



**CIS 313 SCHOOL OF LEADERSHIP DEVELOPMENT
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 09X313

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 313 SCHOOL NAME: SCHOOL OF LEADERSHIP DEVELOPMENT

SCHOOL ADDRESS: 1600 WEBSTER AVENUE BRONX, NY 10457

SCHOOL TELEPHONE: 718-583-1736 FAX: 718-299-5559

SCHOOL CONTACT PERSON: LAUREN WILKINS EMAIL ADDRESS: Lwilkin2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: LAUREN WILKINS

UFT CHAPTER LEADER: SURI PAVLUS

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 CHILDREN FIRST NETWORK (CFN): 104

NETWORK LEADER: BOB COHEN

SUPERINTENDENT: DOLORES ESPOSITO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Lauren Wilkins	*Principal or Designee	
Suri Pavlus	*UFT Chapter Chairperson or Designee	
Madline Espada	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Yolande Morris	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janice Mendez	Member/secretary	
Johnnie Sanchez	Member/parent	
Carmen Arturet	Member/social worker	
D. Hyacynth	Member/parent	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission

CIS 313 – School of Leadership Development, is committed to developing students into leaders by providing them with a safe environment that understands the social, emotional and academic needs of middle level learners while incorporating the Common Core Standards into the curriculum. We will provide our professionals with learning opportunities that will afford them the tools to differentiate instruction for all students while preparing them for the future through the use of technology and through the support of all stakeholders.

CIS 313's goal is to provide all students with academic rigor so that they will be able to become productive citizens in the future. Our school services students in grades 6th, 7th & 8th. We have four special needs class one CTT class and three bi-lingual classes. We strive to service our student's social emotional needs as well as support their academic growth through many different partnerships that we have developed over the past four years; they include but are not limited to:

- Dream-yard poetry slam
- VOICES character education
- G.R.E.A.T
- Rites of Passage
- The Leadership Program
- Renaissance E.M.S
- Explorers
- RCCP
- Seven-habits of Highly Effective Teens
- LEAP
- Turn Around for Children
- Astor Children Services
- Visiting Nurse Services
- Title II
- REV it Up
- After-school and Saturday Academy
- Partnership with National Sorority of Phi Delta Kappa, Inc.
- Mind lab
- S.T.E.P.S
- Achieve 3000

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	I.S. 313 School of Leadership Development				
District:	9	DBN #:	09x313	School BEDS Code #:	3209000010313

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		85.2	88.5	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		89.9	89.1	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	135	119	141	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	143	144	141		86.8	85.6	87.4		
Grade 8	150	145	150						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	78	TBD		
Grade 12	0	0	0						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	428	408	432		19	15	15		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	20	23	25						
No. in Collaborative Team Teaching (CTT) Classes	0	5	9	Principal Suspensions	0	2	TBD		
Number all others	25	28	34	Superintendent Suspensions	9	7	TBD		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	76	56	64	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	44	51	75	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	5	18	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	33	33	TBD
				Number of Administrators and Other Professionals	10	11	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	2	2	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	19	8	120				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	1.4	1.0	0.5	Percent more than two years teaching in this school	57.6	60.6	TBD
Black or African American	33.4	30.9	30.3	Percent more than five years teaching anywhere	48.5	45.5	TBD
Hispanic or Latino	64.0	66.9	67.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	1.0	1.4	Percent Masters Degree or higher	64	61.0	TBD
White	0.2	0.2	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.3	91.7	TBD
Multi-racial							
Male	53.0	54.7	58.1				
Female	47.0	45.3	41.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2		
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input checked="" type="checkbox"/> Restructured – Year 2		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	SINI 1/restructuring year 2	ELA:	
	Math:		Math:	
Science:	SINI	Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	x	√	X			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	x			
Hispanic or Latino	X	√	X			
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	√	√				
Limited English Proficient	x	√	X			
Economically Disadvantaged	x	√	X			
Student groups making AYP in each subject	2	6	0			

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	84.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	23.1	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	47.1	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	Proficient
Note: Progress Report grades are not yet available for District 75 schools.			

SECTION IV: NEEDS ASSESSMENT

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

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

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

After conducting a comprehensive review of our school's educational program as well as its outreach to the students and their families we have been able to have a clearer understanding of accomplishments, obstacles and trends that impact our school.

Student performance trends ELA:

During the 2009 – 2010 school year CIS 313 as well as the City had a decline in the ELA scores. This seems to have happened because of the change in cut scores. Although we had a decline overall we did not drop as much as many schools in the network or across the city. The performance of the students decline but the progress of the students was tremendous. Prior to the cut scores being increased our students showed a steady increase for the past three years as indicated below:

Over the past three years there has been a three to four percent increase overall in the number of students that are on grade level. Although the numbers are not great it shows that there is overall growth. Our students in the eighth grade remain consistent (this concerns us), our seventh graders have shown a steady 2 – 3% gain from year to year and our 6th graders showed an increase of 5%.

The number of students in level 1 overall has decreased from **17.8 in 2006 to 4.4% in 2007 and 3.1% in 2008 - 2009.**

- Grade 8 had a decrease from 2006 – 18.4% 2007 – 17.1% and an increase of 24.7.
- The seventh grade pattern was – 2006 - 25.2%, 2007 – 17.3% and 2008 – 4.7%.
- The sixth grade 2006 – 17.8%, 2007 – 4.4% and 2008 3.1%.

It is evident that the school as a whole has done a good job of reducing the number of level one student's (with the exception of 2008 8th grade) over the last three years. We have provided an enormous amount of resources on intervention services as well as personnel, this however has left a gap in providing services for students that are level three or higher. As a school we have begun to shift the paradigm by looking at the students that are middle to high level 2 – (scale score of 235 or more). Our goal for the year was to first identify these students and compare their individual scores from year to year; after this was done we identified who taught them ELA the previous year. This information not only provided us with individual student data but also data on our teachers and how we can further support them. The students were then broken into groups of no more than 10 to work

during the circular 6 periods with teachers as well as administrators on the identified weaknesses. These students have also been mandated for the 37.5 minute enrichment period Monday – Thursday.

As stated previously the data also revealed to us information about how we can support our ELA teachers and identify those that may have been struggling during the school year. Our sixth grade showed a decline in the number of three's and four's. We have identified several factors that contributed to the decline – they include:

- A new teacher teaching 3 of the 4 ELA classes
- Several students that were in need of mental health to support their academic as well as social growth
- Transition from elementary to middle school
- Lack of participation in after school programs because of fear – most of our students either ride the bus (public) or walk home (this may not be a problem in other schools but because of the proximity of our school to Claremont Park our parents are afraid to let the students stay in the afternoon because of the darkness.

To address the first issue of having a new teacher instructing 3 – 4 classes of ELA we had our strongest ELA teacher move to the next grade with the students she instructed during the 2009 – 2010 school year. This has provided the students with stability and structure not afforded the year before.

The school had also invested in Achieve 3000 for the entire school. This program includes teenbiz 3000 and an assessment piece utilized for the entire school. All ELA teachers are involved in the use of Achieve 3000 program for AIS and enrichment.

As we continued to study the data it is evident to us that our large number of overage students, also impact the instruction as well as daily classroom routines. The data provided for us does not reflect the true numbers of overage students that we serve. Below you will find the accurate data for the 2007 – 2008 school year (this is just a continuous pattern from the previous years):

- 6th grade 2 years over age – 33
- 6th grade 3 or more years overage – 19
- 7th grade 1 year or more – 17
- 7th grade 2 years or more – 33
- 7th grade 3 years or more – 22
- 8th grade 2 years or more – 46
- 8th grade 3 years or more 31

Meeting the needs of this population as well as the students that are on grade level requires extra professional development on the needs (social emotional) as well as their academic needs because most of these students are the students that are below grade level across the board.

Student performance trends Math

Over the past three years our school has seen many changes in the math levels of our students. We were mandated by the State to develop a plan for improvement in mathematics. We identified a need to hire licensed math teachers for instruction. As a result we have been able to increase the number of students performing on grade level. Below you will find a break down of the math achievement levels of our students for the last three years:

To address the first issue of having a new teacher instructing 3 – 4 classes of Math we had our strongest Math teacher move to the next grade and moved another down to instruct the students just admitted. This has provided the students with stability and structure not afforded the year before.

- 2006 – Grade 6 **level one** students - 57.94%
- 2007 – Grade 6 **level one** students – 29.06%
- 2008 – Grade 6 **level one** students – 18.8%
- 2006 – Grade 7 **level one** students – 36.41%
- 2007 – Grade 7 **level one** students – 25.49%
- 2008 – Grade 7 **level one** students – 8.75%
- 2006 – Grade 8 **level one** students – 53.44%
- 2007 – Grade 8 **level one** students – 41.44%
- 2008 – Grade 8 **level one** students – 21.99%

Levels 3 & 4

- 2006 – Grade 6 – 6.54%
- 2007 – Grade 6 – 21.33%
- 2008 – Grade 6 – 44.35%
- 2006 – Grade 7 – 20.50%
- 2007 – Grade 7 – 22.87%
- 2008 – Grade 7 – 34.31%
- 2006 – Grade 8 – 11.63%
- 2007 – Grade 8 – 23.20%
- 2008 – Grade 8 – 24.10%

The data is similar to the ELA with the exception of the percentages – however the number of level one students decreased across the board and the number of three's and four's increased. The math department has been more successful at moving the students into the three's and four's because of a mapped out curriculum that teachers were required to follow as well as academic interventions focused on the improvement of mathematics, Saturday and vacation academies as well as after-school programs.

The obstacles that prevent more student success mimics that of the ELA obstacles, the biggest two being new teachers and overage students. Therefore, the interventions needed for those areas are increased professional development as well as reviewing the needs of overage students.

The data across the board in all academic areas shows the same trends and needs for academic improvement. The need for increased academic rigor continues to be a focus for the staff of CIS 313. The question of how to improve academic rigor while maintaining differentiation of instruction takes time. We have begun to increase the required pd periods for teachers by building the periods into their schedules. Teachers that are 25 period teachers have a reduced class load by two periods – one for common planning – (all the major subject areas have common planning) and one to address the social emotional needs of the students through advisory periods.

Our goal last year was to have team teaching in the eighth grade since the eighth grade is the grade that seems to struggle the most but because of an increase in the seventh grade population we were forced to open up a new class, this took one of the teachers assigned to the team teaching away. We are able to lend extra support in the seventh grade this year in ELA through the use of a Social Studies teacher. Our teachers are also using their circular 6 periods to support student success as well as providing support through the after school and Saturday academies. We have also continued to support our struggling students through Academic Interventions including but not limited to: READ

180, PLATO, Carnegie Learning, ELLIS – we also plan on using an anticipated grant through Title III to purchase Academic 3000.

To continue the support of teachers in the use of technology we will continue to provide professional development training for our staff members as well as increase the amount of technology available in the class rooms. We are participating in a technology grant that will give our staff and students access to an open line of communication via Wiki spaces. We are also hoping to secure a grant through Title III which will provide our ELL students with extra support both during the school day and after-school.

Our science and social studies programs have been departmentalized. The teachers of these subjects also have a built in common planning period. The science teachers now have a science lab; where students are they are exposed to scientific materials and learn how to conduct experiments using the scientific method. All students are given a baseline to assess their core knowledge in these subject areas. Our students are exposed to library resources in both context areas.

Current data trends

It is important for our teachers to be able to keep up with the most current data available for the students they service. Our teachers are required to administer a baseline exam in all of the major content areas, this gives them a more accurate picture of where their students are. Traditionally the spring ELA and Math exams were one of the biggest indicators used, however we realize that by the time the school year begins this information is outdated and we need a better picture. Our teacher's also use daily assessments, unit assessments, periodic assessments, baselines, portfolios as well as other current data to drive their instruction. We recently received the results of the first periodic assessment for the 2008 – 2009 school-year, the teachers are using this information to not only inform their instruction but also to compare the student's growth from last year. This information proves to be beneficial beyond just providing us with information because the teacher's is given concrete examples for individualized instruction. The current periodic assessment indicates that our students have improved academically from the previous year and are actually ahead of the districts results in the 6th grade. The 7th grade is tied with the performance of the district, and the 8th grade just 2 percentage points below.

Quality Review and Progress Report

During the 2009 – 2010 school year our school did not have a quality review however, we receive a JIT. We are still awaiting the results of the JIT. We have begun to make our own adjustments according to what we were told during the debriefing. The adjustments include but are not limited to reviewing the ELA curriculum and aligning it to the Common Core Standards, purchasing Achieve 3000 for all students for AIS.

We also have hired an IEP teacher to address the issues mentioned during the exit conference. While we were able to hire an IEP teacher we were also given another 12:1:1 class increasing the number of 12:1:1 classes to three and on 12:1 class. Our self-contained classes increased as well as the number of SETTTS students in our school. We have been identified as not meeting our AYP for Special Education and find it increasingly difficult to understand how our number of SES has been increased making it more difficult to reach the AYP for the school. When we had our conversation with the JIT team we made it clear that although our special education students may not have made the AYP they met their IEP promotional criteria which in some cases may have been three to four years below there grade level.

After conducting a comprehensive review of our school's educational program as well as its outreach to the students and their families we have been able to have a clearer understanding of accomplishments, obstacles and trends that impact our school.

Student performance trends ELA:

During the 2009 – 2010 school year CIS 313 as well as the City had a decline in the ELA scores. This seems to have happened because of the change in cut scores. Although we had a decline overall we did not drop as much as many schools in the network or across the city. The performance of the students decline but the progress of the students was tremendous. Prior to the cut scores being increased our students showed a steady increase for the past three years as indicated below:

Over the past three years there has been a three to four percent increase overall in the number of students that are on grade level, however during the past year (2008 – 2009) our students showed tremendous growth. Our students in the eighth grade remain consistent (this concerns us), our seventh graders have shown a steady 2 – 3% gain from year to year and our 6th graders showed an increase of 5%.

The number of students in level 1 overall is 6%. There were no level one student's in grades 6 & 7 during the 2008 – 2009 school year.

During the 2008 -2009 school year the number of students performing in levels 3 & 4 increased by:

- Grade 6 - 27% to 60% an increase of 33%
- Grade 7 – 24% to 51% an increase of 27%
- Grade 8 – 13% to 25% an increase of 12%
-

It is evident that the school as a whole has done a good job of reducing the number of level one student's (with the exception of 2008 8th grade) over the last three years. We have provided an enormous amount of resources on intervention services as well as personnel, this however has left a gap in providing services for students that are level three or higher. As a school we have begun to shift the paradigm by looking at the students that are middle to high level 2 – (scale score of 635 or more). Our goal for the year was to first identify these students and compare their individual scores from year to year; after this was done we identified who taught them ELA the previous year. This information not only provided us with individual student data but also data on our teachers and how we can further support them. The students were then broken into groups of no more than 10 to work during the circular 6 periods with teachers as well as administrators on the identified weaknesses. These students have also been mandated for the 37.5 minute enrichment period Monday – Thursday.

As stated previously the data also revealed to us information about how we can support our ELA teachers and identify those that may have been struggling during the school year. Our sixth grade showed a decline in the number of three's and four's. We have identified several factors that contributed to the decline – they include:

- A new teacher teaching 3 of the 4 ELA classes
- Several students that were in need of mental health to support their academic as well as social growth
- Transition from elementary to middle school
- Lack of participation in after school programs because of fear – most of our students either ride the bus (public) or walk home (this may not be a problem in other schools but because of the proximity of our school to Claremont Park our parents are afraid to let the students stay in the afternoon because of the darkness.

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Student performance trends Math

Over the past three years our school has seen many changes in the math levels of our students. We were mandated by the State to develop a plan for improvement in mathematics. We identified a need to hire licensed math teachers for instruction. As a result we have been able to increase the number of students performing on grade level. Below you will find a break down of the math achievement levels of our students for the last three years:

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- 2007 – Grade 6 **level one** students – 29.06%
- 2008 – Grade 6 **level one** students – 18.8%
- 2009 – Grade 6 **level one** students – 8%
- 2007 – Grade 7 **level one** students – 25.49%
- 2008 – Grade 7 **level one** students – 8.75%
- 2009 – Grade 7 **level one** students – 1%
- 2007– Grade 8 **level one** students – 41.44%
- 2008 – Grade 8 **level one** students – 21.99%
- 2009 – Grade 8 **level one** students – 9%

Levels 3 & 4

- 2007 – Grade 6 – 21.33%
- 2008 – Grade 6 – 44.35%
- 2009 – Grade 6 – 74%
- 2007 – Grade 7 – 22.87%
- 2008 – Grade 7 – 34.31%
- 2009 – Grade 7 – 77%
- 2007 – Grade 8 – 23.20%
- 2008 – Grade 8 – 24.10%
- 2009 – Grade 8 – 48%

The data is similar to the ELA with the exception of the percentages – however the number of level one students decreased across the board and the number of three's and four's increased. The math department has been more successful at moving the students into the three's and four's because of a mapped out curriculum that teachers were required to follow as well as academic interventions

focused on the improvement of mathematics, Saturday and vacation academies as well as after-school programs.

The obstacles that prevent more student success mimics that of the ELA obstacles, the biggest two being new teachers and overage students. Therefore, the interventions needed for those areas are increased professional development as well as reviewing the needs of overage students.

The data across the board in all academic areas shows the same trends and needs for academic improvement. The need for increased academic rigor continues to be a focus for the staff of CIS 313. The question of how to improve academic rigor while maintaining differentiation of instruction takes time. We have begun to increase the required professional development periods for teachers by building the periods into their schedules. Teachers that are 25 period teachers have a reduced class load by two periods – one for common planning – (all the major subject areas have common planning) and one to address the social emotional needs of the students through advisory periods.

Our goal last year was to have team teaching in the eighth grade since the eighth grade is the grade that seems to struggle the most but because of an increase in the seventh grade population we were forced to open up a new class, this took one of the teachers assigned to the team teaching away. We are able to lend extra support in the seventh grade this year in ELA through the use of a Social Studies teacher. Our teachers are also using their circular 6 periods to support student success as well as providing support through the after school and Saturday academies. We have also continued to support our struggling students through Academic Interventions including but not limited to: READ 180, PLATO, Carnegie Learning, ELLIS – we also plan on using an anticipated grant through Title III to purchase Academic 3000.

To continue the support of teachers in the use of technology we will continue to provide professional development training for our staff members as well as increase the amount of technology available in the class rooms. We are participating in a technology grant that will give our staff and students access to an open line of communication via Wiki spaces. We are also hoping to secure a grant through Title III which will provide our ELL students with extra support both during the school day and after-school.

Our science and social studies programs have been departmentalized. The teachers of these subjects also have a built in common planning period. The science teachers now have a science lab; where students are they are exposed to scientific materials and learn how to conduct experiments using the scientific method. All students are given a baseline to assess their core knowledge in these subject areas. Our students are exposed to library resources in both context areas.

Current data trends

It is important for our teachers to be able to keep up with the most current data available for the students they service. Our teachers are required to administer a baseline exam in all of the major content areas, this gives them a more accurate picture of where their students are. Traditionally the spring ELA and Math exams were one of the biggest indicators used, however we realize that by the time the school year begins this information is outdated and we need a better picture. Our teacher's also use daily assessments, unit assessments, periodic assessments, baselines, portfolios as well as other current data to drive their instruction. We are currently awaiting the results of the first periodic assessment for the 2009 – 2010 school-year, the teachers will use this information to not only inform their instruction but also to compare the student's growth from last year. This information proves to be beneficial beyond just providing us with information because the teacher's is given concrete examples for individualized instruction. The current periodic assessment indicates that our students have improved academically from the previous year and are actually ahead of the districts results in the 6th grade. The 7th grade is tied with the performance of the district, and the 8th grade just 2 percentage points below.

Quality Review and Progress Report

We were satisfied with the results of the quality review (2009 -2010) because it was evident that our school has made many changes for the positive and we are beginning to see results. The Quality Review revealed that our school is proficient even though the reviewer thought we were closer to a Well Developed. This was reflected in our results of the Progress Report. According to the Progress Report our school received an "A". We were satisfied with the results because the students and teachers have improved their practice as well as skills. We question what is meant by progress? Is progress just individual or is it overall? We know that students are expected to make a 3 – 5% increase during a year's time; this is what our school made in ELA. We made a 30+% increase overall in math. The amount of progress made by all sub-groups is also significant. Although we failed to meet our AYP for ELL's the number of ELL's performing at or above grade level has increased overall.

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.

Goal 1: To align the ELA and Math Curriculums with the New Common Core Standards.

- Introduce and become familiar with the Common Core Standards in both ELA and Math
- Teachers will be required to study a pre-determined strand (determined by the Administrative Team) and turnkey the information to their colleagues during Common Planning, Staff Development and "Lunch and Learns"
- Teachers in both ELA and Social Studies will begin reviewing the current ELA curriculum while developing a curriculum that will meet the Common Core Standards
- Teachers in Math and Science will begin reviewing the current Math curriculum while developing a curriculum that will meet the Common Core Standards
- By the end of the first year the 6th grade ELA curriculum will be aligned to the Common Core Standards

By the end of the first year the 6th grade ELA & Math curricula will be aligned to the Common Core Standards

Goal 2: To increase the performance level as well as the individual student progress as demonstrated on the ELA and Math exams by 15%

- ELA and Math curriculums will be aligned to the Common Core State Standards in order to improve the comprehension for students on the exams
- Lessons plans will be developed in conjunction with the Assistant Principal and the Coach during Common Planning to reflect the Common Core Standards as well as reflecting the Common Core Standards
- Student assessments will be given to monitor student achievement towards the Standards
- Student assessments will be developed according to the Common Core Standards to monitor student achievement towards the Standards
- The grading policy will be modified to reflect the Common Core Standards and higher Academic Expectations
- Student attendance will be monitored by the family worker, school aids, Attendance Teacher and Principal in order to monitor attendance and student progress – students in need of attendance improvement will be identified and a plan will be developed as well as students being placed in at risk counseling and academic services
- Students will be mandated to attend after-school, SES and Saturday Enrichment programs to increase their understanding of the skills needed to be successful on the ELA and Math exams
- Students coring level 1 or low level 2 will be required to attend extended 4 days a week as well as tutoring during Circular 6
- Periodic Assessments will be used to identify, monitor, differentiate and support the growth or lack of growth with students in order to better support their Academic needs

- Teacher made assessments developed during Common Planning will monitor and support student progress through the development of lessons that will be spiraled to re-teach while introducing new material
- After-school programs will be funded for 2 times week for 3 hours and Saturday from 9:00 – 1:00. Teachers will be paid per session and Administrators will also be compensated at the per session rate
- Circular 6 will be used to support the tutoring programs by teacher that are not homeroom
- Students in the lowest third will be identified for after school programs targeted to increase Reading Comprehension and Skills.
- Students in the lowest third will be identified and registered for the Saturday Reading intervention program
- Students in the lowest third will be identified and supported through the Circular 6 teacher program for Reading Skills intervention at least twice a week through small group tutoring (no more than 7 students)
- Periodic assessments will be used to monitor the progress of the students in the lowest third
- Teacher made assessments will guide the teachers as they develop lesson to address the needs of the students in the lowest third
- ARIS, ATS and other systems will be used to group students according to their specific needs

Goal 3: To increase **academic rigor, differentiated instruction and accountable talk** through participation in professional development opportunities. Increased professional development will enhance the instruction which will lead to individual and school progress on standardized assessments.

- Administration will review with teachers professional development opportunities offered by the DOE involving differentiation of instruction and academic rigor in order to register for appropriate offerings
- Teachers will be required to turnkey information during Common Planning and other Professional Development opportunities in order to build capacity in the school
- Teacher lesson plans will reflect the use of differentiation in mini-lessons, and homework
- Lesson plans will reflect an increased use of technology which will support academic rigor
- Informal and formal observations will reflect an increase over time in the observable characteristics of rigor, differentiation and the use of accountable talk through student interactions
- Periodic assessments, daily assessments and standardized assessments will be carefully monitored for progress after teachers receive Professional Development

Goal 4: To increase the use of data in order to provide students with academic rigor as well as differentiation of instruction

- Teachers will provide evidence of the utilization of data through their lesson plans, grouping and small group instruction
- Teachers will maintain an assessment binder
- Teachers will use a SAM's form to track student growth
- Informal and formal observations will reflect the implementation of the use of data – this will be discussed during the pre-observation conference and observed during the observation
- Teacher feedback will reflect information gathered through daily assessments - this information will be used to drive instruction through daily lesson plans
- Teachers will share best practices during weekly common planning and grade level meetings
- Lessons will reflect differentiation based on current data
- Teachers will use the Santa Cruz method of gathering data in order to group students accordingly
- Student data folios as well as portfolios will reflect academic rigor as well as differentiation of selected pieces

Goal 5: To provide enrichment programs for students that are on or above grade level in order to maintain and increase their academic level at 3 or 4.

- Students will be identified at the beginning of the school year - September for enrichment based on current and previous data as well as teacher observation
- School will offer after-school enrichment programs beginning in September that include increased use of technology and the arts
- A scholar's club will be created – select teachers will work with students during their circular 6 professional period from September - June
- Additional software will be purchased to support enrichment activities (by October)
- Create peer tutoring using students that are on grade level to support students that are struggling
- A music program will be incorporated into the program for discipline and growth
- 8th grade students will be targeted for music while 6th and 7th grade students will be targeted for chorus
- Saturday reinforcement will be made available for all students including those that are excelling and those that are performing of grade level

Goal 6: To increase student attendance rate to 92% by June 2011.

- The attendance team will continue to monitor daily attendance while looking for students that have unexcused absences
- Teachers will keep a log of assistance that is different from the attendance teachers log to monitor daily attendance
- Guidance counselors, social workers, deans and attendance teachers will make home visits
- Students with chronic attendance issues will be monitored and brought up for discussion during the SIT meetings for further services provided either by the school or by outside agencies that are partners with the school
- Incentives will be awarded for individual efforts as well as class efforts for improved attendance

LTA's will be monitored and outreach services provided

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>*To increase the number of teachers participating in the Professional Development opportunities that will increase academic rigor as well as the Differentiation of Instruction being delivered to the students.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Targeted Population: All subject area teachers of CIS 313 Actions/Strategies:</p> <ul style="list-style-type: none"> • Teachers will be identified for PD offered by the DOE and the Administrative staff. • Subs or coverages will be provided for teacher participation. • Teachers will be required to de-brief with administration and then turnkey information to their colleagues 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget:</p> <ul style="list-style-type: none"> • Middle – School Initiative funds will be used to fund the teacher registration • Tax Levy – Fair Student Funding 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Lesson plans that reflect an increase in rigor and differentiation of lessons • Formal and informal observations that reflect differentiation and rigor • Participation in turnkey training 	

SECTION VI: ACTION PLAN

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<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Targeted Population:</p> <ul style="list-style-type: none"> • All content area teachers • Principal, Assistant Principals, Math Coach <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Program common planning periods for all content area teachers (ELA, Math, Science, S.S.) • Provide teachers with data during common planning that can be used to increase rigor and differentiation
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Scheduling:</p> <ul style="list-style-type: none"> • All content area teachers will have a reduced load in order to build in a common planning period – this period is considered part of their program and they are mandated to attend
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Agendas, sign –in sheets • Lesson plans that reflect the use of data <p>Projected gains:</p> <ul style="list-style-type: none"> • Increase student achievement on unit assessments as well as periodic assessments of 5 – 8%

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Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>*To increase the number of teachers participating in the Professional Development opportunities that will increase academic rigor as well as the Differentiation of Instruction being delivered to the students.</p>
<p>Action Plan <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><u>Targeted Population:</u></p> <ul style="list-style-type: none"> • All teachers • Administrative staff, Math Coach <p><u>Actions/Strategies:</u></p> <ul style="list-style-type: none"> • Create study groups using research based materials • Study group will take place from Dec. 2010 - March 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget:</u></p> <ul style="list-style-type: none"> • Middle School Initiative funds will be used to purchase materials - \$750 • Middle School Initiative funds will be used to pay per session - \$5,000 for teachers, \$3,000 for administrators
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators:</u></p> <ul style="list-style-type: none"> • Attendance sheets • Increased participation in training sessions • Follow-up evaluations • Projects and strategies observed in classes

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<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Targeted Population:</p> <ul style="list-style-type: none"> • All ELA, Math and Social Studies teachers <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Lab-sites will be created in ELA, Math and Social Studies – for in-depth PD on best practices and research based programs • Lab-sites will be changes every three - weeks
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget:</p> <ul style="list-style-type: none"> • Tax-levy funds will be used to cover participating teachers
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Best practices modeled and then replicated in other classes • Evaluation forms • Increased strategies for teachers • Sign – in sheets for participants

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Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>*To increase the number of teachers participating in the Professional Development opportunities that will increase academic rigor as well as the Differentiation of Instruction being delivered to the students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Targeted Population:</p> <ul style="list-style-type: none"> • ESL/bilingual teachers <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • All bilingual and ESL teachers will participate in weekly common planning as well as grade level meetings • All bilingual ESL teachers will attend 15 hours of professional development offered by the Office of English Language Learners <p>Timeline: September 2010– May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget:</p> <ul style="list-style-type: none"> • Title III funding • Middle School Initiative
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Registration and attendance at PD offered by OELL • Agendas from common planning • Sign – in sheets • Reflection in plan book of lesson from common planning

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Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of teachers participating in the Professional Development opportunities that will increase academic rigor as well as the Differentiation of Instruction being delivered to the students.</p>
<p>Action Plan <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>Targeted Population:</p> <ul style="list-style-type: none"> • Assistant Principal, Bilingual Coordinator & Selected staff <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Targeted population will attend compliance and regulation professional development offered by the NYS Bronx BETAC at Fordham University <p>Timeline: September 2010 – May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget: - No budget implications</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators:</p> <ul style="list-style-type: none"> • School will be in compliance with all bilingual and ESL regulations • Information will be shared with staff during Common Planning periods

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Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers participating in the Professional Development opportunities that will increase academic rigor as well as the Differentiation of Instruction being delivered to the students.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Targeted Population:</p> <ul style="list-style-type: none"> • All content area teachers <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Provide professional development that focuses on the Common Core Standards <p>Timeline: September 2010 – May 2011</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget: - Tax Levy, PCEN, Title I</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Class observations • Teacher to teacher conference • Student interview • Assessment tests 	

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Subject/Area (where relevant): Professional Development

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<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Targeted Population:</p> <ul style="list-style-type: none"> • All content area teachers <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Present effective instructional designs such as: mini lessons, group activities, independent practice and conferencing based on the CSS • Introduce strategies that allow the teacher to permit students to use block minutes constructively and effectively amongst each other and individually <p>Timeline: September 2010 – May 2011</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget: - Title I funding</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Class observations • Student interviews • Assessment tests 	

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Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of teachers participating in the Professional Development opportunities that will increase academic rigor as well as the Differentiation of Instruction being delivered to the students.</p>	
<p>Action Plan <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>Targeted Population:</p> <ul style="list-style-type: none"> • All content area teachers <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Provide professional training that will provide a well-rounded understanding of quality education and target all areas that contribute to successful achievement and performance • On-going training will be offered to staff to support the integration of Mind lab into the classrooms <p>Timeline: September 2010 – May 2011 – monthly and at grade level meetings</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget: - Title I funding –Professional Development funds</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Class observations • Student interviews • Assessment tests 	

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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers participating in the Professional Development opportunities that will increase academic rigor as well as the Differentiation of Instruction being delivered to the students.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Targeted Population:</p> <ul style="list-style-type: none"> • All Science and Social Studies teachers <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Participate in Professional Development offered by the DOE to support the implementation of the Science and Social Studies standards • Prepare lessons for students that are hands-on and real world • Use edu-quest online science programs to support the implementation of the science program <p>Timeline: September 2010– May 2011</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget: -</p> <ul style="list-style-type: none"> • Middle School initiative – Title I • Core curriculum 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Class observations • Student interviews • Assessment tests • Lesson plans • Registration and attendance 	

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase average attendance from 88% - 92%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Create an attendance team consisting of the Principal, Attendance teacher, Family worker, Social worker, designated School Aid • Review daily attendance and identify students that have poor attendance • Identify students in temporary housing – and those eligible for a bus pass <p>Target population:</p> <ul style="list-style-type: none"> • All students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget:</p> <ul style="list-style-type: none"> • Funding for AIDP position, fir student funding <p>Staff Training:</p> <ul style="list-style-type: none"> • Review of ATS tracking and scanning of attendance • Review attendance policy and assign roles to all members
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Daily review of attendance and an increase of the number of students that are absent • Phone log kept by family worker with information on absent children • Closing of 407 cases in a timely fashion • Tracking of long term absences with information given to family about services – social worker, attendance teacher

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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase average attendance from 88% - 92%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Create an attendance team consisting of the Principal, Attendance teacher, Family worker and Social worker • Review daily attendance and identify students that have poor attendance • Identify students in temporary housing – and those eligible for a bus pass <p>Target population:</p> <ul style="list-style-type: none"> • All students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget:</p> <ul style="list-style-type: none"> • Funding for AIDP position <p>Staff Training:</p> <ul style="list-style-type: none"> • Review of ATS tracking and scanning of attendance • Review attendance policy and assign roles to all members
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Daily review of attendance and an increase of the number of students that are absent • Phone log kept by family worker with information on absent children • Closing of 407 cases in a timely fashion • Tracking of long term absences with information given to family about services – social worker, attendance teacher

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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase average attendance from 88% - 92%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Attendance taken daily by the homeroom teacher • Homeroom teacher to log all conversation concerning attendance • Attendance teacher and family worker will make home visits and set up appointments for parents <p>Responsible staff:</p> <ul style="list-style-type: none"> • Guidance Counselors, Social Workers, Attendance teacher, family worker
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budgeting:</p> <ul style="list-style-type: none"> • Funding fro family worker – AIDP funding source
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Increased student attendance for targeted students • Decrease in the number of ACS cases • Decrease in the number of 407's

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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase average attendance from 88% - 92%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Targeted population: All students Strategies: Establish a point system that will recognize perfect attendance and improved student attendance Responsible Staff: Attendance teacher, family worker, parent coordinator</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget: Fair student funding, AIDP Schedule: September 2009 – June 2010</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Increased individual attendance • Increased class attendance • Increase of 4% overall attendance from 88% - 92%

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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase average attendance from 88% - 92%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategy: SIT committee meetings will be held weekly (Tuesday) from 12:30 – 3:00 to discuss and set up outreach for students with attendance issues, referrals will be made to support agencies such as Visiting Nurse services, ASTOR, Turn around for Children for family support and outreach. Responsible Staff: Principal, Assistant Principal, Social Worker, Guidance Counselor, Attendance Teacher, Family Worker, SAPIS, IEP Teacher and rep. from outside agencies</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Schedule: Weekly Tuesday meetings from 12:30 – 3:00 pm Resources: ASTOR Child Health Clinic, Turnaround for Children, Visiting Nurse Service</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Fewer referrals to the SIT because of attendance issues • Agendas and minutes for meeting (confidential information) • Families being serviced by outside agencies

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Intervention

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide intervention services for students that are overage and struggling academically.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategy:</p> <ul style="list-style-type: none"> • Inquiry team will use ARIS to identify overage students and assess their performance level • Students will be assigned intervention services – extended time, circular 6, afterschool <p>Responsible Staff: Inquiry team</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Schedule: first week of school</p> <p>Resources:</p> <ul style="list-style-type: none"> • Extended day • After school • Circular 6
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Attendance in daily intervention programs • Increased academic achievement – daily assessment • Increased daily attendance

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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Intervention

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide intervention services for students that are overage and struggling academically.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategy:</p> <ul style="list-style-type: none"> • Students identified as level 1 or low level two will participate in PLATO learning for math • Daily technology time will be allocated for students and teachers to work with PLATO • Progress will be logged by the teacher through assessments and daily reflection logs <p>Responsible Staff:</p> <ul style="list-style-type: none"> • Math teachers trained in PLATO 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Schedule: three days a weeks scheduled for intervention</p> <p>Resources:</p> <ul style="list-style-type: none"> • Title I – SWP – professional development • Laptop computers – technology lab 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Increase performance on daily assessments • Increased performance on daily assignments 	

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Subject/Area (where relevant): Intervention

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide intervention services for students that are overage and struggling academically.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategy:</p> <ul style="list-style-type: none"> • Students identified as level 1 or low level 2 in ELA will be given AMP intervention • Students grouped according to their level for AMP intervention <p>Responsible Staff: trained AMP teachers</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Schedule: twice a week Resources:</p> <ol style="list-style-type: none"> 1. professional development – Title 1 SWP 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ol style="list-style-type: none"> 1. Attendance in daily intervention programs 2. Increased academic achievement – daily assessment 3. Increased daily attendance 	

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Intervention

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide intervention services for students that are overage and struggling academically.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategy:</p> <ul style="list-style-type: none"> • Students will use Renzulli to increase academic performance • Students will be assigned intervention <p>Responsible Staff:</p> <ul style="list-style-type: none"> • Teachers trained in Renzulli 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Schedule: daily Resources:</p> <ul style="list-style-type: none"> • Middle School Initiatives funds to train teachers during the 2009 – 2010 school year • Laptop computers 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Increased performance on daily assessments • Increased performance on ELA State exam by at least 5% points 	

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Data to drive instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the use of data in order to provide students with academic rigor as well as differentiation of instruction</p>
<p>Action Plan <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><u>Strategy:</u></p> <ul style="list-style-type: none"> • Teachers will keep an assessment binder (a living document) that contains past and present data used to drive instruction • All students will have a data folio that contains relevant information about their individual progress and their goals <p><u>Responsible Staff:</u></p> <ul style="list-style-type: none"> • Homeroom teachers, ELA teachers, Math teachers, Science teachers, Social Studies teachers, Administrators, Math Coach
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Schedule:</u> Assessment binders and data folios will be reviewed bi-monthly</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Title 1 -general supplies for binders
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators:</u></p> <ul style="list-style-type: none"> • Goals set by students monthly • Goals set by teachers • Use of data to drive instruction • Grouping of students according to their indicators

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Data to drive instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Strategy:</p> <ul style="list-style-type: none"> Teachers will use the Santa Cruz method to evaluate data during common planning to group students accordingly <p>Responsible Staff: Assistant Principal</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Schedule: weekly</p> <p>Resources:</p> <ul style="list-style-type: none"> professional development – Title 1 SWP
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing:</p> <ul style="list-style-type: none"> All ELA & Social Studies teachers during Common Planning time Before school PD – Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> attendance at Common Planning Lesson Plans that reflect the use of the Santa Cruz model

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): _____ **Data to drive Instruction**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Strategy:</p> <ul style="list-style-type: none"> Teachers will use the Santa Cruz method to evaluate data during common planning to group students accordingly <p>Responsible Staff: Assistant Principal</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Schedule: weekly</p> <p>Resources:</p> <ul style="list-style-type: none"> professional development – Title 1 SWP 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing:</p> <ul style="list-style-type: none"> All ELA & Social Studies teachers during Common Planning time Before school PD – Contract for Excellence 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> attendance at Common Planning Lesson Plans that reflect the use of the Santa Cruz model 	

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Subject/Area (where relevant): Increased Rigor and Performance in Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal: By June 2010 student performance in mathematics will increase from 60% to 75% school wide</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Teachers will teach 3 – 4 indicators/State standards in preparation for the exam • Each class will be given end of unit assessments at the beginning of each month based on the quizzes and practices given during the week • 5 periodic assessments will be given throughout the year to analyze and drive instruction • Students will be scheduled for 90 minute mathematics blocks <p>Responsible staff - math coach, math teachers, administrators</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Common planning periods • Early morning professional development monthly - Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Formal and informal observations • Attendance and agenda from common planning meeting • Results from unit assessments and weekly quizzes • Results of periodic assessments • Increased performance on State math exam – from 60% to 75%

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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Increased Rigor and Performance
in MATH**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: By June 2010 student performance in mathematics will increase from 60% to 75% school wide</p>	
<p>Action Plan <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>Strategies:</p> <ul style="list-style-type: none"> • Students who scored a 1 or low level 2 will be required to attend extended day, after-school and tutoring during the day • A mid-winter institute, winter institute and spring institute will be offered to all students • A Saturday Scholars program will be offered for level 3 and 4 students <p>Responsible staff - math coach, math teachers, administrators</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources:</p> <ul style="list-style-type: none"> • Contract for Excellence for 5 teachers three-days a week for two hours • Contract for Excellence for 4 teachers Saturdays four hours • Contract for Excellence for Supervisor three-days a week for two hours 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Formal and informal observations • Math Word-wall and portfolio for every student • Attendance and agenda from common planning meeting • Results from unit assessments and weekly quizzes • Results of periodic assessments • Increased performance on State math exam – from 60% to 75% 	

SECTION VI: ACTION PLAN

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**Increased Rigor and Performance
in ELA**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: By June 2009 student performance in ELA will increase from 45% to 55% school wide scoring proficient</p>
<p>Action Plan <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>Strategies:</p> <ul style="list-style-type: none"> • Teachers will teach 3 – 4 indicators/State standards in preparation for the exam • Each class will be given end of unit assessments at the beginning of each month based on the quizzes and practices given during the week • 5 periodic assessments will be given throughout the year to analyze and drive instruction • Students will be scheduled for 90 minute ELA blocks <p>Responsible staff - Assistant Principal of ELA, teachers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources:</p> <ul style="list-style-type: none"> • Common planning periods • Early morning professional development monthly - Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Formal and informal observations • Attendance and agenda from common planning meeting • Results from unit assessments and weekly quizzes • Results of periodic assessments • Increased performance on State ELA exam – from 45% to 55%

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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Increased Rigor and Performance in ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal: By June 2010 student performance in ELA will increase from 45% to 55% school wide scoring proficient</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Teachers will use the workshop model to instruct students • All libraries will have at least 500 books for students to read – in all genres • Teachers will use the Santa Cruz method of data analysis to group students • Lab- sites will be scheduled monthly in order to share best practices <p>Responsible staff - Assistant Principal of ELA, teachers</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Common planning periods • Monthly coverages for lab site participants • Title 1 library books 	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Formal and informal observations • Lab-sites for teachers to participate in and debrief • Attendance and agenda from common planning meeting • Results from unit assessments and weekly quizzes • Results of periodic assessments • Increased performance on State ELA exam – from 45% to 55% 	

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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Increased Rigor and Performance
in ELA**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: To increase the ELA achievement in Special Education by 50%</p>
<p>Action Plan <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>Strategies:</p> <ul style="list-style-type: none"> • Teachers will use the student IEP to drive instruction • Teachers will use a multi-sensory approach during the Balanced Literacy Block to help increase ELA achievement <p>Responsible Staff:</p> <ul style="list-style-type: none"> • Self-contained teachers, encore teachers, AIS providers, Paraprofessionals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Schedule:</p> <ul style="list-style-type: none"> • 90 minute ELA block • PD led by Assistant Principal and teachers • Lab-site visits • Inter-class visitations
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Portfolio assessments • Interim assessments • Baseline and mid-line review • Results on the ELA exam - increase of 50% of the Special needs population increasing

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A				
1	0	0	N/A	N/A				
2	0	0	N/A	N/A				
3	0	0	N/A	N/A				
4	0	0						
5	0	0						
6	*47	31	5	8	13		20	
7	*41	32	15	0	3		15	
8	22	75	45	42	14		5	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> + Push-In + Saturday Academy + After-school + Vacation School + SES + READ 180 + Great Leaps + Wilson + Extended Day + 37.5 minutes + 7th grade Academy + Circular 6 – small group instruction 	<ul style="list-style-type: none"> + Our Push-in program will consist of small group instruction, provided by SETTS teachers and AIS + Saturday Academy – small group instruction reinforcing test sophistication and instruction used during the week + After-School – small group (no more than 10) + Vacation School – reinforce skills taught during the day - enrichment + Supplemental Educational Services provided under the No Child Left Behind Law. All students may apply for this program. Three days a week two hours a day + Early morning tutoring for students in reading skills + READ 180 – small groups of 6-8 students during the school day and small groups instruction after school Three days a week two hours a day
<p>Mathematics:</p> <ul style="list-style-type: none"> + AIS math push-in + Saturday Academy + After-school + Vacation School + PLATO + 37.5 minutes + Circular 6 – small group instruction + Extended day 	<ul style="list-style-type: none"> + Math push-in teachers provide AIS in the student’s classroom during the regular school day. The teacher will plan with the classroom teacher + Saturday Academy – small group instruction reinforcing test sophistication and instruction used during the week intensive four hour sessions. + After-School – small group (no more than 10) + Vacation School – reinforce skills taught during the day + Math teachers concentrate on math skills using different games – Game of 24, Wall Street – etc. + Math skills are taught for one hour after school three days a week
<p>Science:</p> <ul style="list-style-type: none"> + After-school + Science Clubs 	<ul style="list-style-type: none"> + After-School – small group (no more than 10) focusing on science skills + Science club – developing science fair projects
<p>Social Studies:</p> <ul style="list-style-type: none"> + After-school 	<ul style="list-style-type: none"> + After-School – small group (no more than 10) focusing on social studies and reading thru literacy
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> + One on one counseling, small group – during the 37.5 minutes + Circular 6 – one on one + Immediate intervention when necessary

At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • One on one counseling, small group – during the 37.5 minutes • Circular 6 – one on one
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP. **Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

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

NCLB/SED requirement for all schools

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

Form TIII – A (1) (a)

Grade Level(s) 6th 7th & Number of Students to be Served: 445 LEP: 174 Non-LEP: 271

Number of Teachers 7 Other Staff (Specify) Administration 3 Business Manager 1 Social Workers 1 Paraprofessionals 2 Coaches 1 Guide Counselors 2 Family Workers 1 Speech teachers 1 School Aides 7

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

CIS 313

Language Allocation Policy Narrative

English Language Learners Identification Process

The School of Leadership Development is committed to assure all English Language Learners (ELLs) enrolled in our school are provided with opportunities to achieve the same educational goals as the general students population. English Language Learners are guaranteed equal access to all school programs and services offered at our school.

The school of Leadership Development English Language Learners identification process begins at time of pupil's enrollment in the school, for the first time, or at time of pupil's entry into the New York State public school system. Students with no available record or prior screening, using appropriate and unbiased English screening tools, are administered the Home Language Survey Questionnaire and an oral interview in English or the native language.

At registration time, a pre-conference is held by the parent coordinator and/or the pupil's secretary with all new enrollment students and families. If a student's family member and/or the student speak other language than English at home, the school Bilingual Coordinator is immediately contacted. The Bilingual Coordinator reviews the Home Language Survey and conducts an entrance oral interview in English or the native language

if possible in order to complete the ELL identification process. During the interview, the Bilingual Coordinator establishes the student's eligibility for the English Language Assessment Battery Revised (LAB-R). Once the student has been identified as an ELL through the Home Language Survey and the oral interview, the bilingual Coordinator schedules the LAB-R testing day within the first 10 days of the student attendance to the school. A transitional decision is made at registration time for immediate student's placement. Since our school only offers Freestanding English as a Second Language (ESL) and Spanish Transitional Bilingual Programs (STBP), parents are informed and provided an orientation.

All parents of newly identified ELLs are invited to participate in an orientation session, within the first week of entry or enrollment, where they are provided with information about the two programs for ELLs offered at the School of Leadership Development; English as a Second Language (ESL) and Spanish Transitional Bilingual Program (STBP). The orientation includes the showing of the DVD about the two programs, an overview of the staff and instructional program, and the additional support for language learning in our school. The Assistant Principal, staff, and the Parent Coordinator provide interpretations in Spanish of the overview and conduct a question and answer session for all parents and students.

During the orientation parents are informed of the scores of the initial assessment and they receive an entitlement notification of all students who scored at the Beginning, Intermediate, or Advance Level on the LAB-R. The notification informs the parents whether the students are entitled to participate in our second language programs, Spanish Transitional Bilingual or Freestanding ESL and the Parental Choice. The Entitlement Letters are placed in the cumulative student file with a copy kept in the main office. Parents are also informed of the right to withdraw their children from a bilingual program but not from the mandated ESL services.

The trend in program choice, requested by parents in our school, has not had any significant change in the past 6 years. Approximately, 98% of the parents of newcomers who are Spanish speakers have chosen the Spanish Transitional Bilingual Program for their children, while 100% of the parents of other languages speakers, particularly a growing African population, have chosen Freestanding ESL.

Current Program

The English Language Learner (ELL) population at C.I.S. 313, housed at the Diana Sands Complex, 1300 Webster Avenue in the South Bronx, can best be described as one of diversity: culturally and academically. The learning community derives from a school district within an *Empowerment Zone* in the South Bronx, also known as "The Hub" where 100% of the student population is eligible for Free School Lunch, transportation subsidy, and After-School Programs.

The ELL population in our school is held to the same New York State/New York City Performance Standards and the same academic expectations for success, as is the entire population, as well as the standards and expectations for learners of a second language. Our vision adheres to the *Principles of Learning* and particularly reinforces a curriculum of academic rigor, not only to raise achievement levels but to prepare the second language learner population for the challenges they will meet during the second language acquisition process of the 21st Century. Subsequently, our instructional program is designed to develop cognitive skills in the native language, as well as to increase core knowledge and communicative skills in listening, speaking, reading, and writing in the English language to all ELLs in grade 6, 7, and 8.

Our instructional staff is certified, knowledgeable of content and methodological theory and practice, and continuously supported with professional development and leadership guidance (in and out of the classroom), and provided with resources and materials at each grade and proficiency level, to name a few:

- *Achieving on the NYSESLAT* – grades 7-12
- *Shining Star* – Kaye Wiley – grades 6-8
- *Standards-Based Editing* – grade 7 and 8
- *Time- Grammar, Usage & Mechanics* – secondary level
- Power Point lessons to develop the Writing Process
- *Achieve 3000* – a computer based reading program
- *Read 180-* computer based reading comprehension program
- *Easy Spanish Reader-* A Three Part Text for Beginning Students
- The classroom and reference library- with Spanish and English titles in all genres, at grade and reading level.
- Content area texts in Math, Science and Social Studies in both English and Spanish language
- Dictionary, Glossary, CD's, and Lap-Tops for the development of vocabulary and word processing.
- Smart Boards and LAN device to integrate technology in the lesson and student presentations.

Currently, we service a total of 164 students categorized as Limited English Proficient (LEP) or ELL students in our Spanish Bilingual Transitional (SBTP). There is a class in each grade level (6th, 7th, and 8th) and an ESL Program (Free-Standing) for the regular program in 6th, 7th,

and 8th grade. The Bilingual Program includes sub-groups labeled as Newcomers, Beginners, Intermediate, Advanced, and Tested Out, Students with Interrupted Formal Education (SIFE), Long Term ELLs (LTE), and ELLs with special needs as mandated by the IEP.

We use a Transitional Bilingual Approach where literacy is developed through native language arts (NLA), English as a Second Language (ESL), and English Language Arts (ELA) curricula that are aligned with the ELA standards and focuses on the development of listening, speaking, reading, and writing skills.

The value of learning to read, first in the native language is recognized, not only as means of developing literacy, as valuable to comprehensible, but also as a transitive tool for learning the second language. The instructional strategies emphasize the transfer of literacy skills learned in the native language to facilitate acquisition of literacy in English, the second language.

Our English as a Second Language (ESL) approach is scheduled into the student programs with a focus on the acquisition of a second language, English, for a heterogeneous population of students with a very diverse language and cultural background. The English as a Second Language (ESL) Approach is extended by a Pull-Out Program, where students (84) are grouped by proficiency levels for delivery of instruction on a daily basis, in compliance with Part-154 mandates and Title III.

The Transitional Bilingual Education Program consists of three classes: one sixth grade (631), a seventh grade (731), and an eighth grade (831). These classes are categorized at the beginners and intermediate levels of proficiency, having scored at the beginning and intermediate proficiency level in the LAB-R and/or the NYSESLAT. Students who have scored at the intermediate proficiency level in the SBTP receive one unit of ELA and one unit of NLA as well as the mandated ESL units. . In addition, our three SBTP classes, grades 6th, 7th, and 8th , include new arrivals, who are taught math, science, and social studies in their native language, Spanish, on a daily basis. The instructional program consists of two units of ESL and one unit of NLA (Native Language) per week.

The majority of our ELLs, an estimated 81% are Hispanic, approximately 18% are of Africans background, and 1% is from the English Speaking Caribbean. We experience an estimated 30 to 35 new admissions into the 6th, 7th, and 8th grades each academic year categorized as new arrivals and LTE's from the feeder schools.

Each grade includes students who have recently arrived to the United States with a diverse language background and academic level ELL's who are in the monolingual/Special Education, grades 6th, 7th, and 8th , whose first language is not Spanish, are pulled out for ESL instruction. These

students also receive ELA in a regular setting, the ELA teachers participate in second language acquisition trainings out of the school as well as in school common planning sessions as mandated.

The Bilingual Coordinator provides ELA teachers with all language acquisition data compiled by the ELL's Inquiry Team indicating ELL students' language levels and ESL teaching techniques. In addition, the Bilingual Coordinator, the mathematics' coach, and all ELA teachers meet to discuss vocabulary acquisition strategies for ELLs in our school ESL program. Staff development is provided to monolingual ELA teachers, in order to help them plan instructional strategies and incorporate differentiated instruction to the ELL's in their classroom. ELL students who are in Special Education, grades 6th, 7th, and 8th receive academic interventions services according to their individualize student Plan (IEP) with support and teaching strategies from the Wilson, Read-180, and the ELLIS program.

The data compiled by formative assessment, R-LAB and NYSELAT in 2009-2010, of the 136 students tested, decisions were as follows:

NYSELAT

- 40 or 29% - Beginners
- 53 or 38% - Intermediate, and
- 51 or 37% - Advanced.
- 8 or 2% - Absent for Test (5 are Beginners, 2 are Intermediate, 1 Advanced) included in the percentile figures

The LAB-R shows at the time of testing, 90% of the students scored at Beginning Levels, 10% scored at the Intermediate Level, and none tested out. The number of years of testing students range from 2002 to 2008. Approximately, 6% to 8% have been tested during the current school year. A more in-depth comparison analysis between the LAB-R and the administration of the NYSELAT for 2006, 2007, 2008, and 2009 may demonstrate a 5% increase in proficiency levels.

Based on the description of our program, the demographics, and the performance data, there is a need to improve our program and provide services, by expanding instruction in an After School and Saturday program (Title III), with a focus on accelerating listening, speaking, reading, writing, mathematics, and technology skills specifically for:

- LTE's at the Intermediate Level in the Bilingual 8th Grade
- ESL students in the Advanced Level in the 7th Grade
- ESL/ Special Education students at the Intermediate Level in the 6th Grade
- Students who are no longer exempt from administration of the NYSELAT
- Parents who seek ESL/Technology services along with their children.

New testing policy for ELL's requires the state to administer the ELA test to all ELL's in grades 3-8 that have been enrolled in a U.S. school for one year or more since 2007. Our needs assessment is further supported by the fact that about fifteen (15) students in the STBP, to date, are not mandated to be administered the English Language Arts (ELA) test in the spring of 2010.

All students shall be administered the NYSESLAT to guide instruction, document the progress of those newly admitted, and determine service eligibility. We are aware of the need to continue to count NYSESLAT results towards Title III annual measurable objectives. In addition, all students will take the NYS MATH test in mid-March. The New York State Science and Social Studies Exam may be administered in Spanish; however, our students need language skills development in the first language to strengthen linguistic transitions to the second language

ELL Subgroups Differentiated Instructional Plan

LEP students with disabilities whose IEP recommends ESL or bilingual instruction All special education ELL students receive instruction according to their Individualized Education Program (IEP) recommendations. Students in special education classes are highly motivated to attend all after school and Saturday programs.

LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education:

These students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and the classroom teachers.

LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation:

These students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and the classroom teachers.

LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language:

Literacy is developed through native language arts (NLA), English as a second language (ESL), and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English. Moreover, our school supports an extended school day and year through after school ESL instruction as well as Saturday ESL/ELLs academies for bilingual students. In addition, the Saturday Academies offer a Spanish literacy component for bilingual students with limited or interrupted education in their native language (SIFE). Emphasis is made in teaching students basic reading and writing skills in Spanish.

LEP students held over in grade:

Students are considered a high priority for instructional intervention programs. An emphasis is made in their language acquisition and literacy process in both languages, paying special attention to their individual student needs. They are presented to the School- Based Support Team who reviews each student individual learning style and academic need in order to design an effective instructional approach for each individual student.

LEP students who have not met the performance standard in listening:

English Language Arts and ESL teachers develop English language skills and provide English language instruction using ESL approaches designed to encourage students to practice their listening skill in the second language. Instruction is conducted in an ESL designed room with small groups of students, Pull out program, as well as large classroom.

LEP students who have not met the performance standard in speaking:

Students are instructed by ESL, as well as monolingual classroom teachers with training to teach content areas using ESL methodologies to help them develop their reading, writing, listening, and speaking skills in their second language, English.

LEP students who have not met the performance standard in reading:

An English Language Arts/ESL teacher develops English language skills and provides English language instruction using ESL approaches that provide ELL students with specific reading techniques designed to help ELL students to learn reading strategies in the second language, English. Instruction is conducted in an ESL designed room with small groups of students, Pull out program, as well as in large classroom.

LEP students who have not met the performance standard in writing:

An English Language Arts/ESL teacher develops English language skills and provides English language instruction using ESL approaches designed to develop students' writing skills. Instruction is conducted in an ESL/Literacy designed room with small groups of students, Pull out Program, as well as in large classroom setting.

Long term absences:

An attendance team formed by an attendance teacher, the school family workers, teachers and administrators keeps attendance logs and daily monitors these students attendance. The team maintains an open line of communication with parents as well as all necessary documentations, intervention narrative and schedule are kept in the family worker's office.

Programming and Scheduling

C.I.S. 313, The School of Leadership Development expands services to our ELLs population by offering an After School and Saturday Program using the tools of technology to further enhance language acquisition and development. We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. In addition, we offer all the ELL's in three group levels (6th, 7th, and 8th) four times a week, Monday through Thursday, from 3:30pm to 4:30 pm and Saturdays, from 8:30am to 12:00pm (including parents)

for **28 weeks from November 16th, 2009 to June, 2010**. We project an increase of ELL students in the learning community and see a high need for a rigorous curriculum to accelerate language proficiency and raise literacy skills.

The Areas of Instructional Targeted Intervention Focus on a Thematic Approach for:

- Academic Intervention for literacy and mathematics using Achieve 3000/Destination Math, *Read-180* a technology based literacy development program, *The Wilson Phonics Program* a reading and vocabulary scaffolding phonemic awareness program, *Standards-Based Editing* (Grade 7) by Beach City Press a supplementary grammatical activities program, *Write Source* (Houghton-Mifflin Co.) for grade 6, 7, and 8.
- *Milestone Series* by Heinle Cengage Learning for the Saturday Academy, integrating literacy and Social Studies for English Language learning. *Milestone Series* by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. The program provides language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies.
- English as a Second Language vocabulary development approach for beginners includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL's) at proficiency level?
- Interdisciplinary learning using a thematic approach for content areas; development of reading skills in Math, language development in Science and Social Studies, and integrating technology in all the content areas. Development of Math and Science concepts and skills – Institute for integrating reading with math skills – QTEL
- Technology-based instruction for all grade levels implementing *Achieve 3000*, a web based differentiated K-12 program, uses technology, emails, and current events to develop and maintain literacy skills.
- *Core Reading and Vocabulary Development (Technology-based Solutions)*, use of the Smart Boards with LAN lap-top for presentations and graphic enhancements of EXIT Projects in Science and Social Studies, and Using the Internet and other Electronic Resources. Computer Literacy- Computer Assisted Instruction focused on but not limited to (Windows, Windows Vista, Power Point, EXCEL, INTERNET Research and WEB pages) and ESL for students and parents.

- Guidance and advisory support for all three groups in the areas of life and health skills to include the Parent Coordinator and Guidance Counselor.
- Title III and all Ells in the after school and Saturday Academy shall have access and participate, along with monolingual students, in the SCAN program, *Rigoball* (a new athletic sport) introduced to all students in September, Mind-Lab (a hands-on activity) to develop critical thinking, Achieve 3000, Read 180, Brain Pop, and classroom libraries.

The instructional staff, led by the Assistant Principal of ELL's, includes the ESL/ELA teacher, NLA/Social Studies, Math and Science, Renaissance/Music, Gymnastics, the Computer Technician and the Guidance/Advisor Teacher. The program relies on the services of security, health, and food services provider during regular school hours and the extended day and Saturday Program.

Communication, outreach, and follow-up require a commitment by all to ensure the delivery of the program is successful. All written correspondence include; translation services and timely deadlines. Informational correspondence include; program structure, duration, hours, staff, targeted instruction, telephone and fax numbers, email address, after school security availability, and services provided. The Parent Coordinator, the Bilingual Coordinator as well as staff members, communicates with parents to encourage enrollment and participation in all during school and after school activities.

Translation Services

One of the assistant principals translates documents into Spanish in a timely fashion. Documents that must be translated into the African or Arabic languages and French are sent to the Office of Interpretation and translation services. In case of school activities, meetings, workshops and parent conferences, letters are sent home in both languages and calls are made by Spanish speaking staff members. Two weeks notice is given for all documents that require translations. Staff members must also give two weeks notice to the assistant principal when requesting interpretation services. Parents are asked in advance if a translator is needed and arrangements are in place in advance to accommodate parents and to meet their language needs.

Written and oral translations are done by the Assistant Principal and parent coordinator in advance, to make sure parents are aware that a staff member will be able to assist with translation. Appointments are scheduled and confirmed with parents and notices and crucial information is sent home in both English and Spanish to facilitate the communication process.

All staff is aware of the translation and interpretation services available through the Chancellor's Regulation A-663. Arrangements are done in advance at each site to ensure that school personnel are always available to assist parents.

The ELL Inquiry Team oversees the analysis and data effectiveness as well as the program with an emphasis on the expected outcomes, analysis of formative and summative assessments (ELA, Math, Science, and Social Studies, NYSESLAT, LAB-R, Pre and post assessments to drive instruction and evaluate the program. The Inquiry Team determines, identifies and prioritizes the evaluation tools to measure expected outcomes.

Teachers maintain data folios, work folders, follow IEP objectives, take attendance, observe student work and participation, assist students with self-assessment techniques (i.e. questionnaires and surveys), and conference with students and parents to assess goals and expectations.

Parents are encourage to be involved in the implementation phase as well as participants with their children in the Saturday Program classes (ESL and Computer Literacy) working and learning together. The objective is two-fold; parents learn with their children, while students are motivated and engaged in literacy.

Part B – Professional Development and/or Teacher Quality

The Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

Professional development for teachers takes place in school during common planning and team building period on Fridays from 8:00am to 8:45am. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and

assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. **The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's.** Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- ELLIS Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- *Understanding by Design* – a perspective of interdisciplinary instructional practice
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) *Results Now*.
- Development of Leadership skills
- Classroom/Behavior Management

- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software
- Using the Internet and other Electronic Resources

Part C. Parental Involvement

Parents are an integral part of the learning community. Research and practice has proven when parents are involved and participate in the schools learning process, students succeed and develop positive leadership qualities.

Parents are not only encouraged to be involved in the academic success of their children but also to collaborate with teachers in the implementation of programs designed to help their children in their language acquisition process. Besides, parents are encouraged to participate in the Saturday Program courses (ESL and Computer Literacy) to learn alongside their children. Many of our parents have shown interest in the success of their children's learning. Some have difficulty with the English language and would benefit greatly from acquiring language in the ESL class as well as computer literacy.

For parents who are recent arrivals and have difficulty understanding the English language acquiring basic conversational skills becomes an asset beyond the learning community. The Internet provides an additional resource to access the Department of Education's web page, school web pages, student assessment data and promotional standings. The use the Internet involves them with their children in research, homework, and word processing. Parents welcome to be involved in the English as A Second Language class and computer literacy using Achieve 300, Teen Biz and Math integration program. The Parent Coordinator works as a liaison between the bilingual coordinator and the parents

Our parents participate in extra-curricular activities with students and teachers creating a positive learning environment and partnership in the school. They acquire a first-hand account of instruction and increase the self-esteem of students who see second language learning as a cultural challenge. Parents interact with teachers in a learning environment and gain an understanding of how their children learn. A true partnership and alliance is formed.

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.

Part B – Professional Development and/or Teacher Quality

Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

The professional development for teachers takes place in school during common planning and team building period on Fridays from 8:00am to 8:45am. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. **The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL’s.** Staff

members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- Ellis Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- *Understanding by Design* – a perspective of interdisciplinary instructional practice beginning with the end in mind.
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom based on Howard Gardner’s Multiple Intelligence theory.
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) *Results Now*.
- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software
- Using the Internet and other Electronic Resources

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6,7,8

Number of Students to be Served: 150 LEP 78 Non-LEP 72

Number of Teachers 5

Other Staff (Specify): Guidance, Art, SETTS, Gym, Health

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

CIS 313 has a population of approximately 500 students. Approximately 1/3 of our enrollment consists of ELLs. We have children from the Dominican Republic, Mexico, Central America, South America and Puerto Rico. We also have a large population in foster care foster. The languages spoken by our ELL population consists of, but is not limited to, Spanish, Bengali and French.

In the past the parents have chosen to leave their children in the bilingual program for more than four years. This past year we examined the scores carefully and placed students into monolingual with support if they tested out.

The students have been going into the Transitional bilingual program. The option for ESL placement has increased in the upper grades. Programs are aligned with the parents' choices for program placement.

Presently the number of ELL students by grade consists of the following:

6th	7th	8th		Total
24	25	29		78

IMPLICATIONS

As a result of the analysis of the data, it is evident that the Language Allocation Policy in the Transitional Bilingual Program that uses the 60/40(Spanish/English) model for beginners, 50/50 intermediate, and 25/75 for the advanced (providing 1 unit of ELA/1unit of ESL) has provided the bridge to strengthening and transitioning into acquiring academic English language proficiency.

The format included in the listening and writing section of the NYSESLAT developed by Harcourt Brace provides a new challenge when planning for instruction. In our daily lessons our goal will be to provide in depth activities to develop the auditory skills of our ELLs. These skills are necessary in order for our students to focus on the questioning techniques developed in this newly designed test.

The writing format requires that our students use conventional grammar to edit, as well as, look at a visual clue, answer questions about the visual and then combine the information into a story. Emphasis has to be placed on this writing format when planning for the writing process. Providing our students with these necessary skills in listening and writing will assist them to move to a higher level of language proficiency and beyond.

TRANSITIONAL BILINGUAL PROGRAM

Based on our students' proficiency and academic proficiency the following L.A.P. will be implemented:

- Native Language Arts instruction will receive one unit of NLA , two units of ESL and two units of content area instruction using both Spanish and English
- NLA for Bilingual– Beg./Inter. -60/40 model
- ESL Beg/ Inter.-360mins. per week, Adv. -180 mins. per week
- ELA- Adv. 180mins. per week

SELF CONTAINED/FREE STANDING ESL

Based on our students' proficiency and academic proficiency the following L.A.P. will be implemented:

- ESL Beg/ Inter.-360mins. per week, Adv. -180 mins. per week
- ELA- Adv. 180mins. per week

The two recommended ESL instruction program models that will be implemented is the self contained ESL class and the pull-out teaching. Licensed ESL teachers will service the six, seventh and eighth grade self contained class and the pull-out programs. The Sheltered Instruction Observation Protocol (SIOP), provides teachers with important guidelines for planning sheltered lessons and gives many examples of effective instructional strategies which will be implemented in the ESL self contained class. Academic language is developed using the Balanced Literacy Approach as well as English as a Second Language techniques and approaches. Using Bloom's Taxonomy hands-on- inquiry –based lessons are implemented.

ESL and bilingual teachers will continue to articulate with the monolingual teacher on the proficient students progress in order to continue assisting the student on his transition.. During professional development teachers will be provided with ESL strategies and with scaffolding techniques to continue supporting instruction for our former ELLs

COMMON PLANNING

Common planning periods are included for articulation between the ESL and monolingual teachers in our weekly schedule to articulate bimonthly.

The results of the LAB-R in Spanish and El Sol provide an indication of the student's proficiency level in native language arts. Standards-Based literacy instruction is provided in the native language. Literacy instruction is consistent with the balanced literacy model and will provide a bridge to the acquisition of English. The goal of this model is to provide a rigorous and challenging curriculum for our ELLs. This model follows the NYC L.A.P with the required number of minutes per unit on a weekly basis. As the students progress from one proficiency level to the next we differentiate instruction according to the language allocation model. Regional Instructional Support Specialist have provided continuous technical support in planning for our ELL population.

SIFE students and long term ELLs are provided with the following services:

- Individualized instruction on a daily basis

- Results of interim assessment are used to plan for instruction
- Portfolios
- Extended day programs
- AIS

Special Education students are serviced by a licensed teacher and a bilingual paraprofessional. ESL services are provided in accordance with the IEP

PROFESSIONAL DEVELOPMENT

Cyclical professional development opportunities include information on the following topics:

- State Mandate CR Part 154
- Jose P.
- Differentiated instruction
- Study groups using text by Pauline Gibbons - Learning to Learn in a Second Language to meet the needs of ELLs. The study group will continue with Scaffolding Language Scaffolding Learning by Pauline Gibbons
- Understanding the required learning standards for ESL, NLA, and how it impacts on instruction
- Preparing ELLs for the NYSESLAT
- The Cognitive Academic Language Learning Approach (CALLA)

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.

COMMON PLANNING

Common planning periods are included for articulation between the ESL and monolingual teachers in our weekly schedule to articulate bimonthly.

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- Extended day programs
- AIS

Special Education students are serviced by a licensed teacher and a bilingual paraprofessional. ESL services are provided in accordance with the IEP

PROFESSIONAL DEVELOPMENT

MAY 2010

Cyclical professional development opportunities include information on the following topics:

- State Mandate CR Part154
- Jose P.
- Differentiated instruction
- Study groups using text by Pauline Gibbons - **Learning to Learn in a Second Language** to meet the needs of ELLs. The study group will continue with **Scaffolding Language Scaffolding Learning** by Pauline Gibbons
- Understanding the required learning standards for ESL, NLA, and how it impacts on instruction
- Preparing ELLs for the NYSESLAT
- The Cognitive Academic Language Learning Approach (CALLA)

Form TIII – A (1)(b)

School: CIS 313 BEDS Code: 320900010313

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$14,500	After school, before school and Saturday enrichment programs
Purchased services A. High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	\$2,300	Books and materials to support students with limited English

- Must be clearly listed.		
Educational Software (Object Code 199)	\$3,260	*Educational software contracts including READ 180 licenses
Travel		
Other	\$19,060	
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We used the data gathered through ATS and the parent surveys distributed to parents as they enter our school (for students that are list noticed we look at the compute and ATS). We have parents that speak Spanish and French. We have a bi-lingual staff that translates memos from the school. Any notices sent from the Chancellor's office are available in many different languages.

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

As stated earlier we provide translation for our parents. This translation is both oral and written when needed.

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.

Our translation services will be provided by in-house personnel. Our parent coordinator will make sure the translated versions are sent out at the same time as the notices in English.. The needs are determined as parents register their children for school. If we encounter parents that need translation in any other language besides Spanish or French we will secure the services of an outside vendor

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.

As stated previously we will provide in-house translation services for parents. This will include both written and oral communication

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>.

The school will be responsible for identifying and providing the translation services for the parents. The possibility arrives that we will be servicing students and parents that speak other language that we are unable to provide services for – this is when we will secure the services of a contracted Board of Education vendor. They will then be responsible for providing both oral and written communication to our parents

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 2009-10:	\$476,247	\$52,330	\$528,577
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,762		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$523.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$1,000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$0	
6. Enter the anticipated 10% set-aside for Professional Development:	\$41,869		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. 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.

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

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

Template for Title I Parent Involvement Policy and Parent-School Compact for CIS 313

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore CIS 313, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. CIS 313’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. CIS 313 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

[add other activities, if applicable]

CIS 313's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the CIS 313's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, CIS 313's will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
- *[add other activities, if applicable]*

CIS 313's **will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- *[add other activities, if applicable]*

Section II: School-Parent Compact

CIS 313's, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. CIS 313's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *[add other activities, if applicable]*

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- *[add other activities, if applicable]*

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);
- *[add other activities, if applicable]*

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- *[add other activities, if applicable]*

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;
- *[add other activities, if applicable]*

Student Responsibilities:

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

[add other activities, if applicable]

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Lauren Wilkins on November 15, 2010
This Parent Involvement Policy was updated on January 20, 2011.

The final version of this document will be distributed to the school community on February 16, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

*Pages 9-12

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer *Action Plan under Intervention and support

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

*Action Plan – Professional Development, Data and Instruction, Intervention and support

3. Instruction by highly qualified staff.

*100% of our staff are Highly Qualified according to the BEDS survey

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.

*Staff will continue to participate in professional development provided by the Middle School Initiative, Network sponsored PD, In-house PD, Q-tel and other PD offered

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

*We will continue to recruit through the human resources, college fairs and DOE sponsored recruiting fairs

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

*Collaboration with EPIC

*Collaboration with CBO's to provide parental workshops

*School based literacy, math and technology days for parents

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.

*Teachers will work on grade level and subject area teams with the Administrative staff to develop meaningful curriculum that is diverse and differentiated to meet the needs of all students.

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.

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.
 - Provide after school programs
 - Provide before school intervention
 - Provide Saturday programs using technology to increase the likelihood of students meeting the standards

2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - Students will be identified for targeted intervention services
 - Parents will be notified of the mandated students and the targeted interventions
 - Each child will have an IEP to track their individual progress and the services they are receiving

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5.
 - i. Push in intervention when possible

6. Provide instruction by highly qualified teachers;

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

8. Provide strategies to increase parental involvement; and
9. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: CA – YEAR 2 **SURR² Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

As stated previously the data also revealed to us information about how we can support our ELA teachers and identify those that may have been struggling during the school year. Our sixth grade showed a decline in the number of three’s and four’s. We have identified several factors that contributed to the decline – they include:

- Changes in the cut scores for ELA across the grades
- Several students that were in need of mental health to support their academic as well as social growth
- Transition from elementary to middle school
- Lack of participation in after school programs because of fear – most of our students either ride the bus (public) or walk home (this may not be a problem in other schools but because of the proximity of our school to Claremont Park our parents are afraid to let the students stay in the afternoon because of the darkness.

As we continued to study the data it is evident to us that our large number of overage students, also impact the instruction as well as daily classroom routines. The data provided for us does not reflect the true numbers of overage students that we serve. Below you will find the accurate data for the 2009 - 2010 school year (this is just a continuous pattern from the previous years):

- 6th grade 2 years over age – 23
- 6th grade 3 or more years overage – 27
- 7th grade 1 year or more – 42
- 7th grade 2 years or more – 25
- 8th grade 2 years or more –23
- 8th grade 3 years or more 18

School Under Registration Review (SURR)

Meeting the needs of this population as well as the students that are on grade level requires extra professional development on the needs (social emotional) as well as their academic needs because most of these students are the students that are below grade level across the board.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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Part B: For Title I Schools Identified for Improvement

2. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The title I funds will be used to create study groups that will research how to address the academic needs of students that are ELL's and Special needs. Teachers will have interclass and inter school visitation to schools that are meeting the needs of students with similar needs as ours. Our teachers will continue to participate in the Middle School Initiative that provides our staff with PD offered throughout the city at no cost – we only have to pay for coverage during the specified time. An emphasis will be placed on ELA, ELL's and Special Education. The information will then be turn-keyed and the practices observed in the classroom through observations – both formal and informal.

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

Our teachers will be supported with a building mentor as well mentors through the various programs they are enrolled in for example – teach for America, teaching fellows and their college programs. Mentors will meet with their teachers bi-monthly to discuss the strategies and skills needed to become successful – these include but are not limited to class room management, time management, planning effectively, grouping etc. Mentors will share with the administrative staff concerns as well as accomplishments. Administrators will share with mentors concerns for practice that they may have in an attempt to support the teachers and their needs.

4. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will send out the information through the students and plan an information fair in the fall to discuss the identification and the strategies being implemented to address the needs as well as the alternative available to the parents.

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)³ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

*We have aligned our ELA curriculum to the State standards and our ELL's as well as our Special needs population is held to the same standard as the general education population. While the development of the curriculum was top heavy it is our goal to revise and update the curriculum maps with the assistance of the teachers. Our ELL, Special needs and General Education teachers all plan together.

We have worked hard at securing materials that are appropriate, diverse and differentiated to meet all of our students needs. We had a teacher's book fair and allocate each teacher funds in order to purchase additional materials to meet the needs of the students. We have also purchased licenses for Renzulli, READ 180 and other software that will benefit the different learning styles of all of our students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Copies of our Curriculum maps and pacing units

*Common Planning built into the Schedules of the teachers

*Purchase of libraries

*Purchase of software

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2009 - 2010 school year, to assess whether this finding is relevant to your school's educational program.

*We found that the alignment of IMPACT math does not meet the needs of the 8th grade students. We have purchased Glencoe along with other supplemental material in order to ensure that the students are exposed to all of the strands needed before the State Math Assessment. The Math Coach and teachers looked at the Standards as well as the Strands that needed to be addressed before the exam and realigned the curriculum. The teachers assess the student knowledge at the end of each unit and then spiral their lesson in order to review.

*We have also built into the math teachers schedule common planning as well as inter visitations to address the needs of the students and the strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

*We will continue to monitor classroom instruction through formal and informal observations. It is critical that the students are involved in project based lessons instead of teacher dominated lecture lessons.

*Lessons will continue to be based on data and curriculum planning

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Classroom observations – both formal and informal

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

*Continued Professional Development of best practices for Middle School students

*Professional Development on lessons that are of high interest

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM⁴) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2009 - 2010 school year, to assess whether this finding is relevant to your school's educational program.

- *Observation of lessons
- *Inventory of manipulative materials
- *Inventory of math software

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- *We have contracted licenses for PLATO math, Carnegie Learning and other math programs that expose 85% of our students population
- *After inventorying the materials and observing the classes the majority of the classes use manipulatives at least twice a week – this include computers

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

*We examine and look at the number of teachers that leave and remain as we plan for the upcoming school year and their license area to determine whether or not the teachers are qualified

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*We only had two teachers leave last year – one voluntarily and one that did not complete his certification requirements

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

*A professional development matrix is kept by the Administrative staff, this monitors what PD teachers have been offered and what PD's teachers have attended

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*All bi-lingual teachers have been offered and have participated in Q-tel as well as other PD offerings

*Registration to the events

*Teachers are required to turnkey the information to their colleagues

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

*At the beginning of each year our teachers receive data folios including all data relevant to the students they instruct

*Students NYSESLAT scores are included in the data and students are grouped according to their proficiency levels

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Data folios

*Class lists

*Teacher meetings – bi-lingual

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2009 - 2010 school year, to assess whether this finding is relevant to your school's educational program.

*Survey of general education teachers

*Discussion in PD sessions

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

*Provide an opportunity for the IEP teacher to meet with the general education and Special education teachers and service providers to provide information of IEP's, classifications, specific needs and modifications

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

*Surveys

*Classroom observations with both the general education teacher and the service provider

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Our general education teachers have a difficult time accommodating the individual needs of the Special needs students – especially if there is more than one in the class. The Service provider and the general education teachers need to meet to discuss accommodations for these students.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

*Provide a time for the Special needs service provider to meet with the general education teacher in order to provide support

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2009-10 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have 12 students in temporary housing.

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

First and foremost our students will be afforded a metro card to travel from their housing accommodations to the school. The attendance will be monitored daily and a support network will be established -, this network will include the Principal, Social Worker, Guidance Counselor, Attendance Team, SAPIS worker and any agency providing intervention services for the student. The Parent Coordinator will provide information for the parent about accessing services and keep in touch with the family to monitor progress.

Part B: FOR NON-TITLE I SCHOOLS

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 313 School of Leadership Development					
District:	9	DBN:	09X313	School		320900010313

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.2	88.5	88.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	119	141	146				
Grade 7	144	141	154				
Grade 8	145	150	147				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	408	432	447				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	89.9	89.1	89.6

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	86.6	87.4	87.4

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	3	78	21

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	19	19	15

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	25	44	Principal Suspensions	0	2	1
# in Collaborative Team Teaching (CTT) Classes	5	3	12	Superintendent Suspensions	9	7	11
Number all others	22	33	35				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	56	64	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	51	75	TBD	Number of Teachers	33	33	31
# ELLs with IEPs	5	18	TBD	Number of Administrators and Other Professionals	10	11	8

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

				Number of Educational Paraprofessionals	2	2	4
--	--	--	--	---	---	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	8	42	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	57.6	60.6	83.9
				% more than 5 years teaching anywhere	48.5	45.5	61.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	61.0	61.3
American Indian or Alaska Native	1.0	0.5	0.4	% core classes taught by "highly qualified" teachers	91.3	91.7	96.6
Black or African American	30.9	30.3	29.5				
Hispanic or Latino	66.9	67.4	68.2				
Asian or Native Hawaiian/Other Pacific	1.0	1.4	1.6				
White	0.2	0.5	0.2				
Male	54.7	58.1	55.5				
Female	45.3	41.9	44.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-			
Black or African American	v	v		-	-	
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Students with Disabilities	X	v	-	-	-	
Limited English Proficient	X	v				
Economically Disadvantaged	v	v				
Student groups making	4	6	0	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	45.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	31.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	2					

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

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

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

**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 HD + 104	District 09	School Number 313	School Name I.S. Leadership Dev.
Principal Lauren Wilkins		Assistant Principal Francisco A. DeLaRosa	
Coach Mr. Viery/Math		Coach type here	
Teacher/Subject Area Ms. Sanchez NLA		Guidance Counselor Ms. Green	
Teacher/Subject Area Mr. Pena Math		Parent type here	
Teacher/Subject Area Ms. Irizarry S.S		Parent Coordinator Ms. Urena	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	445	Total Number of ELLs	164	ELLs as Share of Total Student Population (%)	36.85%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In							6	4	3					13
Total	0	0	0	0	0	0	7	5	4	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	30
SIFE	9	ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	49

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	55	5	0	9	3	0	14	0	0	78

Dual Language																				0
ESL	19	0	2		31	1	8		36	0	6									86
Total	74	5	2		40	4	8		50	0	6									164

Number of ELLs in a TBE program who are in alternate placement: 0

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							24	25	29					78
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
TOTAL	0	0	0	0	0	0	24	25	29	0	0	0	0	78

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

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
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							25	22	24					71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							2		1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	8	3					14
TOTAL	0	0	0	0	0	0	30	30	28	0	0	0	0	88

Part IV: ELL Programming

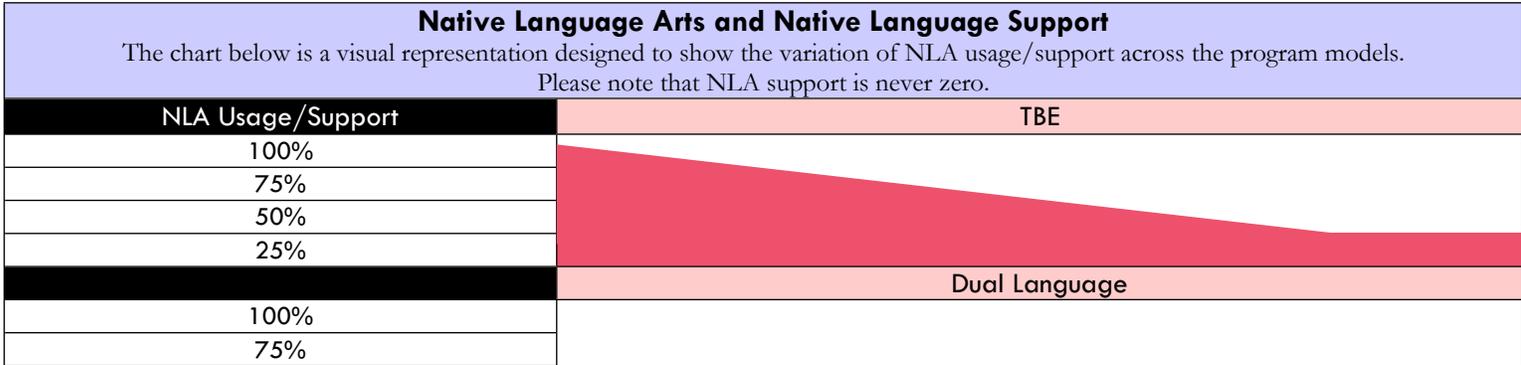
A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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)							5	2						7
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	5	2	0	0	0	0	0	7

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							9	4	3				
	I							6	2	8				
	A							20	16	10				
	P							15	20	20				
READING/ WRITING	B							15	7	11				
	I							6	12	25				

	A							20	23	3				
	P							15	2	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	11	2		26
7	25	15	2		42
8	12	22	4		38
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	5	7	13	5	4	3	0	1	38
7	10	3	15	15	1	4	0	1	49
8	7	2	5	5	1	15	0	9	44
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	5	2	9	19	1	5	0	5	46
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	11	12	1	8	0	9	0	1	42
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	35	25	30	10				
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.

Paste response to questions 1-6 here

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.

PastSCHOOL (DBN): 09X313

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1) (a)

Grade Level(s) 6th 7th & Number of Students to be Served: LEP: 164 Non-LEP: 281

Number of Teachers 7 Other Staff (Specify) Administration 3 Business Manager 1 Social Workers 1 Paraprofessionals 2 Coaches 1 Guide Counselors 2 Family Workers 1 Speech teachers 1 School Aides 7

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

CIS 313

Language Allocation Policy Narrative

English Language Learners Identification Process

The School of Leadership Development is committed to assure all English Language Learners (ELLs) enrolled in our school are provided with opportunities to achieve the same educational goals as the general students population. English Language Learners are guaranteed equal access to all school programs and services offered at our school.

The school of Leadership Development English Language Learners identification process begins at time of pupil's enrollment in the school, for the first time, or at time of pupil's entry into the New York State public school system. Students with no available record or prior screening, using appropriate and unbiased English screening tools, are administered the Home Language Survey Questionnaire and an oral interview in English or the native language.

At registration time, a pre-conference is held by the parent coordinator and/or the pupil's secretary with all new enrollment students and families. If a student's family member and/or the student speak other language than English at home, the school Bilingual Coordinator is immediately contacted. The Bilingual Coordinator reviews the Home Language Survey and conducts an entrance oral interview in English or the native language if possible in order to complete the ELL identification process. During the interview, the Bilingual Coordinator establishes the student's eligibility for the English Language Assessment Battery Revised (LAB-R). Once the student has been identified as an ELL through the Home Language Survey and the oral interview, the bilingual Coordinator schedules the LAB-R testing day within the first 10 days of the

Additional Information

student attendance to the school. A transitional decision is made at registration time for immediate student's placement. Since our school only offers Freestanding English as a Second Language (ESL) and Spanish Transitional Bilingual Programs (STBP), parents are informed and provided an orientation.

All parents of newly identified ELLs are invited to participate in an orientation session, within the first week of entry or enrollment, where they are provided with information about the two programs for ELLs offered at the School of Leadership Development; English as a Second Language (ESL) and Spanish Transitional Bilingual Program (STBP). The orientation includes the showing of the DVD about the two programs, an overview of the staff and instructional program, and the additional support for language learning in our school. The Assistant Principal, staff, and the Parent Coordinator provide interpretations in Spanish of the overview and conduct a question and answer session for all parents and students.

During the orientation parents are informed of the scores of the initial assessment and they receive an entitlement notification of all students who scored at the Beginning, Intermediate, or Advance Level on the LAB-R. The notification informs the parents whether the students are entitled to participate in our second language programs, Spanish Transitional Bilingual or Freestanding ESL and the Parental Choice. The Entitlement Letters are placed in the cumulative student file with a copy kept in the main office. Parents are also informed of the right to withdraw their children from a bilingual program but not from the mandated ESL services.

The trend in program choice, requested by parents in our school, has not had any significant change in the past 6 years. Approximately, 98% of the parents of newcomers who are Spanish speakers have chosen the Spanish Transitional Bilingual Program for their children, while 100% of the parents of other languages speakers, particularly a growing African population, have chosen Freestanding ESL.

Current Program

The English Language Learner (ELL) population at C.I.S. 313, housed at the Diana Sands Complex, 1300 Webster Avenue in the South Bronx, can best be described as one of diversity: culturally and academically. The learning community derives from a school district within an Empowerment Zone in the South Bronx, also known as "The Hub" where 100% of the student population is eligible for Free School Lunch, transportation subsidy, and After-School Programs.

The ELL population in our school is held to the same New York State/New York City Performance Standards and the same academic expectations for success, as is the entire population, as well as the standards and expectations for learners of a second language. Our vision adheres to the Principles of Learning and particularly reinforces a curriculum of academic rigor, not only to raise achievement levels but to prepare the second language learner population for the challenges they will meet during the second language acquisition process of the 21st Century. Subsequently, our instructional program is designed to develop cognitive skills in the native language, as well as to increase core knowledge and communicative skills in listening, speaking, reading, and writing in the English language to all ELLs in grade 6, 7, and 8.

Our instructional staff is certified, knowledgeable of content and methodological theory and practice, and continuously supported with professional development and leadership guidance (in and out of the classroom), and provided with resources and materials at each grade and proficiency level, to name a few:

- Achieving on the NYSESLAT – grades 7-12
- Shining Star – Kaye Wiley – grades 6-8
- Standards-Based Editing – grade 7 and 8
- Time- Grammar, Usage & Mechanics – secondary level
- Power Point lessons to develop the Writing Process
- Achieve 3000 – a computer based reading program
- Read 180- computer based reading comprehension program
- Easy Spanish Reader- A Three Part Text for Beginning Students
- The classroom and reference library- with Spanish and English titles in all genres, at grade and reading level.
- Content area texts in Math, Science and Social Studies in both English and Spanish language
- Dictionary, Glossary, CD's, and Lap-Tops for the development of vocabulary and word processing.
- Smart Boards and LAN device to integrate technology in the lesson and student presentations.

Currently, we service a total of 164 students categorized as Limited English Proficient (LEP) or ELL students in our Spanish Bilingual Transitional (SBTP). There is a class in each grade level (6th, 7th, and 8th) and an ESL Program (Free-Standing) for the regular program in 6th, 7th, and 8th grade. The Bilingual Program includes sub-groups labeled as Newcomers, Beginners, Intermediate, Advanced, and Tested Out, Students with Interrupted Formal Education (SIFE), Long Term ELLs (LTE), and ELLs with special needs as mandated by the IEP.

We use a Transitional Bilingual Approach where literacy is developed through native language arts (NLA), English as a Second Language (ESL), and English Language Arts (ELA) curricula that are aligned with the ELA standards and focuses on the development of listening, speaking, reading, and writing skills.

The value of learning to read, first in the native language is recognized, not only as means of developing literacy, as valuable to

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comprehensible, but also as a transitive tool for learning the second language. The instructional strategies emphasize the transfer of literacy skills learned in the native language to facilitate acquisition of literacy in English, the second language.

Our English as a Second Language (ESL) approach is scheduled into the student programs with a focus on the acquisition of a second language, English, for a heterogeneous population of students with a very diverse language and cultural background. The English as a Second Language (ESL) Approach is extended by a Pull-Out Program, where students (84) are grouped by proficiency levels for delivery of instruction on a daily basis, in compliance with Part-154 mandates and Title III.

The Transitional Bilingual Education Program consists of three classes: one sixth grade (631), a seventh grade (731), and an eighth grade (831). These classes are categorized at the beginners and intermediate levels of proficiency, having scored at the beginning and intermediate proficiency level in the LAB-R and/or the NYSELAT. Students who have scored at the intermediate proficiency level in the SBTP receive one unit of ELA and one unit of NLA as well as the mandated ESL units. . In addition, our three SBTP classes, grades 6th, 7th, and 8th , include new arrivals, who are taught math, science, and social studies in their native language, Spanish, on a daily basis. The instructional program consists of two units of ESL and one unit of NLA (Native Language) per week.

The majority of our ELLs, an estimated 81% are Hispanic, approximately 18% are of Africans background, and 1% is from the English Speaking Caribbean. We experience an estimated 30 to 35 new admissions into the 6th, 7th, and 8th grades each academic year categorized as new arrivals and LTE's from the feeder schools.

Each grade includes students who have recently arrived to the United States with a diverse language background and academic level ELL's who are in the monolingual/Special Education, grades 6th, 7th, and 8th , whose first language is not Spanish, are pulled out for ESL instruction. These students also receive ELA in a regular setting, the ELA teachers participate in second language acquisition trainings out of the school as well as in school common planning sessions as mandated.

The Bilingual Coordinator provides ELA teachers with all language acquisition data compiled by the ELL's Inquiry Team indicating ELL students' language levels and ESL teaching techniques. In addition, the Bilingual Coordinator, the mathematics' coach, and all ELA teachers meet to discuss vocabulary acquisition strategies for ELLs in our school ESL program. Staff development is provided to monolingual ELA teachers, in order to help them plan instructional strategies and incorporate differentiated instruction to the ELL's in their classroom. ELL students who are in Special Education, grades 6th, 7th, and 8th receive academic interventions services according to their individualize student Plan (IEP) with support and teaching strategies from the Wilson, Read-180, and the ELLIS program.

The data compiled by formative assessment, R-LAB and NYSELAT in 2009-2010, of the 136 students tested, decisions were as follows:

NYSELAT

- 40 or 29% - Beginners
- 53 or 38% - Intermediate, and
- 51 or 37% - Advanced.
- 8 or 2% - Absent for Test (5 are Beginners, 2 are Intermediate, 1 Advanced) included in the percentile figures

The LAB-R shows at the time of testing, 90% of the students scored at Beginning Levels, 10% scored at the Intermediate Level, and none tested out. The number of years of testing students range from 2002 to 2008. Approximately, 6% to 8% have been tested during the current school year. A more in-depth comparison analysis between the LAB-R and the administration of the NYSELAT for 2006, 2007, 2008, and 2009 may demonstrate a 5% increase in proficiency levels.

Based on the description of our program, the demographics, and the performance data, there is a need to improve our program and provide services, by expanding instruction in an After School and Saturday program (Title III), with a focus on accelerating listening, speaking, reading, writing, mathematics, and technology skills specifically for:

- LTE's at the Intermediate Level in the Bilingual 8th Grade
- ESL students in the Advanced Level in the 7th Grade
- ESL/ Special Education students at the Intermediate Level in the 6th Grade
- Students who are no longer exempt from administration of the NYSELA
- Parents who seek ESL/Technology services along with their children.

New testing policy for ELL's requires the state to administer the ELA test to all ELL's in grades 3-8 that have been enrolled in a U.S. school for one year or more since 2007. Our needs assessment is further supported by the fact that about fifteen (15) students in the STBP, to date, are not mandated to be administered the English Language Arts (ELA) test in the spring of 2010.

All students shall be administered the NYSELAT to guide instruction, document the progress of those newly admitted, and determine

Additional Information

service eligibility. We are aware of the need to continue to count NYSESLAT results towards Title III annual measurable objectives. In addition, all students will take the NYS MATH test in mid-March. The New York State Science and Social Studies Exam may be administered in Spanish; however, our students need language skills development in the first language to strengthen linguistic transitions to the second language

ELL Subgroups Differentiated Instructional Plan

LEP students with disabilities whose IEP recommends ESL or bilingual instruction All special education ELL students receive instruction according to their Individualized Education Program (IEP) recommendations. Students in special education classes are highly motivated to attend all after school and Saturday programs.

LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education:

These students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and the classroom teachers.

LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation:

These students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and the classroom teachers.

LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language:

Literacy is developed through native language arts (NLA), English as a second language (ESL), and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English. Moreover, our school supports an extended school day and year through after school ESL instruction as well as Saturday ESL/ELLs academies for bilingual students. In addition, the Saturday Academies offer a Spanish literacy component for bilingual students with limited or interrupted education in their native language (SIFE). Emphasis is made in teaching students basic reading and writing skills in Spanish.

LEP students held over in grade:

Students are considered a high priority for instructional intervention programs. An emphasis is made in their language acquisition and literacy process in both languages, paying special attention to their individual student needs. They are presented to the School- Based Support Team who reviews each student individual learning style and academic need in order to design an effective instructional approach for each individual student.

LEP students who have not met the performance standard in listening:

English Language Arts and ESL teachers develop English language skills and provide English language instruction using ESL approaches designed to encourage students to practice their listening skill in the second language. Instruction is conducted in an ESL designed room with small groups of students, Pull out program, as well as large classroom.

LEP students who have not met the performance standard in speaking:

Students are instructed by ESL, as well as monolingual classroom teachers with training to teach content areas using ESL methodologies to help them develop their reading, writing, listening, and speaking skills in their second language, English.

LEP students who have not met the performance standard in reading:

An English Language Arts/ESL teacher develops English language skills and provides English language instruction using ESL approaches that provide ELL students with specific reading techniques designed to help ELL students to learn reading strategies in the second language, English. Instruction is conducted in an ESL designed room with small groups of students, Pull out program, as well as in large classroom.

LEP students who have not met the performance standard in writing:

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An English Language Arts/ESL teacher develops English language skills and provides English language instruction using ESL approaches designed to develop students' writing skills. Instruction is conducted in an ESL/Literacy designed room with small groups of students, Pull out Program, as well as in large classroom setting.

Long term absences:

An attendance team formed by an attendance teacher, the school family workers, teachers and administrators keeps attendance logs and daily monitors these students attendance. The team maintains an open line of communication with parents as well as all necessary documentations, intervention narrative and schedule are kept in the family worker's office.

Programming and Scheduling

C.I.S. 313, The School of Leadership Development expands services to our ELLs population by offering an After School and Saturday Program using the tools of technology to further enhance language acquisition and development. We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. In addition, we offer all the ELL's in three group levels (6th, 7th, and 8th) four times a week, Monday through Thursday, from 3:30pm to 4:30 pm and Saturdays, from 8:30am to 12:00pm (including parents) for 28 weeks from November 16th, 2009 to June, 2010. We project an increase of ELL students in the learning community and see a high need for a rigorous curriculum to accelerate language proficiency and raise literacy skills.

The Areas of Instructional Targeted Intervention Focus on a Thematic Approach for:

- Academic Intervention for literacy and mathematics using Achieve 3000/Destination Math, Read-180 a technology based literacy development program, The Wilson Phonics Program a reading and vocabulary scaffolding phonemic awareness program, Standards-Based Editing (Grade 7) by Beach City Press a supplementary grammatical activities program, Write Source (Houghton-Mifflin Co.) for grade 6, 7, and 8.
- Milestone Series by Heinle Cengage Learning for the Saturday Academy, integrating literacy and Social Studies for English Language learning. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. The program provides language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies.
- English as a Second Language vocabulary development approach for beginners includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL's) at proficiency level?
- Interdisciplinary learning using a thematic approach for content areas; development of reading skills in Math, language development in Science and Social Studies, and integrating technology in all the content areas. Development of Math and Science concepts and skills – Institute for integrating reading with math skills – QTEL
- Technology-based instruction for all grade levels implementing Achieve 3000, a web based differentiated K-12 program, uses technology, emails, and current events to develop and maintain literacy skills.
- Core Reading and Vocabulary Development (Technology-based Solutions), use of the Smart Boards with LAN lap-top for presentations and graphic enhancements of EXIT Projects in Science and Social Studies, and Using the Internet and other Electronic Resources. Computer Literacy- Computer Assisted Instruction focused on but not limited to (Windows, Windows Vista, Power Point, EXCEL, INTERNET Research and WEB pages) and ESL for students and parents.
- Guidance and advisory support for all three groups in the areas of life and health skills to include the Parent Coordinator and Guidance Counselor.
- Title III and all ELLs in the after school and Saturday Academy shall have access and participate, along with monolingual students, in the SCAN program, Rigoball (a new athletic sport) introduced to all students in September, Mind-Lab (a hands-on activity) to develop critical thinking, Achieve 3000, Read 180, Brain Pop, and classroom libraries.

The instructional staff, led by the Assistant Principal of ELL's, includes the ESL/ELA teacher, NLA/Social Studies, Math and Science, Renaissance/Music, Gymnastics, the Computer Technician and the Guidance/Advisor Teacher. The program relies on the services of security, health, and food services provider during regular school hours and the extended day and Saturday Program.

Communication, outreach, and follow-up require a commitment by all to ensure the delivery of the program is successful. All written correspondence include; translation services and timely deadlines. Informational correspondence include; program structure, duration, hours, staff, targeted instruction, telephone and fax numbers, email address, after school security availability, and services provided. The Parent Coordinator, the Bilingual Coordinator as well as staff members, communicates with parents to encourage enrollment and participation in all

Additional Information

during school and after school activities.

Translation Services

One of the assistant principals translates documents into Spanish in a timely fashion. Documents that must be translated into the African or Arabic languages and French are sent to the Office of Interpretation and translation services. In case of school activities, meetings, workshops and parent conferences, letters are sent home in both languages and calls are made by Spanish speaking staff members. Two weeks notice is given for all documents that require translations. Staff members must also give two weeks notice to the assistant principal when requesting interpretation services. Parents are asked in advance if a translator is needed and arrangements are in place in advance to accommodate parents and to meet their language needs.

Written and oral translations are done by the Assistant Principal and parent coordinator in advance, to make sure parents are aware that a staff member will be able to assist with translation. Appointments are scheduled and confirmed with parents and notices and crucial information is sent home in both English and Spanish to facilitate the communication process.

All staff is aware of the translation and interpretation services available through the Chancellor's Regulation A-663. Arrangements are done in advance at each site to ensure that school personnel are always available to assist parents.

The ELL Inquiry Team oversees the analysis and data effectiveness as well as the program with an emphasis on the expected outcomes, analysis of formative and summative assessments (ELA, Math, Science, and Social Studies, NYSESLAT, LAB-R, Pre and post assessments to drive instruction and evaluate the program. The Inquiry Team determines, identifies and prioritizes the evaluation tools to measure expected outcomes.

Teachers maintain data folios, work folders, follow IEP objectives, take attendance, observe student work and participation, assist students with self-assessment techniques (i.e. questionnaires and surveys), and conference with students and parents to assess goals and expectations.

Parents are encourage to be involved in the implementation phase as well as participants with their children in the Saturday Program classes (ESL and Computer Literacy) working and learning together. The objective is two-fold; parents learn with their children, while students are motivated and engaged in literacy.

Part B – Professional Development and/or Teacher Quality

The Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

Professional development for teachers takes place in school during common planning and team building period on Fridays from 8:00am to 8:45am. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's. Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- ELLIS Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- Understanding by Design – a perspective of interdisciplinary instructional practice

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- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) Results Now.
- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software
- Using the Internet and other Electronic Resources

Part C. Parental Involvement

Parents are an integral part of the learning community. Research and practice has proven when parents are involved and participate in the schools learning process, students succeed and develop positive leadership qualities.

Parents are not only encouraged to be involved in the academic success of their children but also to collaborate with teachers in the implementation of programs designed to help their children in their language acquisition process. Besides, parents are encouraged to participate in the Saturday Program courses (ESL and Computer Literacy) to learn alongside their children. Many of our parents have shown interest in the success of their children's learning. Some have difficulty with the English language and would benefit greatly from acquiring language in the ESL class as well as computer literacy.

For parents who are recent arrivals and have difficulty understanding the English language acquiring basic conversational skills becomes an asset beyond the learning community. The Internet provides an additional resource to access the Department of Education's web page, school web pages, student assessment data and promotional standings. The use the Internet involves them with their children in research, homework, and word processing. Parents welcome to be involved in the English as A Second Language class and computer literacy using Achieve 300, Teen Biz and Math integration program. The Parent Coordinator works as a liaison between the bilingual coordinator and the parents

Our parents participate in extra-curricular activities with students and teachers creating a positive learning environment and partnership in the school. They acquire a first-hand account of instruction and increase the self-esteem of students who see second language learning as a cultural challenge. Parents interact with teachers in a learning environment and gain an understanding of how their children learn. A true partnership and alliance is formed.

Additional Information

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.

Part B – Professional Development and/or Teacher Quality

Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

The professional development for teachers takes place in school during common planning and team building period on Fridays from 8:00am to 8:45am. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's. Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- Ellis Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- Understanding by Design – a perspective of interdisciplinary instructional practice beginning with the end in mind.
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom based on Howard Gardner's Multiple Intelligence theory.
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) Results Now.
- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software
- Using the Internet and other Electronic Resources

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		

Additional information here

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 09x313

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:	476,247	52,330	528,577
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,762	523	5,285
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,812	*	
4. Enter the anticipated 10% set-aside for Professional Development:	47,624	*	

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**.

Template for Title I Parent Involvement Policy and Parent-School Compact for CIS 313

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore CIS 313, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. CIS 313's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. CIS 313 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

CIS 313's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the CIS 313's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, CIS 313's will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and

¹ Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

CIS 313's **will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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.

CIS 313's, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. CIS 313's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Lauren Wilkins on November 15, 2010

This Parent Involvement Policy was updated on January 20, 2011.

The final version of this document will be distributed to the school community on February 16, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.
After conducting a comprehensive review of our school's educational program as well as its outreach to the students and their families we have been able to have a clearer understanding of accomplishments, obstacles and trends that impact our school.

Student performance trends ELA:

During the 2009 – 2010 school year CIS 313 as well as the City had a decline in the ELA scores. This seems to have happened because of the change in cut scores. Although we had a decline overall we did not drop as much as many schools in the network or across the city. The performance of the students decline but the progress of the students was tremendous. Prior to the cut scores being increased our students showed a steady increase for the past three years as indicated below:

Over the past three years there has been a three to four percent increase overall in the number of students that are on grade level. Although the numbers are not great it shows that there is overall growth. Our students in the eighth grade remain consistent (this concerns us), our seventh graders have shown a steady 2 – 3% gain from year to year and our 6th graders showed an increase of 5%.

The number of students in level 1 overall has decreased from **17.8 in 2006 to 4.4% in 2007 and 3.1% in 2008 - 2009.**

- Grade 8 had a decrease from 2006 – 18.4% 2007 – 17.1% and an increase of 24.7.
- The seventh grade pattern was – 2006 - 25.2%, 2007 – 17.3% and 2008 – 4.7%.
- The sixth grade 2006 – 17.8%, 2007 – 4.4% and 2008 3.1%.

It is evident that the school as a whole has done a good job of reducing the number of level one student's (with the exception of 2008 8th grade) over the last three years. We have provided an enormous amount of resources on intervention services as well as personnel, this however has left a gap in providing services for students that are level three or higher. As a school we have begun to shift the paradigm by looking at the students that are middle to high level 2 – (scale score of 235 or more). Our goal for the year was to first identify these students and compare their individual scores from year to year; after this was done we identified who taught them ELA the previous year. This information not only provided us with individual student data but also data on our teachers and how we can further support them. The students were then broken into groups of no more than 10 to work during the circular 6 periods with teachers as well as administrators on the identified weaknesses. These students have also been mandated for the 37.5 minute enrichment period Monday – Thursday.

As stated previously the data also revealed to us information about how we can support our ELA teachers and identify those that may have been struggling during the school year. Our sixth grade showed a decline in the number of three's and four's. We have identified several factors that contributed to the decline – they include:

- A new teacher teaching 3 of the 4 ELA classes
- Several students that were in need of mental health to support their academic as well as social growth
- Transition from elementary to middle school
- Lack of participation in after school programs because of fear – most of our students either ride the bus (public) or walk home (this may not be a problem in other schools but because of the proximity of our school to Claremont Park our parents are afraid to let the students stay in the afternoon because of the darkness.

To address the first issue of having a new teacher instructing 3 – 4 classes of ELA we had our strongest ELA teacher move to the next grade with the students she instructed during the 2009 – 2010 school year. This has provided the students with stability and structure not afforded the year before.

The school had also invested in Achieve 3000 for the entire school. This program includes teenbiz 3000 and an assessment piece utilized for the entire school. All ELA teachers are involved in the use of Achieve 3000 program for AIS and enrichment.

As we continued to study the data it is evident to us that our large number of overage students, also impact the instruction as well as daily classroom routines. The data provided for us does not reflect the true numbers of overage students that we serve. Below you will find the accurate data for the 2007 – 2008 school year (this is just a continuous pattern from the previous years):

- 6th grade 2 years over age – 33
- 6th grade 3 or more years overage – 19
- 7th grade 1 year or more – 17
- 7th grade 2 years or more – 33
- 7th grade 3 years or more – 22
- 8th grade 2 years or more – 46
- 8th grade 3 years or more 31

Meeting the needs of this population as well as the students that are on grade level requires extra professional development on the needs (social emotional) as well as their academic needs because most of these students are the students that are below grade level across the board.

Student performance trends Math

Over the past three years our school has seen many changes in the math levels of our students. We were mandated by the State to develop a plan for improvement in mathematics. We identified a need to hire licensed math teachers for instruction. As a result we have been able to increase the number of students performing on grade level. Below you will find a break down of the math achievement levels of our students for the last three years:

To address the first issue of having a new teacher instructing 3 – 4 classes of Math we had our strongest Math teacher move to the next grade and moved another down to instruct the students just admitted. This has provided the students with stability and structure not afforded the year before.

- 2006 – Grade 6 **level one** students - 57.94%
- 2007 – Grade 6 **level one** students – 29.06%
- 2008 – Grade 6 **level one** students – 18.8%
- 2006 – Grade 7 **level one** students – 36.41%
- 2007 – Grade 7 **level one** students – 25.49%
- 2008 – Grade 7 **level one** students – 8.75%
- 2006 – Grade 8 **level one** students – 53.44%
- 2007 – Grade 8 **level one** students – 41.44%
- 2008 – Grade 8 **level one** students – 21.99%

Levels 3 & 4

- 2006 – Grade 6 – 6.54%
- 2007 – Grade 6 – 21.33%
- 2008 – Grade 6 – 44.35%
- 2006 – Grade 7 – 20.50%

- 2007 – Grade 7 – 22.87%
- 2008 – Grade 7 – 34.31%
- 2006 – Grade 8 – 11.63%
- 2007 – Grade 8 – 23.20%
- 2008 – Grade 8 – 24.10%

The data is similar to the ELA with the exception of the percentages – however the number of level one students decreased across the board and the number of three's and four's increased. The math department has been more successful at moving the students into the three's and four's because of a mapped out curriculum that teachers were required to follow as well as academic interventions focused on the improvement of mathematics, Saturday and vacation academies as well as after-school programs.

The obstacles that prevent more student success mimics that of the ELA obstacles, the biggest two being new teachers and overage students. Therefore, the interventions needed for those areas are increased professional development as well as reviewing the needs of overage students.

The data across the board in all academic areas shows the same trends and needs for academic improvement. The need for increased academic rigor continues to be a focus for the staff of CIS 313. The question of how to improve academic rigor while maintaining differentiation of instruction takes time. We have begun to increase the required pd periods for teachers by building the periods into their schedules. Teachers that are 25 period teachers have a reduced class load by two periods – one for common planning – (all the major subject areas have common planning) and one to address the social emotional needs of the students through advisory periods.

Our goal last year was to have team teaching in the eighth grade since the eighth grade is the grade that seems to struggle the most but because of an increase in the seventh grade population we were forced to open up a new class, this took one of the teachers assigned to the team teaching away. We are able to lend extra support in the seventh grade this year in ELA through the use of a Social Studies teacher. Our teachers are also using their circular 6 periods to support student success as well as providing support through the after school and Saturday academies. We have also continued to support our struggling students through Academic

Interventions including but not limited to: READ 180, PLATO, Carnegie Learning, ELLIS – we also plan on using an anticipated grant through Title III to purchase Academic 3000.

To continue the support of teachers in the use of technology we will continue to provide professional development training for our staff members as well as increase the amount of technology available in the class rooms. We are participating in a technology grant that will give our staff and students access to an open line of communication via Wiki spaces. We are also hoping to secure a grant through Title III which will provide our ELL students with extra support both during the school day and after-school.

Our science and social studies programs have been departmentalized. The teachers of these subjects also have a built in common planning period. The science teachers now have a science lab; where students are they are exposed to scientific materials and learn how to conduct experiments using the scientific method. All students are given a baseline to assess their core knowledge in these subject areas. Our students are exposed to library resources in both context areas.

Current data trends

It is important for our teachers to be able to keep up with the most current data available for the students they service. Our teachers are required to administer a baseline exam in all of the major content areas, this gives them a more accurate picture of where their students are. Traditionally the spring ELA and Math exams were one of the biggest indicators used, however we realize that by the time the school year begins this information is outdated and we need a better picture. Our teacher's also use daily assessments, unit assessments, periodic assessments, baselines, portfolios as well as other current data to drive their instruction. We recently received the results of the first periodic assessment for the 2008 – 2009 school-year, the teachers are using this information to not only inform their instruction but also to compare the student's growth from last year. This information proves to be beneficial beyond just providing us with information because the teacher's is given concrete examples for individualized instruction. The current periodic assessment indicates that our students have improved academically from the previous year and are actually ahead of the districts results in the 6th grade. The 7th grade is tied with the performance of the district, and the 8th grade just 2 percentage points below.

Student performance trends ELA:

During the 2009 – 2010 school year CIS 313 as well as the City had a decline in the ELA scores. This seems to have happened because of the change in cut scores. Although we had a decline overall we did not drop as much as many schools in the network or across the city. The performance of the students decline but the progress of the students was tremendous. Prior to the cut scores being increased our students showed a steady increase for the past three years as indicated below:

Over the past three years there has been a three to four percent increase overall in the number of students that are on grade level, however during the past year (2008 – 2009) our students showed tremendous growth. Our students in the eighth grade remain consistent (this concerns us), our seventh graders have shown a steady 2 – 3% gain from year to year and our 6th graders showed an increase of 5%.

The number of students in level 1 overall is 6%. There were no level one student's in grades 6 & 7 during the 2008 – 2009 school year.

During the 2008 -2009 school year the number of students performing in levels 3 & 4 increased by:

- Grade 6 - 27% to 60% an increase of 33%
- Grade 7 – 24% to 51% an increase of 27%
- Grade 8 – 13% to 25% an increase of 12%
-

It is evident that the school as a whole has done a good job of reducing the number of level one student's (with the exception of 2008 8th grade) over the last three years. We have provided an enormous amount of resources on intervention services as well as personnel, this however has left a gap in providing services for students that are level three or higher. As a school we have begun to

shift the paradigm by looking at the students that are middle to high level 2 – (scale score of 635 or more). Our goal for the year was to first identify these students and compare their individual scores from year to year; after this was done we identified who taught them ELA the previous year. This information not only provided us with individual student data but also data on our teachers and how we can further support them. The students were then broken into groups of no more than 10 to work during the circular 6 periods with teachers as well as administrators on the identified weaknesses. These students have also been mandated for the 37.5 minute enrichment period Monday – Thursday.

As stated previously the data also revealed to us information about how we can support our ELA teachers and identify those that may have been struggling during the school year. Our sixth grade showed a decline in the number of three's and four's. We have identified several factors that contributed to the decline – they include:

- A new teacher teaching 3 of the 4 ELA classes
- Several students that were in need of mental health to support their academic as well as social growth
- Transition from elementary to middle school
- Lack of participation in after school programs because of fear – most of our students either ride the bus (public) or walk home (this may not be a problem in other schools but because of the proximity of our school to Claremont Park our parents are afraid to let the students stay in the afternoon because of the darkness.

As we continued to study the data it is evident to us that our large number of overage students, also impact the instruction as well as daily classroom routines. The data provided for us does not reflect the true numbers of overage students that we serve. Below you will find the accurate data for the 2008 – 2009 school year (this is just a continuous pattern from the previous years):

- 6th grade 2 years over age – 23
- 6th grade 3 or more years overage – 27
- 7th grade 1 year or more – 42
- 7th grade 2 years or more – 25
- 8th grade 2 years or more – 23
- 8th grade 3 years or more 18

Meeting the needs of this population as well as the students that are on grade level requires extra professional development on the needs (social emotional) as well as their academic needs because most of these students are the students that are below grade level across the board.

Student performance trends Math

Over the past three years our school has seen many changes in the math levels of our students. We were mandated by the State to develop a plan for improvement in mathematics. We identified a need to hire licensed math teachers for instruction. As a result we have been able to increase the number of students performing on grade level. Below you will find a break down of the math achievement levels of our students for the last three years:

Over the past three years our school has seen many changes in the math levels of our students. We were mandated by the State to develop a plan for improvement in mathematics. We identified a need to hire licensed math teachers for instruction. As a result we have been able to increase the number of students performing on grade level. Below you will find a break down of the math achievement levels of our students for the last three years:

- 2007 – Grade 6 **level one** students – 29.06%
- 2008 – Grade 6 **level one** students – 18.8%
- 2009 – Grade 6 **level one** students – 8%
- 2007 – Grade 7 **level one** students – 25.49%
- 2008 – Grade 7 **level one** students – 8.75%
- 2009 – Grade 7 **level one** students – 1%
- 2007– Grade 8 **level one** students – 41.44%
- 2008 – Grade 8 **level one** students – 21.99%
- 2009 – Grade 8 **level one** students – 9%

Levels 3 & 4

- 2007 – Grade 6 – 21.33%
- 2008 – Grade 6 – 44.35%
- 2009 – Grade 6 – 74%
- 2007 – Grade 7 – 22.87%
- 2008 – Grade 7 – 34.31%
- 2009 – Grade 7 – 77%
- 2007 – Grade 8 – 23.20%
- 2008 – Grade 8 – 24.10%
- 2009 – Grade 8 – 48%

The data is similar to the ELA with the exception of the percentages – however the number of level one students decreased across the board and the number of three's and four's increased. The math department has been more successful at moving the students into the three's and four's because of a mapped out curriculum that teachers were required to follow as well as academic interventions focused on the improvement of mathematics, Saturday and vacation academies as well as after-school programs.

The obstacles that prevent more student success mimics that of the ELA obstacles, the biggest two being new teachers and overage students. Therefore, the interventions needed for those areas are increased professional development as well as reviewing the needs of overage students.

The data across the board in all academic areas shows the same trends and needs for academic improvement. The need for increased academic rigor continues to be a focus for the staff of CIS 313. The question of how to improve academic rigor while maintaining differentiation of instruction takes time. We have begun to increase the required professional development periods for teachers by building the periods into their schedules. Teachers that are 25 period teachers have a reduced class load by two periods – one for common planning – (all the major subject areas have common planning) and one to address the social emotional needs of the students through advisory periods.

Our goal last year was to have team teaching in the eighth grade since the eighth grade is the grade that seems to struggle the most but because of an increase in the seventh grade population we were forced to open up a new class, this took one of the teachers assigned to the team teaching away. We are able to lend extra support in the seventh grade this year in ELA through the use of a Social Studies teacher. Our teachers are also using their circular 6 periods to support student success as well as providing support through the after school and Saturday academies. We have also continued to support our struggling students through Academic Interventions including but not limited to: READ 180, PLATO, Carnegie Learning, ELLIS – we also plan on using an anticipated grant through Title III to purchase Academic 3000.

To continue the support of teachers in the use of technology we will continue to provide professional development training for our staff members as well as increase the amount of technology available in the class rooms. We are participating in a technology grant that will give our staff and students access to an open line of communication via Wiki spaces. We are also hoping to secure a grant through Title III which will provide our ELL students with extra support both during the school day and after-school.

Our science and social studies programs have been departmentalized. The teachers of these subjects also have a built in common planning period. The science teachers now have a science lab; where students are they are exposed to scientific materials and learn how to conduct experiments using the scientific method. All students are given a baseline to assess their core knowledge in these subject areas. Our students are exposed to library resources in both context areas.

Current data trends

It is important for our teachers to be able to keep up with the most current data available for the students they service. Our teachers are required to administer a baseline exam in all of the major content areas, this gives them a more accurate picture of where their students are. Traditionally the spring ELA and Math exams were one of the biggest indicators used, however we realize that by the time the school year begins this information is outdated and we need a better picture. Our teacher's also use daily assessments, unit assessments, periodic assessments, baselines, portfolios as well as other current data to drive their instruction. We are currently awaiting the results of the first periodic assessment for the 2009 – 2010 school-year, the teachers will use this information to not only inform their instruction but also to compare the student's growth from last year. This information proves to be beneficial beyond just providing us with information because the teacher's is given concrete examples for individualized instruction. The

current periodic assessment indicates that our students have improved academically from the previous year and are actually ahead of the districts results in the 6th grade. The 7th grade is tied with the performance of the district, and the 8th grade just 2 percentage points below.

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. *100% of our staff are Highly Qualified according to the BEDS survey
5. 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.
6. *Collaboration with EPIC
 - *Collaboration with CBO's to provide parental workshops
 - *School based literacy, math and technology days for parents

*Staff will continue to participate in professional development provided by the Middle School Initiative, Network sponsored PD, In-house PD, Q-tel and other PD offered

7. Strategies to attract high-quality highly qualified teachers to high-need schools.
8. Strategies to increase parental involvement through means such as family literacy services.
9. 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.
10. 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.
11. 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.
12. 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” ² 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 ³ 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)

² **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.

³ **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 (Basic)	Federal	Yes			400,047		
Title I, Part A (ARRA)	Federal	Yes			51,807		
Title II, Part A	Federal			N/A	\$0		
Title III, Part A	Federal	Yes			22,560		
Title IV	Federal			N/A	\$0		
IDEA	Federal	Yes			142,705		
Tax Levy	Local	Yes			3,132,625		