTT is appropriate for this child (in the past this was often skipped due to a lack of placement within the MS 301 building). If the CSE determines that a student can succeed in a CTT setting they will make that recommendation on the student's IEP despite not having a program currently in place within the building. When enough students have been identified as qualifying for CTT placement, the administration will move forward with opening the appropriate classes within the school building and will begin to place these students in this new program.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Using network special education specialists to develop our special education staff on best practices in regards in student needs and placement.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*



Quarterly, the special education department will indicate how many self-contained students have been identified as having the potential to succeed in a CTT setting. We will also look monthly at the SEC report to see how many students have a CTT vs. self-contained placement on their current IEPs.

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	50	45	30	20	25	16	20	20
7	50	51	21	10	20	15	20	10
8	60	60	40	25	30	20	20	20
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/></p> <p>Collaborative Team Teaching in ELA and Math.</p> <p>After School Academic Intervention Program in ELA, Math and ESL – (3:30-5:30) Tuesday and Thursday Targeted at individual student deficits based on several benchmark assessments</p> <p>Morning Advisory- (8:20AM- 8:57AM) Monday – Thursday- before school 37 1/2 minutes of ELA and Math intervention for each child based on identified needs. Students are engaged in independent reading, recreational activities, academic intervention in ESL, Reading, and Math. Targeted Population- Level 1, Low level 2, ELLs and Hold overs. Group Size- General Ed - 10 students, Special Ed - 5 students</p> <ul style="list-style-type: none"> <li>• Accountability for attendance and communication with parents will be placed on the teacher providing the service</li> <li>• Monitoring student progress:</li> <li>• Each child will maintain a Progress folder</li> <li>• Benchmarks assessments will be administered bi-weekly and reports given to APs and also sent home to parents.</li> <li>• DOE periodic assessments will be used to track progress and focus on student needs</li> </ul> <p>Additional Periods During the School Day Tier I- Differentiation of instruction for all students in the classroom. Tier II- Extended Day Services provided to level one and low level two students who are at risk. Tier III- Individual interventions for middle to high level two and low level three students. Pull out /push in by SETSS teacher</p> <ul style="list-style-type: none"> <li>• Enrichment for Level 3 and 4: Book Club, Extra-curricula extended day activities.</li> </ul>

<p><b>Mathematics:</b></p>	<p><input type="checkbox"/></p> <p>Class Size Reduction-</p> <ul style="list-style-type: none"> <li>• all classes have been reduced to 20 students</li> </ul> <p>Morning Academy-</p> <ul style="list-style-type: none"> <li>• 37 1/2 minutes of prescriptive interventions for each child based on identified needs.</li> <li>• Targeted Population- Level 1, Low level 2, ELLs and Hold overs.</li> <li>• Group Size- General Ed – 10 students -Special Ed -5 students</li> <li>• Accountability for attendance and communication with parents will be placed on the teacher providing the service</li> <li>• Monitoring student progress: <ul style="list-style-type: none"> <li>- Each student will have an Individual Progress Report</li> <li>-Each child will maintain a Progress folder</li> <li>- Benchmarks assessments will be administered bi-weekly and reports given to APs and also sent home to parents.</li> <li>-DOE periodic assessments will be used to track progress and focus on needs</li> </ul> </li> </ul> <p>Additional Periods During the School Day</p> <ul style="list-style-type: none"> <li>• Two periods A.I.S.- Weekly</li> <li>• 6th, 7th and 8th Grade- Six periods regular state mandated curriculum + two periods A.I.S</li> </ul> <p>Description of AIS periods:</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Push in by Lead Teacher for Team Teaching</li> <li>• Pull out /push in by SETSS teacher</li> <li>• Enrichment for Level 3 and 4</li> </ul>
<p><b>Science:</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• The focus will be to provide AIS daily in support of what is being done in the ELA class: the distribution of instruction into whole class, small group and side-by side instruction daily</li> <li>the use of multi-level texts- books the students can read daily differentiation of instruction</li> </ul>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• The focus will be to provide AIS daily in support of what is being done in the ELA class:</li> </ul>

	<p>the distribution of instruction into whole class, small group and side-by side instruction daily</p> <p>the use of multi-level texts- books the students can read daily</p> <p>differentiation of instruction</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Students identified by Academic Intervention Team or Pupil Personnel Team as being at risk because of <u>attendance</u> issues will receive daily counseling services from our Guidance Counselor during Morning Academy</li> </ul> <p>Students placed in the SAVE Room to serve suspensions are seen by the counselors or social workers upon entering and then again before they leave</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><input type="checkbox"/> Students identified by teachers as possibly having a disability and have already been through the AIS team will be recommended for screening by the psychologist who will give a battery of academic and achievement tests to determine if a discrepancy exists between achievement and ability</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p><input type="checkbox"/> Students identified by the Academic Intervention Team or Pupil Personnel Tam as being at-risk because of emotion/social issues will receive daily services from our social workers during Morning Academy.</p> <p>Students placed in the SAVE Room to serve suspensions are seen by the counselors or social workers upon entering and again before they leave.</p>
<b>At-risk Health-related Services:</b>	<p><input type="checkbox"/> Students identified by AIS team as needing health/drug information or intervention, will receive daily services form our SAPSIS Counselor and/or school nurse during Morning Academy.</p> <p>Students placed in the SAVE room to serve suspension are seen by the counselors or social workers upon entering and then again before they leave</p>

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

*NCLB/SED requirement for all schools*

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

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

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

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

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

**Grade Level(s)**

**6-8**

**Number of Students to be Served:**

**LEP 44**

**Non-LEP 0**

**Number of Teachers 1**

**Other Staff (Specify) 0**

**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.

Title III funding focuses on an extended setting for LEP students.

**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.

Our network liaison provides adult learning enues for ELL integration in the classroom, and coaches our ESL teacher relative to best practices.

**Section III. Title III Budget**

—

**School: MS 301 The Paul L. Dunbar Academy**  
**BEDS Code: 320800010301**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	0	<input type="checkbox"/> Expenditures relative to this money are modified as supplementing the permanent ESL position.
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$15,000	<input type="checkbox"/> Title III allocation has been applied to the permanent ESL position.

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> N/A
<b>Travel</b>	0	<input type="checkbox"/> N/A
<b>Other</b>	0	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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

The principal and ESL teacher held conversations and meetings with the administrative team, several teachers, the parent coordinator and various office staff members to assess the translation needs of the school. Varied translation issues related to students, parents, and others were reviewed and discussed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our major findings pointed to an increasing need for oral and written translation services in the school. While most of our students who speak a foreign language are bilingual (and many speak more than two languages), many of their parents are monolingual and do not speak English. With regard to the many new students coming to the school from Africa, we have seen that the families speak many different languages. We also found that French is the unifying language for our African families such that most of those families who speak more than one language and are from Africa, also speak French. Therefore, we will focus our translation services on two languages in order to cover 99.9% of our student's families. Thus we will require two translation services at MS 301: Spanish and French.

### **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.

Written translation: The school requires written translation services in Spanish and French. Notices, information and other written documents are disseminated regularly to our students and parents. For those families who need this information in a second language, we will need to provide a written translation of the information and notices. The increased need and major difference in our current provision of translation services is the need for translation into and from French.

We currently have adequate staff capable of providing written translation services in both languages. At least four staff members can provide written French translation and six to seven can provide written Spanish translation services. Thus we will be able to utilize existing staff to provide timely translation of written documents into French and Spanish.

Office and administrative staff will assess all documents that are to be disseminated to our families to determine the need for translation services. The Principal and his administrative team will then obtain timely translation of such documents from our staff. In addition, we will utilize translation service organizations for large or bulk jobs, such as large documents, manuals and other needs.

MS 301 will provide the following documents in English, Spanish, and French:

Student/parent handbook

Monthly newsletters and calendars

Letters to parents

Report cards

Progress reports

Notices to parents

Trip consent forms

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

□

Oral translation: The school requires oral translation services in two languages: Spanish and French. For those families who need translation in a second language, we will need staff coverage to provide translation services. The newest need and key difference in our current provision of translation services is the need for translation into and from French.

We currently have staff capable of providing oral translation services in both languages. At least five staff members can provide French translation and eight to nine can provide oral Spanish translation services. Thus, we will be able to utilize existing staff to provide timely translation in both French and Spanish. Office and administrative staff will continually assess our family's needs in this area. The Principal and his administrative team will then obtain timely translation of such documents from our staff.

MS 301 will provide oral interpretation for the following (offered by in-house staff):

Parent association meetings

Assembly programs

Open school night

Any special events

To communicate with staff members that do not speak the parents native language

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>.

□ We will do the following in notifying parents of their rights:

post this information on our website and will include in monthly in our newsletter/calendar. We will post a sign in the Main Lobby near our sign in desk indicating where a copy of such written notification can be obtained.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$417,905.00	\$9, 515.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,179.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,895	*	
4. Enter the anticipated 10% set-aside for Professional Development:	41,790.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

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

N/A

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

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

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

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

### PART I - GENERAL EXPECTATIONS

**MS 301** agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

*that parents play an integral role in assisting their child's learning;*

*that parents are encouraged to be actively involved in their child's education at school;*

*that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.*

## PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

MS 301 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

-School Leadership Team elections will be held yearly

-School Leadership Team meetings will be held monthly.

-The School Parental Involvement Plan will be developed by the SLT and will become part of the CEP

-The minutes from the SLT will be posted in the Main Office and sent home by backpack with students

MS 301 will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

-School Leadership Team will review all data

-SLT will make sure CEP is implemented

-Parents on the SLT will be members of sub committees that review and help to develop certain parts of the CEP. .

**MS 301** 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 the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

SLT will conduct yearly Parent Survey in the Spring. Parents will assist with an analysis of data and its implications.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

The State's academic content standards;

the State's student academic achievement standards;

the State and local academic assessments including alternate assessments;

the requirements of Title I, Part A;  
how to monitor their child's progress; and  
how to work with educators.

The school will provide opportunities for parent to get involved in school activities

The school will provide open houses, parent workshops, and special events that will help parents work with their children to improve academic achievement:

September – Parent/student Orientation

September -Parents Open School Night- Theme: Communication

October – “High School Articulation/ Theme “Reading is Fundamental”/ Scholastic Book Fair

October – Halloween show

November – Report Card Open House

December – Holiday Show

Jan Theme – Cooperative Learning/ Technology

Feb Theme- Research Projects: What Every Parent Should Know

March Theme- S.T.A.R.S. Women and fashion show

April – Poetry Slam

May – Spring Show

June — Field Day

Invite parents to student presentations of projects in classes.

Invite parents to Science Fair, Math Carnival, Social Studies Museum, Student Assemblies, etc.

Invite parent to at least one trip per year.

Provide parents with childcare services during meetings and special events.

The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by offering Professional Development in these areas- i.e. How to speak to Parents on Open School Night

The school will take the following actions to ensure that information related to the school, parent programs, meetings, and other activities, is sent to the parents of Title I 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:

Parents will receive yearly calendar in their primary language

Parents will receive Student Parent Handbook in their primary language

Parents will receive monthly newsletter and calendar update in their primary language

Parents will be notified of special events through the School Messenger phone system

Teachers, students and parents will communicate via phone, e-mail, and the MS 301 website.

Postings of special events will be strategically posted around the perimeter of the school.

Class parents will be encouraged to reach out to other parents to remind them of upcoming events.

Community outreach through meetings with churches and other community based organizations.

### PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities at MS 301 will include:

providing necessary literacy / Computer training for parents from Title I, Part A funds (i.e. Power School/ E-mail)

paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

training parents to enhance the involvement of other parents;

arranging school meetings at a variety of times, both in the morning and in the evening, in order to maximize parental involvement and participation in their children's education

delegating specific responsibilities to parent volunteers to assist in the day to day functioning of the school(eg. lunch duty, hall duty, etc)

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

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

MS 301

MS 301 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

2009-2010

## **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.

See section IV of CEP.

2. Schoolwide reform strategies that:

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

Implement the following organizational changes:

- have one administrator assigned to each content area and lead departmental meetings
- Hire A.U.S.S.I.E. And Forham Coach for ELA and Mathematics to help work with teachers and improve instruction
- Provide academic interventions twice a week after school and on Saturdays
- Have teachers use data to identify student groups struggling with certain content area concepts or students missing critical background knowledge. These groups will be pulled out for small group instruction targeted to their specific needs
- Formulate and execute the creation of CTT classes on each grade to accommodate the full continuum of services for special needs

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.

Maintain our Morning Academy

Use the 37 1/2 minutes for academic enrichment and interventions

Maintain after-school and Saturday school

Three levels of professional development for all teachers

- individual - teachers are sent to workshops (through protraxx) and work with department administrators on individual areas of need (based on classroom observations)
- departmental - during our once a week department meetings
- School-wide - during out ESO half days and superintendent conference days.

- o Help provide an enriched and accelerated curriculum.

Continue to work with teachers to develop skills and abilities at differentiating instruction to meet the needs of each individual child.

Offer enrichment opportunities for students in addition to academic interventions (to be held at the same times e.g. after school, Saturdays)

- o Meet the educational needs of historically underserved populations.

Strengthen our special education department through ongoing support with network leaders.

Continue to use our AIS team to identify students that are struggling both academically and those with social/emotional needs.

see goals and action plan section of CEP

- 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.

Offer at-risk counseling through - Counseling and Schools

Continue to integrate technology into instruction - this helps multi-sensory learners and increases students engagement

see goals and action plan section of CEP

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

Initiate a "Going Green" program to make students aware of the importance of using reusable resources.

Continue the local gardening project where science classes learn about plants while maintaining local gardens.

3. Instruction by highly qualified staff.

All teacher licenses have been reviewed and reassignments have been made consistent with their certification.

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 in various areas area identified throughout the action plan section of this CEP. Additionally, Quality review and SURR review recommendations have been programmed throughout the year.

See Professional Development section. This includes:

- Professional development to support literacy in every content area

- professional development for the implementation of monthly, school wide instructional strategies
- professional development for the integration of technology into all content areas
- weekly professional development by grade and by content area
- study groups by content area and interest

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



Attend Hiring Fairs

Continue NYU Partnership

Reach out to Universities

Teaching Fellows

DOE Open Market

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



Invite parents to class celebrations

Invite parent to periodically attend after school Title ELL programs

Invite parents to workshops or take these workshops to Community organizations or Churches

Create a Parent section in the library. Include parenting books in Spanish and English, Picture books for younger family members and magazines

Provide parents with codes to access their child's attendance, grades, homework assignments, and behavior records from the new Student Information System.

Create a parent kiosk station, with internet, to access the student information system.

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.

State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Teachers will be members of the *School Data Team*
- Principal, APs, ELA Coach and Lead Teacher will read Data Wise and use this information to help teachers use data to inform instruction. Information will be turn-keyed at weekly meetings- all meetings will have data analysis on their agenda
- Teachers will use predictive assessments to identify strengths and weaknesses and plan accordingly
- Departments will create their own quarterly assessments.

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.

- School-wide student advisory
- Training for staff pertinent to the recognition of distress among adolescents;
- Reporting student issues to the Academic Intervention Team, which can then make assessments and offer solutions in conjunction with the instructors and parents.
- Parent outreach (e.g., applying for parent education grant, and open-school parent conference nights.)

The following interventions will be used:

- AIS
- Advisory
- SETTS
- Counseling
- SAPIS
- Speech and Hearing
- AIDP
- SBST
- Medical Dept.
- Parent Outreach

Additionally, we will begin:

A peer mediation program

Counselors will be a part of grade-level teams

Counselors will only have students from their case-load for advisory

The attendance department will be represented at every AIS meeting

Every teacher will attend at least one AIS meeting

Counselor will be assigned students from their caseload for the advisory period

The implementation of both academic student plans and behavioral intervention plans are necessary to continue to move student achievement forward. The two plans will be created in tandem, leading to an approach that supports the whole child. An example would be the use of Smart Goals that are specific, measurable, attainable, realistic, and timely.

A person will serve as the Student Support Services Coordinator

An assistant principal for each grade.

More parent workshops and classes offered by student support staff.

Opening a SAVE room.

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

We are coordinating our efforts with the following programs to provide our students with the best support services possible:

- morning breakfast buffet program
- counseling in schools (violence prevention and individual student needs)
- Renaissance Arts and Athletics
- 21st Century Grant Programs - Both academic and recreational
- Maintain the community coalition

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

### **Explanation/Background:**

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Use program resources to help participating children meet the State standards.
  - See action plans for ELA and Mathematics

2. Ensure that planning for students served under this program is incorporated into existing school planning.

See action plan for ELA and Mathematics

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

See action plan for ELA and Mathematics

See intervention programs

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

See action plan for ELA and Mathematics

See intervention programs

c. Minimize removing children from the regular classroom during regular school hours;

See action plan for ELA and Mathematics

See intervention programs

4. Coordinate with and support the regular educational program;

See AIS services to be provided in CEP

5. Provide instruction by highly qualified teachers;

Continuously work to develop the teaching staff through a three tier level of professional development (school-wide, departmental, and individual).

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

See action plan section of CEP

7. Provide strategies to increase parental involvement; and

See school parental involvement policy

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

See annual goals and action plans in CEP

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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### **Part A:**

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
20
2. Please describe the services you are planning to provide to the STH population.  Intervention services include parental outreach, student counseling, outreach to shelters relative to support, regular visits and meetings from our Attendance team, regular meetings with the school nurse for both parents and students, and extended day activities, both academic and extra-curricular.

### **Part B:**

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

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

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



## **CEP RELATED ATTACHMENTS**

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

File Name - 28\_08X301\_121710-113011.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 9</b>	District <b>08</b>	School Number <b>301</b>	School Name <b>Paul Dunbar Academy</b>
Principal <b>Benjamin Basile</b>		Assistant Principal <b>Monique Mason</b>	
Coach		Coach <b>Christopher Coombs</b>	
Teacher/Subject Area <b>Schindelheim</b>		Guidance Counselor <b>Ms. Lorna Campbell</b>	
Teacher/Subject Area <b>Geraldine Plair</b>		Parent	
Teacher/Subject Area <b>Marcia Davis</b>		Parent Coordinator <b>Veronica Roland</b>	
Related Service Provider <b>Karen Krell</b>		Other <b>type here</b>	
Network Leader <b>Varelton McDonald</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>24</b>

#### C. School Demographics

Total Number of Students in School	<b>345</b>	Total Number of ELLs	<b>46</b>	ELLs as Share of Total Student Population (%)	<b>13.33%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The HLIS identifies the students who are eligible to be the LAB-R. Students are screened/interviewed by the ESL teacher and clerical intake. The LAB-R is then administered accordingly. Students are assessed both formally and informally to assess oral and written language. All identified ELL students will take the NYSESLAT as per testing calendar.
2. Licensed ESL teacher, Michelle Schindelheim, who is TESOL certified, addresses individual parents and holds parent workshops in conjunction with the Parent Coordinator to inform parents of the different Bilingual Programs and of the Bilingual Program (Freestanding ESL) available at MS301 students identified as needing ELL services. If parent wants a TBE or DL program their names are sent to OSE for placement. In the interim, the student receives ESL as per mandates. If a cohort of parents request a TBE model - creating a class is always considered. However, parents have overwhelmingly chosen ESL program.
3. Entitlement letters are distributed as suggested in the ELL toolkit. Letters are mailed, and sent home with parents and students. When necessary, they are delivered to the home via carrier.
4. Parents are brought to a separate location, i.e., the ESL room, and parents are introduced to the curriculum and assessments used to promote language acquisition. The necessary L1 language is employed to communicate.
5. Parents overwhelmingly choose freestanding ESL.
6. Our freestanding ESL program has been requested formally through the Parent's Association and the Parent Coordinator's Office. The program, along with other models, is also introduced and explained upon request.

## 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														0

<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)															
<b>Dual Language</b> (50%:50%)															0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>															0
<b>Push-In</b>							1	1	3						5
<b>Total</b>	0	0	0	0	0	0	1	1	3	0	0	0	0	0	5

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

Number of ELLs by Subgroups					
<b>All ELLs</b>	46	<b>Newcomers (ELLs receiving service 0-3 years)</b>	22	<b>Special Education</b>	13
<b>SIFE</b>	7	<b>ELLs receiving service 4-6 years</b>	17	<b>Long-Term (completed 6 years)</b>	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0									0
<b>Dual Language</b>										0
<b>ESL</b>	22	5	4	17	2	8	7	0	1	46
<b>Total</b>	22	5	4	17	2	8	7	0	1	46

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

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	18	17					44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1	1						2
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>19</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>46</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### 1. The program models are:

a) MS 301X has both a push-in and pull-out model.

b) All Intermediate and Advanced level ELL students (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>) are heterogeneously grouped and travel as one group for push-in model. ESL teacher support/instruction occur in the content areas of Math and Science. ALL Beginner's level (7<sup>th</sup> and 8<sup>th</sup> graders) are homogeneously grouped and receive support from ESL teacher using a pull-out model.

2. Students that scored at the Beginner level, are receiving 360 minutes of ESL instructional time. This is delivered by having the children meet with the ESL teacher for 8 periods weekly. Each period meets for 45 minutes. This satisfies the mandate of students receiving 360 minutes of ESL instructional time weekly.

Students that scored at the Intermediate level, are receiving 360 minutes of ESL instructional time. This is delivered by having the children meet with the ESL teacher for 8 periods weekly. Each period meets for 45 minutes. This satisfies the mandate of students receiving 360 minutes of ESL instructional time weekly.

Students that scored at the Advanced level, are receiving the 180 minutes of ESL instructional times. This is delivered by having the children meet with the ESL teacher for 4 periods weekly. Each period meets for 45 minutes. These students also receive 6 periods a week (7<sup>th</sup> & 8<sup>th</sup> grade) or 8 periods a week (6<sup>th</sup> grade) of ELA instruction a week which ranges from approximately 270 to 360 minutes a week.

3. The ESL teacher utilizes a variety of techniques and technology in working with students such as TPR, visuals, SMART Board, computers,

music, etc. that provide hands-on experiences. They also support students in the following:

- Pair and group work
- Modeling for students
- Monitoring students, and correcting when necessary
- Repetition and choral practice: Whole class, half the class at a time, groups, individual checks
- Homework and homework correction
- Independent tasks are also assigned as needed

4. Scaffolding is used to support learners and facilitate the construction of meaning and knowledge.

One way instruction for English language learners is scaffolded, is by differentiating learning tasks and materials and providing a variety of verbal and academic supports, from both the teacher and more proficient peers, so that students are able to meaningfully engage in content area learning and acquire the necessary language and academic skills necessary for independent learning.

This includes a variety of components: First, the teacher provides continuity in the classroom. In this way, tasks are presented, that are repeated throughout instructional sequences with variations and that are interconnected to each other and the curriculum.

Secondly, the teacher provides support from context. Students should be encouraged to explore topics in a risk free learning environment and be provided with a variety of ways to meet learning goals and objectives.

Finally, the teacher creates learning contexts where learners increase their autonomy as their skills and confidence increase. Continuity of tasks facilitates learners in being able to take over portions of the task and become independent learners.

Differentiated instruction is well organized, well planned and addresses not only different ability levels, but also different needs, interests and strengths of the learners. Differentiation of instruction allows for whole group instruction, heterogeneous small group cooperative work, and individual instruction. It allows the teacher to create student centered learning experiences that focus on varied approaches to content, process, and product. In addition, it provides for ongoing, embedded, authentic assessment of students' skills, interests and learning style.

a. SIFE - SIFE students receive further support and differentiation by the following:

- Paired with Mentors
- Extra AIS
- Advisory
- Invited to Special Community Programs

b. Newcomers focus:

- Non verbal cues
- Listening and oral language development
- Listening and speaking
- TPR (Total Physical Response)
- Attend targeted afterschool program

c. 4-6 years focus:

- Receive extra content area, instruction
- Extra vocabulary development so that they can master the content of exams
- Provide mandated services based on the NYSESLAT score
- Analysis of subtests to see where to target instruction

d. Long term ELL focus:

- Will look at their subtests in the NYSESLAT
- Analyze the strands of their assessment, to see what content they haven't mastered
- Place them in targeted after school program so that they can make gains

e. Special needs focus:

- Analyze all student data specifically comparing NYSELAT with ELA.
- Review IEP goals to make sure that they are receiving the correct supports as per their IEP's
- Coordination/Collaboration amongst Special Education and General Education staff to plan and align instruction to ensure student success
- Analyze the different learning styles of our diverse learners to further support and enhance their access to content

## 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 NYSELAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted intervention follows a three tier model: Tier I reflects classroom differentiation, Tier II reflects extended time on task in an after-school setting, and Tier III interventions reflect individual tutoring based on specific needs, yielded by current data and assessments, employed especially core subjects. ESL teacher collaborates with ELA, math and content teachers to discuss ELL strategies. All interventions are offered in English.

6. An extended day setting relative to core subjects and language acquisition are offered for 2 year transitionals. Students are also identified as former ELL's so that they are aware of and can facilitate learning.

7. We are considering a more robust technology program available in L1 languages for math, supporting language development via the internet and technology.

8. There will be no program discontinued for ELLs.

9. Extended day/enrichment activities are always offered in both English and alternate L1 languages. ESL teacher serves as advisor (if necessary) to support student activities in all areas of enrichment integrated with their peers. Title III has been used to further enrich and support ELLs.

10. Core subject materials, as well as a research based program, "Dr. Margareta Calderon's Literacy Based program for SIFE students' Literacy Acquisition", as well as Spanish translation materials and the SIOP model, serve our ELL population.

11. Native language is supported via an NLA pull-out curriculum, especially for beginners, relative to forming a solid language base to transfer from L1 to L2 language.

12. Yes.

13. An ELL Orientation is given in late August, describing ELL goals, assessments, and procedures; parent workshops throughout the year continue to specifically target ELL parents and allow forums for questions and answers relative to ELL development.

### 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)?

+

### 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.

1. Core subjects meet weekly for departmental meetings and the ESL teacher participates in goal setting, curriculum writing, assessment design and implementation, and data evaluation.
2. Transitioning elementary ELLs are given a school orientation in August, and continuing support via ESL pull-out in tier III intervention as well as at-risk counseling and administrative support.
3. ELL training is given on ESO half days throughout the school year, from October through May.

### 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?

1. Daily workshops, both school and parent generated, are given weekly, and parents of all students are invited in to observe instruction, as learning leaders, and as active members of the PA.
2. The Leadership Program, in conjunction with McKinley Community Center, provides consistent workshops and support to ELLs in conjunction with the school.
3. We survey parents for needs, and also provide open forums for discussion in Parent Coordinators workshops and in PA meetings.
4. Activities include provisions for translation, municipal support, and opportunities for family advocacy through bilingual counseling in the school.

## 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)							2	6	6					14
Intermediate(I)							2	6	10					18
Advanced (A)							5	7	2					14
Total	0	0	0	0	0	0	9	19	18	0	0	0	0	46

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3			5
7	11	3	1		15
8	8	5			13
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	1		5		1				7
7	10		4	3	1				18
8	6		6	4	1				17
NYSAA Bilingual Spe Ed									0

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

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

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

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

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Analysis is currently ongoing.
2. There is a smaller number of identified ELLs in our current incoming 6<sup>th</sup> grade class than in our 7<sup>th</sup> and 8<sup>th</sup> grade. Most of MS301 ELL students are in 7<sup>th</sup> and 8<sup>th</sup> grade. As students move from 6<sup>th</sup> through 8<sup>th</sup> grade there is a decrease in beginner levels. Most students move to intermediate levels thus furthering the discussion of how to support our students to move to advanced and proficient levels by the time of graduation in 8<sup>th</sup> grade.
3. Instructional decisions are discussed when the ESL teacher reviews the modalities with the content area teachers. Students who need more reading/writing and/or listening/speaking skills are provided with this support in a differentiated manner either in small homogeneous groups or in heterogenous mixed language groups.
4. The majority of our 6<sup>th</sup> grade are advanced with a small number of students at the beginner and intermediate levels. MS 301 has approximately the same number of ELLs in our current 7<sup>th</sup> and 8<sup>th</sup> grade. There are larger numbers of beginner and intermediate with the smallest number of beginners specifically in the 8<sup>th</sup> grade. This demonstrates that students are progressing and leaving MS301 at intermediate and advanced levels.

**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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	M.S. 301 Paul L. Dunbar					
<b>District:</b>	8	<b>DBN:</b>	08X301	<b>School</b>		320800010301

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.8	87.6	88.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	112	113	107				
Grade 7	109	110	122				
Grade 8	151	98	109				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	5	1				
<b>Total</b>	<b>373</b>	<b>326</b>	<b>339</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	89.7	91.1	89.2

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	87.4	89.3	92.3

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	6	33	14

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	11	7	7

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	59	63	40	Principal Suspensions	5	2	4
# in Collaborative Team Teaching (CTT) Classes	0	0	22	Superintendent Suspensions	7	17	16
Number all others	46	24	27				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	34	27	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	9	5
# receiving ESL services only	59	43	TBD				
# ELLs with IEPs	10	16	TBD				

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	2
--	--	--	--	---	---	---	---

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
	10	9	30	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.8	70.4	87.1
				% more than 5 years teaching anywhere	61.8	66.7	90.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	85.0	100.0
American Indian or Alaska Native	0.3	0.3	0.6	% core classes taught by "highly qualified" teachers	84.6	78.5	88.9
Black or African American	34.3	38.3	38.3				
Hispanic or Latino	64.9	61.0	60.8				
Asian or Native Hawaiian/Other Pacific	0.0	0.3	0.3				
White	0.5	0.0	0.0				
<b>Male</b>	53.6	54.6	53.1				
<b>Female</b>	46.4	45.4	46.9				

**2009-10 TITLE I STATUS**

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

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

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

**Overall NCLB/Diferentiated 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:**

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					WD
<b>Overall Score:</b>	40.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					WD
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	5	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	25.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

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

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

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

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

**School DBN: 08X301**

*All Title I SWP 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:	\$417,905	\$9,515	\$427,420
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,179.00	\$95.00	\$4274.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,895	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$41,791.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_100%\_\_

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

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

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

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

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

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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.

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

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

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  
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.
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			351,040.00	x	Academic Enrichment Areas  Curriculum improvement  Extra Curricular

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

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

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

Title I, Part A (ARRA)	Federal	X			9,420.00	x	“
Title II, Part A	Federal		x				
Title III, Part A	Federal	x			15,000.00	x	“
Title IV	Federal		x				
IDEA	Federal		x				
Tax Levy	Local	x			1,629,333.00	x	“