



**ASPIRE PREPARATORY**

**2010-2011**

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

**SCHOOL: 11X322**  
**ADDRESS: 2441 WALLACE AVENUE**  
**TELEPHONE: (718) 231-6592**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 322 **SCHOOL NAME:** Aspire Preparatory

**SCHOOL ADDRESS:** 2441 Wallace Avenue, Bronx, NY

**SCHOOL TELEPHONE:** (718) 231-6592 **FAX:** (718) 231-6591

**SCHOOL CONTACT PERSON:** Mr. Steven Cobb **EMAIL ADDRESS:** scobb@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dawnette Phelps

**PRINCIPAL:** Steven Cobb

**UFT CHAPTER LEADER:** Carmen Nelson

**PARENTS' ASSOCIATION PRESIDENT:** Michael Hamlett

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* n/a

**DISTRICT AND NETWORK INFORMATION**

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

**NETWORK LEADER:** Mr. Rudy Rupnarain

**SUPERINTENDENT:** Ms. Elizabeth White

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

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

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

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

Name	Position and Constituent Group Represented	Signature
Steven Cobb	*Principal or Designee	
Carmen Nelson	*UFT Chapter Chairperson or Designee	
Michael Hamlett	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dawnette Phelps	Member/Teacher	
Ilka Hamlett	Member/Parent	
Caroline Rosado	Member/Parent	
	Member/	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

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Aspire Preparatory is designed for students in grades 6 through 8 who are serious about going to college. We offer a rigorous college preparatory curriculum designed to boost academic achievement and accelerate learning. In addition, we integrate a comprehensive youth development program that emphasizes the values of academic excellence, personal leadership, and perseverance into our core academic program. This integrated curriculum encourages students to not only grow as learners and thinkers, but also develop into confident and compassionate leaders; prepared to handle all obstacles as they pursue academic and personal success in high school, college, and beyond.

#### VISION

We envision a school of students, faculty, and families actively engaged in learning, leading, and community building. Students eagerly encourage peers to meet the high academic and social expectation they have set for themselves and their school community. The faculty consistently models excellence in scholarship and decorum as they deliver skillfully crafted lessons and interact with students in ways that support academic achievement, social competence, and emotional growth. With the encouragement of students and generous support of faculty members, families collaborate to support a socially safe, emotionally secure school community where every child, in every situation, attains high levels of academic success.

#### MISSION

To prepare every student for leadership in top-tier secondary schools and universities by maintaining a school community and culture that teaches, models, and promotes academic excellence social competence and emotional growth.

To realize our mission we will:

- maintain a school culture where positive academic, social, and emotional behaviors are taught, modeled, valued, and expected.
- create diverse learning experiences that emphasize skills acquisition, content knowledge, and understanding of the learning process.
- empower students with real-life coping strategies for overcoming academic challenges as well as the social and emotional issues of everyday adolescent life.
- promote growth toward clearly defined academic and leadership outcomes for all students.
- engage families and community partners in education and enrichment initiatives that support the academic endeavors and social-emotional development of students.

#### CORE VALUES

**LEARN:** to gain knowledge, understanding, and/or skills as a result of study, instruction, or experience.

**LEAD:** to empower others to pursue a goal.

**PERSEVERE:** to persist in pressing onward in spite of difficulty, discouragement, and/or failure.



**CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

**School Name:** Aspire Preparatory Middle School  
**District:** 11 **DBN:** 11X322 **School BEDS Code:** 321100010322

**DEMOGRAPHICS**

Grades Served:	Pre-K	3	7	√	11
K	4	8	√	12	
1	5	9	Ungraded	√	
2	6	√	10		
<b>Enrollment</b> (As of October 31)	2007-08	2008-09	2009-10	<b>Attendance - % of days students attended:</b>	
Pre-K	0	0	0	2007-08	2008-09
Kindergarten	0	0	0	91.3	93.9
Grade 1	0	0	0	0	0
Grade 2	0	0	0	2007-08	2008-09
Grade 3	0	0	0	93.4	94.5
Grade 4	0	0	0	0	0
Grade 5	0	0	0	0	0
Grade 6	135	214	165	2007-08	2008-09
Grade 7	199	136	232	76.4	68.2
Grade 8	0	0	197	0	156
Grade 9	0	0	0	0	0
Grade 10	0	0	0	2007-08	2008-09
Grade 11	0	0	0	4	19
Grade 12	0	0	0	0	0
Ungraded	0	0	0	1	0
Total	334	547	554	2007-08	2008-09
6		21		17	
<b>Special Education Enrollment:</b> (As of October 31)	2007-08	2008-09	2009-10	<b>Suspensions (OSYD Reporting) - Total Number:</b>	
# in Self-Contained Classes	12	20	28	2007-08	2008-09
# in Collaborative Team Teaching (CTT) Classes	20	32	39	29	35
Number all others		11		TBD	TBD
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>	
2007-08		2008-09	2009-10	(As of October 31)	
0		0	0	CTE Program Participants	
0	0	0	0	English Language Learners (ELL) Program Participants	
				<b>Enrollment: (BESIS Survey)</b>	
(As of October 31)		2007-08	2008-09	2009-10	
# in Transitional Bilingual Classes	26	0	0	0	
					<b>Number of Staff - Includes all full-time staff:</b>

# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	8	63	51	25	42	TBD	Number of Teachers

### 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.

### 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?

#### Performance Trends

ELA

- 28% of students tested proficient in 2010 as compared to 63% in 2009

Math

- 41% of students tested proficient in 2010 as compared to 76% in 2009

#### Aids or Barriers to Improvement

Aids

- Principal’s strong leadership and a clear vision that reflects the needs and aspirations of the students
- High expectations for achievement, conduct and personal growth supported by good adult role models throughout the school
- Relationships between students and teachers are very good and enhance the positive climate for learning
- Teachers fully understand their accountability to students and are committed to developing their practice

- A clear understanding of the school's strengths and weaknesses based on analysis of past performance
- Leaders use data effectively to direct the school towards the achievement of priority goals

#### Barriers

- A need to be innovative with curriculum content, organization and delivery to grab students' full engagement in learning
- Staffing high-quality teachers committed to their own professional growth and the growth of the school
- Limitations to physical space and funds for supplemental programming
- Managing the shifting needs of a consistently growing student population
- Integrating social-emotional learning into core content curricula and culture of the school

Between 2006 and 2009, Aspire has made marked academic progress as measured by the annual New York State ELA and Math assessments, respectively. This trend reversed dramatically in 2010 where student proficiency in ELA and mathematics experienced negative growth of 35 and 36 percentage points, respectively.

**SECTION V: ANNUAL SCHOOL GOALS**

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

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

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**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the percentage of students attaining academic proficiency by ten points from 28% to 38% as measured by the 2010 New York State English Language Arts Test.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Hire an Assistant Principal for literacy instruction</li> <li>• Ensure common planning for all teachers</li> <li>• Integrate the use of reading records as a means of identifying weaknesses in reading for all students</li> <li>• Integrate the use of web-based reading assessments for the purpose of differentiating reading instruction for all students</li> <li>• Refine current curriculum maps to ensure literacy instruction is taught across the entire curriculum</li> <li>• Emphasize vocabulary development in all courses especially math and science</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide devoted time for close reading of texts and textual analysis during the literacy block</li> <li>• Provide targeted literacy instruction before school and on Saturdays for students at-risk of academic failure as determined by previous year's test score and most recent report card grades.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> <li>• Hire full-time Assistant Principal for literacy instruction (GEBH6)</li> <li>• Ensure common planning for all teachers by hiring a scheduler (Job ID GFJ2)</li> <li>• Allocate funds for refining curriculum maps (Activity Code Z7MZ)</li> <li>• Allocate funds for Saturday School (Activity Code GF12I)</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Eight week interim assessments focused on reading comprehension</li> <li>• Monthly in-house writing assessment used to evaluate student's ability to respond to constructed response and essay questions</li> <li>• Common writing tasks in every unit, in Literacy, Science and Math that are graded using a common writing rubric</li> <li>• Report card scores</li> <li>• Reading levels derived from reading records and web-based assessments</li> </ul>

**Subject/Area (where relevant):** English Language Arts

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Increase the percentage of students attaining academic proficiency by ten points from 28% to 38% as measured by the 2010 New York State English Language Arts Test.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Hire an Assistant Principal for literacy instruction</li> <li>• Ensure common planning for all teachers</li> <li>• Integrate the use of reading records as a means of identifying weaknesses in reading for all students</li> <li>• Integrate the use of web-based reading assessments for the purpose of differentiating reading instruction for all students</li> <li>• Refine current curriculum maps to ensure literacy instruction is taught across the entire curriculum</li> <li>• Emphasize vocabulary development in all courses especially math and science</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide devoted time for close reading of texts and textual analysis during the literacy block</li> <li>• Provide targeted literacy instruction before school and on Saturdays for students at-risk of academic failure as determined by previous year's test score and most recent report card grades.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Hire full-time Assistant Principal for literacy instruction (GEBH6)</li> <li>• Ensure common planning for all teachers by hiring a scheduler (Job ID GFJ2)</li> <li>• Allocate funds for refining curriculum maps (Activity Code Z7MZ)</li> <li>• Allocate funds for Saturday School (Activity Code GF12L)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Eight week interim assessments focused on reading comprehension</li> <li>• Monthly in-house writing assessment used to evaluate student's ability to respond to constructed response and essay questions</li> <li>• Common writing tasks in every unit, in Literacy, Science and Math that are graded using a common writing rubric</li> <li>• Report card scores</li> <li>• Reading levels derived from reading records and web-based assessments</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the percentage of students attaining academic proficiency by ten points from 41% to 51% as measured by the 2010 New York State Mathematics Test.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Hire a full-time math/science coach</li> <li>• Ensure common planning for all teachers</li> <li>• Integrate the use of reading records as a means of identifying weaknesses in reading for all students</li> <li>• Integrate the use of web-based reading assessments for the purpose of differentiating mathematics instruction for all students</li> <li>• Refine current curriculum maps to ensure literacy instruction is taught across the entire curriculum</li> <li>• Emphasize vocabulary development in all courses especially math and science</li> <li>• Provide targeted mathematics instruction before school and on Saturdays for students at-risk of academic failure as determined by previous year’s test score and most recent report card grades.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Hire full-time Assistant Principal for literacy instruction (Job ID: GCL5A)</li> <li>• Ensure common planning for all teachers by hiring a scheduler (Job ID GF7J2)</li> <li>• Allocate funds for refining curriculum maps (Activity Code Z7MZ)</li> <li>• Diagnostic Mathematics Software (Activity Code Z7MS)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Student outcomes on eight-week mathematic interim assessments</li> <li>• Monthly, grade-specific strategy focus with common assessment</li> <li>• Student outcomes on common tasks and formative assessments</li> <li>• Student outcomes on unit pre- and post-tests</li> <li>• Report card scores</li> <li>• Student outcomes or computer-based mathematics diagnostic over time for each student</li> </ul>

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



<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Hire full-time math science coach</li> <li>• Ensure common planning for all teachers</li> <li>• Provide dedicated science lab students for all students in each grade</li> <li>• Refine current curriculum maps to ensure focused, inquiry-based approach to science instruction</li> <li>• Emphasize vocabulary development in all courses especially math and science</li> <li>• Provide science lab instruction on Saturdays for all students preparing for the 8<sup>th</sup> Grade Science Assessment</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Hire full-time Assistant Principal for literacy instruction (GEBH6)</li> <li>• Ensure common planning for all teachers by hiring a scheduler (Job ID GFJ2)</li> <li>• Allocate funds for refining curriculum maps (Activity Code Z7MZ)</li> <li>• Allocate funds for Saturday School (Activity Code GF12L)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Eight-week common written science assessments</li> <li>• Student outcomes on unit pre- and post-tests</li> <li>• Report card scores</li> <li>• Student outcomes on common performance science assessments</li> </ul>

**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 (SURRE)**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	22	18	0	0	1	0	0	0
8	40	30	0	0	3	0	0	0
9	45	50	60	60	5	0	0	0
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Guided reading groups in class (5:1) during literacy block</b></li> <li>• <b>Guided reading groups in supplemental small group instruction period (5:1) before school day</b></li> <li>• <b>EdPerformance self-paced reading support (1:1) during school day</b></li> <li>• <b>Saturday Test Sophistication (8:1)</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>EdPerformance self-paced support (1:1) during school day</b></li> <li>• <b>Supplemental small group instruction (5:1) before school day</b></li> <li>• <b>Saturday Test Sophistication (8:1)</b></li> <li>• <b>Math and Logic enrichment club (15:1) after school activity</b></li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Saturday Science Lab instruction (15:1)</b></li> <li>• <b>Science Test Preparation (20:1) after school enrichment</b></li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>Saturday Social Studies Test Prep (15:1)</b></li> <li>• <b>Social Studies Test Preparation (20:1)</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• <b>Small group counseling services provided during the school day</b></li> <li>• <b>Individual counseling provided during the school day</b></li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	n/a
<b>At-risk Services Provided by the Social Worker:</b>	n/a

**At-risk Health-related Services:**

n/a

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

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

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

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

**Section II. Title III, Part A LEP Program Narrative**

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

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

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

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**Section III. Title III Budget**

School: 11X322\_\_\_\_\_ BEDS Code: 321100010322

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$12,000	<b>Saturday Academy per session</b> <b>After School Academy per session</b> <b>Family Literacy per session (family involvement)</b> <b>Parent ESL instruction per session (family involvement)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,500	<b>ESL libraries</b> <b>Listening Stations</b> <b>Books on Tape</b> <b>Bilingual dictionaries and aides</b>
<b>Educational Software (Object Code 199)</b>	\$2,000	<b>Rosetta Stone Language Development Software</b>
<b>Travel</b>	0	
<b>Other</b>	\$500	Snacks (family involvement, after school, parent involvement)
<b>TOTAL</b>	0	

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

### **LAP IS ATTACHED**

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	276,874	275,923	552,797
2. Enter the anticipated 1% set-aside for Parent Involvement:	2769	2760	5529
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,844	*	
4. Enter the anticipated 10% set-aside for Professional Development:	27,687	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%
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.

We offering teachers the opportunity to enroll in college and p-credit courses at the schools expense.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

### **School-Parent Involvement Policy**

- I. The Aspire Preparatory School (11x322), in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. The Aspire Preparatory School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.

III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the Aspire Preparatory Schools Parent Involvement Policy, the school's PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, the Aspire Preparatory School will:

- Actively involve parents in planning, reviewing and improving the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.

Aspire Preparatory School will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.

### **SCHOOL - PARENT COMPACT**

Aspire Preparatory School

The school and parents working cooperatively to provide for the successful education of the children agree:

#### **The School Agrees**

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer and participate in their child's class
5. Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

### **The Parent/Guardian Agrees**

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

*Steve Cobb, Principal*

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

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

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

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

See needs assessment on pg. 10

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.

- a.) We plan to provide opportunities for all children to meet the State's proficient and advanced levels of student's academic achievement by ensuring quality instruction in every classroom. To this end, we are focusing our professional development around the creation of clear, measurable objectives, differentiated, small-group instruction and effective use of ongoing assessment tightly linked to daily learning objectives. In this manner, we intend to improve the educational conditions inside of every classroom and ultimately the educational outcomes for every child. In addition to the school-wide instructional focus, we are paying very close attention to student outcomes on internal interim and common assessments as a means of tracking student growth and identifying students at-risk of not achieving proficiency on the State assessments.
  - a. We offer supplemental instruction before and after school as well as on Saturdays as a means of increasing the amount and quality of learning time for all students.
  - b. We are in the process of aligning our curriculum with the new, more rigorous common core curriculum standards. This process involved the rearranging of our literacy program and approach as well as the creation of rigorous, standards-based learning tasks. Further, we are currently developing new standards and expectations for literacy within the content areas of social studies, science and mathematics. This work is being completed collaboratively in teacher-lead learning teams.
3. Instruction by highly qualified staff.
  - a. We are providing differentiated professional development for all staff members both inside and outside of our building. In connection with our Learning Support Organization, we also offer teachers the opportunity to take college and p-credit courses at our expense.
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.
  - a. See above
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - a. We work closely with the Office of Teacher Recruitment, Teach for American and the New York City Teaching Fellows. We are also forging relationships with local colleges such as Lehman and The City College of New York City.
6. Strategies to increase parental involvement through means such as family literacy services.
  - a. In partnership with an active Parent Teacher Association, we have planned several workshops and events that cover a wide arrange of parent interests and needs. We are also partnering with the community based organization Learning Leaders, to provide meaningful training for parents as caretakers as well as in-school volunteers.
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.
  - a. n/a

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - a. Our internal assessments are created and vetted by teachers. The process is collaborative and consistently revisited.
  
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.
  - a. See AIS section.
  
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.
  - a. We have adopted the Positive Behavioral Interventions and Supports (PBIS) program as a means of teaching and encouraging students to make healthy, pro-social decisions on a consistent basis. A core group of teachers and administrators have received advanced training and professional work groups of teachers have been assigned the task of ensuring the initiative remains alive and effective within our school community.

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

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

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

		Schoolwide Program ( <del>P</del> )			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <del>P</del> )	Page #(s)
Title I, Part A (Basic)	Federal	X			276,874		
Title I, Part A (ARRA)	Federal	X			275,874		
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			15,000		
Title IV	Federal			X			
IDEA	Federal	X			57,514		
Tax Levy	Local	X			3,478,969		

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

**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.

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

Seven (7)

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

1. Transportation support
2. School Supplies and Uniform
3. At-risk counseling where appropriate

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Aspire Preparatory Middle School					
<b>District:</b>	11	<b>DBN:</b>	11X322	<b>School</b>		321100010322

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.3	93.9	92.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	214	165	130				
Grade 7	136	232	162				
Grade 8	197	156	224				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	0				
<b>Total</b>	<b>547</b>	<b>554</b>	<b>516</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.4	94.5	92.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	76.4	61.4	70.0

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	19	18

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	21	17

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	28	28	Principal Suspensions	29	35	9
# in Collaborative Team Teaching (CTT) Classes	32	39	33	Superintendent Suspensions	21	19	88
Number all others	19	21	29				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	42	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	9	8
# receiving ESL services only	63	51	TBD	Number of Educational Paraprofessionals	2	3	3
# ELLs with IEPs	6	19	TBD				

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
	1	4	25	% fully licensed & permanently assigned to this school	100.0	100.0	83.3
				% more than 2 years teaching in this school	0.0	14.3	38.1
				% more than 5 years teaching anywhere	16.0	35.7	42.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	56.0	74.0	78.6
American Indian or Alaska Native	0.7	0.5	0.6	% core classes taught by "highly qualified" teachers	82.8	100.0	81.8
Black or African American	30.7	31.4	27.5				
Hispanic or Latino	51.0	54.7	59.7				
Asian or Native Hawaiian/Other Pacific	8.2	5.8	5.0				
White	9.1	7.4	7.2				
<b>Male</b>	53.6	54.5	53.5				
<b>Female</b>	46.4	45.5	46.5				

#### 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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	32.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	3.3	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	21.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>11</b>	School Number <b>322</b>	School Name <b>Aspire Preparatory</b>
Principal <b>Steven Cobb</b>	Assistant Principal <b>Marvin Jennings Heather Bonhomm</b>		
Coach <b>Tamara Stewart</b>	Coach <b>Denice Martin</b>		
Teacher/Subject Area <b>type here</b>	Guidance Counselor <b>Mr. Penton</b>		
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Estrada</b>		
Related Service Provider <b>type here</b>	Other <b>type here</b>		
Network Leader <b>type here</b>	Other <b>type here</b>		

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>530</b>	Total Number of ELLs	<b>76</b>	ELLs as Share of Total Student Population (%)	<b>14.34%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

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

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										
	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	Total
TBE										0
Dual Language										0
ESL	39		2	20		9	16		10	75
Total	39	0	2	20	0	9	16	0	10	75

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

### C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?

- What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
- 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)?

- 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.

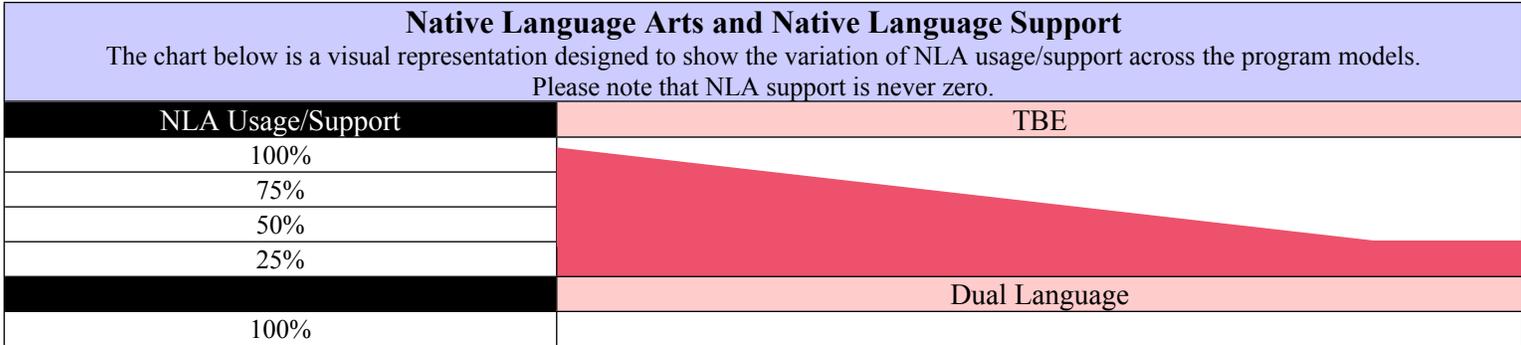
4. How do you differentiate instruction for ELL subgroups?

- Describe your instructional plan for SIFE.
- 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.
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for Long-Term ELLs (completed 6 years).
- 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### 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.

The ESL teacher at Aspire Preparatory Middle School has been receiving support via the central office in the form of on site visits to help with the reading and writing curriculum. We have also utilized the central office to assist with the analyzing the NYSELAT results to improve student achievement by discussing what are the optimal ways to group our students for more successful outcomes. ELL professional development services which are deemed appropriate for our population are highlighted. Many of these professional development opportunities come from Protraxx. The Literacy coach will be offering trainings on socratic seminars as a means of improving reading comprehension, discussing techniques to the ELLs.

Working with the Parent Coordinator and Student Advocate, the ESL staff strives to place our ELL graduates in the most appropriate high school setting. Consulting with the student and ESL instructor, the Student Advocate helps the ELLs apply to a series of schools that will best provide sufficient L1 and L2 support, appealing academic programs, a curriculum aligned with student career goals, and a location that will not place an undue travel burden on the student and family. Our newly minted position of Student Advocate is designed to meet with the ELLs to discuss their needs and advocate for their rights. He is the liaison between the ESL teacher and the administration and/or parents with regards to compliance issues and academic issues as mandated by law. We recently hosted a high school fair at our campus and information for our ELLs was made available to the ELLs about High School visits, open houses and the application process. The Student Advocate goes into each class to explain the process routinely so that all the students including our ELLs are given the information. The ELLs will also be met with separately to ascertain their special concerns, if any.

Throughout the 2010-2011 school year, all teachers will receive a minimum of 7.5 hours of ESL based strategy training through professional development days, workshops and/or seminar.

#### **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?

Parents are extremely involved at Aspire Preparatory on a variety of levels. There are a number of workshops set up for the parents to come in, meet the teachers and administration. They watch the parents choose video in their own language, explaining the program options and what is offered at Aspire. Parents also have access to SnapGrades which shows all of the students' grades posted online. This way there is constant communication between the teacher and parents. We also utilize School Messenger which is a phone system where we regularly call homes with information we feel is pertinent. We also have a school website that updates parents on relevant information.

There is a planned celebration for the ELL parents in the Month of November. And last month, the parents were invited in for another celebration. Our parent coordinator acts as a conduit of communication to our ELL population. She assesses their needs with frequent communication via phone, email, letters etc. She works closely with the PTA and is often a translator at all our functions for most of our ELL parents. Smaller sessions are often held before or after any event so that our ELL parents can get a more personalized touch and get the information they need.

## **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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

**Native Language Tests**

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

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

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

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		