



HOLCOMBE L. RUCKER SCHOOL OF COMMUNITY RESEARCH

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 08X332

ADDRESS: 965 LONGWOOD AVENUE BRONX, NY 10459

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332 **SCHOOL NAME:** Holcombe L. Rucker School of
Community Research

SCHOOL ADDRESS: 965 Longwood Avenue Bronx, NY 10459

SCHOOL TELEPHONE: 718-860-1053 **FAX:** 718-860-1321

SCHOOL CONTACT PERSON: Sharif Rucker **EMAIL ADDRESS:** srucker@schools.
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Chanemia Singleton

PRINCIPAL: Sharif Rucker

UFT CHAPTER LEADER: Jose Cardoza

PARENTS' ASSOCIATION PRESIDENT: Tisha Amestica

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Elena Papaliberios

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
Sharif Rucker	*Principal or Designee	
Jose Cardoza	*UFT Chapter Chairperson or Designee	
Tisha Amestica	*PA/PTA President or Designated Co-President	
Margarita Madera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Fabyan Roldan	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	
Chanemia Singleton	Member/SLT Chair	
Wendy Nathaniel	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The mission of Holcombe L. Rucker Schools of Community Research is to facilitate an effective learning experience for all students by helping them realize that effort, and not innate ability, leads to academic success. At the Holcombe L. Rucker School of Community Research, students will gain a rigorous academic experience that nurtures the whole child, emotionally, intellectually and physically. Through advisory, inquiry based learning, internships and externships our students will develop the confidence and proficiency needed to gain admission and succeed in a four-year college or in the world of work. Students will be able to find, use and apply information successfully. Upon graduation, every student will be able to effectively observe, hypothesize, experiment, and analyze their own results.

Holcombe L. Rucker School of Community Research does not operate by a one size fits all approach, but identifies deficiencies and proficiencies in reading, writing and mathematics. Our student will leave with a deeper understanding of themselves and the world in which they live through Accountable Talk and writing. Accountable talk and writing will help students to focus their ideas and build confidence in their own knowledge. Students will experience Inquiry Based learning where they will build on essential questions, such as, "Why do we need to research history?" Questions like this will help them to recognize their own learning style. In this process, we want students to apply practical applications and operate comfortably and competently in any environment.

Holcombe L. Rucker School of Community Research will be guided in its mission by the seven design principles of its lead partner, The Institute for Student Achievement. The seven principles as 1-College Preparatory Instructional Program; 2-Distributed Counseling; 3-Dedicated team of teachers and counselors; 4-Continuous professional development; 5-Extended school day and school year; 6-Parent Involvement; 7-Ongoing organizational improvement. To ensure that our students master the academic skills needed to become advanced life learners it is our plan to create student centered classes that are small in size and supported by advisories.

Classes at Holcombe L. Rucker School of Community Research will be heterogeneously grouped and teachers will focus on differentiated instruction to help move level 1s to 2, 2 to 3 and 4 to excellence. We will support this instruction with an extended day that will provide remediation, tutoring, enrichment and extracurricular activities. Project based assessments will be used to monitor progress along with journals, abstracts, ongoing testing and mock regents exams to prepare for real regents exams. Each of these experiences will be crafted in a manner to encourage reading and writing.

In order to demonstrate the Each One Teach One Concept/Research Based Instruction, faculty, students and parents must work collaboratively. We will integrate technology across the curriculum to meet the needs of all learners. A well equipped library will be the center of Holcombe L. Rucker School of Community Research's technology component. Holcombe L. Rucker School of Community Research will use its customized research methods in its expeditionary learning initiative. There will be a cross curricular approach that will be developed using common planning time and rigorous professional development. The Institute for Student Achievement will be our primary professional development partner. Through the use of their on site coach, content coaches, and summer and winter institutes HLRSCR plans on making professional development a mainstay of our school's culture.

If there is one statement that catches the heart and soul of our school it is, "Remember teach the student...not the lesson." With this in mind we have every expectation of creating a school that educates all of our children.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Holcombe L. Rucker School of Community Research				
District:	08	DBN #:	332	School BEDS Code:	320800011332

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		81.4	88.0	85.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.1	89.6	96.3		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		86.0	88.0	86.8		
Grade 8	0	0	0						
Grade 9	105	101	109	Students in Temporary Housing: Total Number					
Grade 10	106	108	90	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	83	75		5	39	17		
Grade 12	0	0	73						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	211	292	347		3	5	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	1	Principal Suspensions	17	49	23		
No. in Collaborative Team Teaching (CTT) Classes	7	14	35	Superintendent Suspensions	3	5	6		
Number all others	10	16	7						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	27	26	36	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	12	20	20
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	6	6
(As of October 31)	2007-08	2008-09	2009-10	0	0	0	0
	4	14	42				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.0	0.7	0.6	Percent more than two years teaching in this school		15.0	15.0
Black or African American	39.3	42.1	39.2	Percent more than five years teaching anywhere	16.7	15.0	15.0
Hispanic or Latino	57.4	55.1	58.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.4	0.9	Percent Masters Degree or higher	58.0	60.0	60.0
White	1.0	0.7	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.0	98.6	98.6
Multi-racial	15.4	19.5	20.9				
Male	52.6	49.0	48.1				
Female	47.4	51.0	51.9				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: Students at all grade levels will frequently engage in critically reading and writing across disciplines.

- Students will read supplemental novels and non-fiction texts in Science and Social Studies courses in addition to their ELA classes.
- Writing assignments will push students to critically analyze a topic by raising questions and considering multiple viewpoints.
- Students will make connections across subject areas to other texts as well as relate supplemental reading to their own lives and the outside world.

Goal 2: Students will begin to give more thoughtful responses to higher ordered questions that require them to explain, support and measure their answers against another's argument.

- Classroom teachers will move away from asking close-ended questions and accepting 2-3 words responses.
- Students will have systemic opportunities to question and discuss topics among themselves.
- Socratic Seminars will be featured where appropriate.

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): ALL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 1: Students at all grade levels will frequently engage in critically reading and writing across disciplines.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Working through the vehicle of grade level teams, teachers will design projects which demonstrate learning utilizing both critical reading and writing skills. At the beginning of the year, each teacher, including special teams teachers, will be responsible for working on one cross-disciplinary project with another teacher on the grade level. The two will then be scheduled to share out pieces of student work that result from the project with the rest of the team. In meetings leading up to the share outs, teams will share best practices, discuss inter-visitations and design one professional development session for the entire school around the topics of making connections, higher order questioning and creating multiple entry points in a lesson in an effort to promote critical literacy.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The professional development team will support and monitor the grade level leaders in their efforts to the move the agenda around the school's first major goal. A calendar will be in place with specific deadlines for benchmarks such as teacher/team run PD's and student work share-outs. The grade level leaders will meet twice a month with the PD team, one of those meetings in conjunction with the school's curriculum leaders. Per session funds should be budgeted for these meetings. Resources should be set aside for class sets of supplemental texts in addition to texts for a teacher resources center with literature on building connections, higher order questioning and creating multiple entry points in a lesson in an effort to promote critical literacy.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The PD team will use the following to monitor progress</p> <ol style="list-style-type: none"> 1. Learning Walks using an established rubric after each marking period will gauge teachers' progress in helping students build connections, use higher order questioning and creating multiple entry points in a lesson in an effort to promote critical literacy. 2. Team led professional developments around the school's goal of critical literacy will meet calendar dates. 3. Once a year, one each grade level cross disciplinary projects will be shared through grade level meetings, and whole class inter-visitations (one class presenting to a visiting class).

	<p>4. Teams will receive feedback from administration as they post meeting minutes, express frustration at grade-level leadership meetings, and present team professional development.</p>
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: Students will begin to give more thoughtful responses to higher ordered questions that require them to explain, support and measure their answers against another’s argument.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Working through the vehicle of department teams, teachers will create department protocols and ways to measure critical listening and speaking. Through a series of department meetings around best practices in asking questions and eliciting responses from students, each team will create rubrics which will later be used in inter-visitations. Each department will also be responsible for creating and presenting a professional development session for the entire school. For instance, early in the school year, the English department could conduct a whole-school PD around Socratic seminar.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The professional development team will support and monitor the department leaders in their efforts to move the agenda around the school’s second major goal. A calendar will be in place with specific deadlines for benchmarks such as teacher/team run PD’s and inter-visitations. The curriculum leaders will meet twice a month with the PD team, one of those meetings in conjunction with the school’s grade level leaders. Per session funds should be budgeted for these meetings. Resources should be set aside for class sets of supplemental texts in addition to texts for a teacher resources center centered around higher order questioning.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The PD team will use the following to monitor progress:</p> <ul style="list-style-type: none"> • 1. Learning Walks using an established rubric after each marking period will gauge teachers’ progress in helping students answer higher order questions critically and completely. • 2. Team led professional developments around the school’s goal of higher order responses will meet calendar dates. • 3. Teams will receive feedback from administration as they post meeting minutes, express frustration at curriculum leadership meetings, and present team professional development.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	23	0	0	35	112	0	NA	
10	23	25	48	12	96	0	NA	
11	10	29	38	32	80	0	NA	
12	30	30	40	57	73	0	NA	

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	READ-180 Program-Small group instruction, independent reading at reading levels captured in the SRI (Student Reading Inventory), includes building background knowledge. This program integrates technology with early literacy skills. Foci for the Read 180 Program include: phonemic awareness, syntax and vocabulary building, written responses to literature. This service is provided during the day.
Mathematics:	Adaptation of the College Preparatory Mathematics Curriculum-Print Rich and has a strong literacy component that builds in supports for students to journal their math steps using math vocabulary. Algebra Regents Academy takes place on Saturdays; students who require additional support in a smaller group setting are targeted for this academic intervention service. Peer tutorial is an after school program that is facilitated by the Mathematics Department whereby students are paired with students of mixed abilities with high performing students to provide guided practice.
Science:	Living Environment/Lab Academy is integrated in the regular school day; students who require additional support in a smaller group setting are targeted for this academic intervention service. Peer tutorial is an after school program that is facilitated b the science Department whereby students are paired with students of mixed abilities with high performing students to provide guided practice.
Social Studies:	Social Studies Academy takes place weekly by way of small group tutorial services. Regents Prep classes are small group instructional sessions that take place weekly. Peer tutorial is an after school program that is facilitated by the Social Studies Department whereby students are paired with students of mixed abilities with high performing students to provide guided practice.
At-risk Services Provided by the Guidance Counselor:	Doris Corporan and Antoinette Mitchell provide counseling services to all students in grades nine, ten, eleven and twelve, along with mandated counseling services. Doris Corporan also provides college advisory workshops for students and parents of twelfth graders. Scheduled advisory sessions, counseling and mandated counseling for at risk students take place weekly. In addition, there are specific town hall meetings that target students who have special needs as they relate to guidance support.
At-risk Services Provided by the School Psychologist:	Karen Petroceli, School Psychologist works with Jose Cardoza, IEP teacher to schedule one to one, weekly meetings with students who meet “Type 3” referrals. In addition, she provides parental conferences for students, teachers and parents or mandated students and students who are referred.

At-risk Services Provided by the Social Worker:	NA
At-risk Health-related Services:	Doris Corporan and Fabyan Roldan provide weekly one to one counseling services, small group seminars on HIV and AIDS awareness with the support of the New York City Department of Health. The NYC Department of Health is supportive in providing our students with free medical services at a nearby clinic.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9th, 10th, 11th, 12th grade **Number of Students to be served:** Approximately 48 LEP _____ Non-LEP

Number of Teachers 3 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

Our instructional program encompasses varying levels of academic language competence that foster the whole development of the students. Students take the content area classes required by their grade level. They interact with mainstream students within the traditional classroom so that they can be paired up with language skilled classmates who give them emotional and academic support. This allows the 48 ELLs in our population to receive academic training in a very integral manner. The content area is delivered primarily in English, however,

the native language of the students (Spanish and/or French) is also used as a way to activate background knowledge and encourage participation. Classes use language appropriate textbooks by grade level and are supplemented by *graded-reading books*, *dictionaries/translators*, the *READ 180* (Scholastic) program, and other resources.

There are three major components to the program, which include instructional software, a library, of high interest, age appropriate leveled paperback and audio books, and a student workbook used during small group instruction. At the instructional software station, students use desktop computers and an interactive program to listen, read, write, and answer context based comprehension questions. Student's progress is monitored from a server at the teachers' desk. Data is gathered on reading comprehension, vocabulary, spelling, fluency and used to guide instruction.

All of our courses are facilitated by NYSED certified teachers who are backed up by NYSED certified ESL (2) and/or Bilingual specialists (1). Technology is an important element of this brand new program we are implementing. Most of our classrooms are equipped with the latest technological tools used in contemporary educational settings, thus video, audio and other multimedia resources can be used to enhance learning. Our computer lab (with internet), *Castle Learning* (online content area support), encyclopedias, and other learning software are utilized as well.

All the ELLs on our roster are serviced as per NYSED mandates. We make sure our data is synchronized with ARIS, LAB-R, and ATS databases. As a result, we consistently monitor our ELLs' information in order to be able to track their active development. An active supervisory process makes this connection possible. The supervisory team includes administrators, counselors, the ESL coordinator, and teachers. Regular meetings between ESL teachers, content area teachers, counselors and administrators promote consistent strategizing to support our students. The supervision process starts with *inter-visitations* and then moves to higher stages of assessment.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

At school, students undergo a challenging and rigorous academic process that is designed to help them achieve full college readiness at the end of their stay. ELA, math, and all other content areas open windows of opportunity for the balanced development of literacy skills and critical thinking strategies. ELLs are not isolated from such an innovative approach. Instead of placement in lower level content classes, they enjoy equal opportunities of instruction and development as mainstream students do. The ESL program is proud to sponsor a combination of powerful teaching methods and content with ELL support. Individualized ESL attention and ESL/mainstream group work creates the conditions for nurturing the differentiated and social needs of the pupils. ELL's receive extended support through a continuous ESL after-school tutoring program. Here they find a broad array of options that go from mainstream content area coaching to detailed assistance for content area material in their native language, if needed. Tutoring covers a wide range of practices that can include, but is not restricted to homework assistance, ESL skills practice, literacy skills, research assistance and assignment completion. This is designed and coordinated by ESL facilitators and content area teachers who are sensitive enough to understand the multicultural needs of ELLs.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Many of our English Language Learners are actively involved in extracurricular activities that allow them to express their special abilities. The first is "*CHIC*" or Cultural Heritage Integration Club. The club was founded to give ELLs a guided approach to the new culture. There are

a great deal of trips to cultural places as well as conversations and video presentations related to culture and society in The United States and New York City. These include visits to restaurants, sports arenas, museums, and landmarks. Other extracurricular activities include: *Drum Line*, Music Listening Club, Video Game Club, International Travel Club, Ladies First (Ladies Mentoring Program) and Men of Majesty (Men's Mentoring Program).

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Our school coordinates parents' workshops in conjunction with the guidance department, parent coordinator and ESL Specialists. These workshops cover topics such as: *Home Language Survey* interview process, college scholarships process for ELLs, New York State Regents Testing, and post-secondary education planning.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

All parents and students are invited to summer, student/parent orientation sessions whereby students and parents are involved in a whole day interactive workshop that describes the instructional framework of the school. Parents are guided through the documentation process, immunization procedures, lunch forms and emergency information is reviewed and collected.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Staff development is divided into two parts. During the year we dedicate time for training teachers on specific learning strategies and best practices among others. These training sessions take place three times a week, every Friday, except for the last Friday of the month. At different points throughout the year teachers attend seminars, trainings, and professional development workshops. ESL teachers attend activities such as QTELL, OELL workshops, regional seminars, TESOL conventions, etc. Some of the ELL-related topics covered in many of our professional development sessions include ways to improve academic language skills (reading, writing, speaking, listening), content areas and ESL standards, ESL assessment, ELL native intelligence and the content areas, native languages as a device for comprehension, ELL academic language skills throughout the content areas, isolation and its effects on ELLs, multicultural awareness for Mainstream and ELL students, the differentiated classroom and the ELL, and more.

- Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Our school offers the following additional support structures available to ELL students: an advisory program, Bilingual Guidance Counseling services, and the Cultural Heritage Integration Club. These structures allow for ELL students to receive social and emotional support as they receive their education.

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.

Our ESL program encompasses levels of academic language competence that foster the whole development of academic language skills. At the present moment, we are implementing a hybrid model that comes from the fusion of two of the most popular ESL instruction models used today: the *Push-In* and the *Stand-Alone* models. Our ELL population (48 ESL students) attends daily (5 times/week) language classes. The amount of instructional time varies based on the language skill level. For example, beginners and low intermediate students take 2 classes a day while high intermediate and advanced ELLs take only 1 class per day. The current population is disseminated over three skill levels: Beginners (2 classes), Intermediate (4 classes), and Advanced (1 class).

The ESL program takes about 3 years to complete. At the end of this period there are remedial or transitional levels to cope with the deficiencies they may be facing. It is expected, however, that at the end of the 3 years students will be able to pass the NYSESLAT and test out and become *former-ELLs*. All of our ESL classes are facilitated by NYSED certified ESL (2) and/or Bilingual specialists (1). The classes are primarily delivered in English, but the native language of the students (Spanish and/or French) is also used when necessary to activate schemata.

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.

During the year we dedicate time for training ESL teachers on specific teaching practices and strategies. These sessions take place three times a week, every Friday, except for the last Friday of the month. Then, at different periods during the year ESL teachers, and some mainstream teachers attend seminars, trainings, and professional development workshops such as, QTELL, OELL workshops, regional seminars, TESOL conventions, etc.

Section III. Title III Budget

School: Holcombe L. Rucker School of Community Research

BEDS Code: 320800011332

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school uses a variety of approaches to gather data that informs the written and oral interpretation needs of our 65% Hispanic student and parent population. During the summer mandatory orientations, the parent Coordinator collects parent surveys that are used to document parent language preferences. This data is crossed referenced with emergency contact cards that asks parents for language preference.

All correspondence sent via email, mail and voice messaging are translated from English to Spanish. Data received throughout the school year is updated into ATS/HSST/ARIS to have the most up to date information.

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.

The school community is able to clearly see that translation services are available at the school through posters that are posted around the building. A parent information board, which is located outside of the main office, contains information in both English and Spanish. Pertinent documents such as the Parent Handbook are also available in both English and Spanish. Additionally, all updates, announcements, parent advisory phone calls, voice messaging and text messaging are issued in English and Spanish.

Part B: Strategies and Activities

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

All written documents delivered by the school such as flyers, parent calendars, Parent Handbook and all documents issued by the Department of Education are available in multiple languages. Multiple in-house translators also provide translation support to non-bilingual staff. The school at times utilizes The Department of Educations Translation and Interpretation Unit services for Parent Teacher conferences.

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

Oral translations are provided predominantly by the school's full time parent coordinator. Others available for translation include bilingual staff members as well as parent volunteers. Parent Association meetings and Parent teacher conferences are always equipped with translators to meet the needs of the parents. Technological devices used to assist with translations include a translation device. The school as well utilizes The Department of Educations Translation and Interpretation Unit services for Parent Teacher conferences.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will provide The parent Bill of Rights and Responsibilities which include parents rights regarding translation and interpretation services in both English and Spanish at mandatory Parent Orientations, Parent teacher conferences, individual parent meetings with the parent coordinator and parent association meetings. Translated signs are posted outside the main office in both English and Spanish.

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 School wide 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:	\$437,344.	\$28,544.	\$465,888.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,996.	\$285.	\$3,281.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,981.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$29,962.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
5. Strategies to attract high quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$437,344.		
Title I, Part A (ARRA)	Federal	✓			\$28,544.		
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			TBD		
Title IV	Federal			✓			
IDEA	Federal	✓			\$110,132.		
Tax Levy	Local	✓			\$2,491,479.		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - HLR currently has a total of 25 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 - HLR has collaborated with Children's Aid Society (CAS) to offer services that can effectively meet the needs of our students in temporary housing. Children's Aid Society has committed themselves to supporting our school by providing our students with the following activities: homework help, college prep, guaranteed summer jobs, retreats, drum line, afterschool activities, a peer leadership program, an audio visual club, excel program training, weekend sports and recreation, advisory, parent workshops, and support for student with attendance issues.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Holcombe L. Rucker School of Community Research					
District:	8	DBN:	08X332	School		320800011332

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.4	88.0	85.9
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	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	101	109	88				
Grade 10	108	90	80				
Grade 11	83	75	72				
Grade 12	0	73	86				
Ungraded	0	0	0				
Total	292	347	326				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.1	89.5	86.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	86.0	86.8	97.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	39	47

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	1	0	Principal Suspensions	17	49	46
# in Collaborative Team Teaching (CTT) Classes	14	35	45	Superintendent Suspensions	3	5	8
Number all others	16	7	8				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	12	20	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	6	5
# receiving ESL services only	26	36	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	0	5	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
	4	14	75	% fully licensed & permanently assigned to this school	100.0	100.0	69.6
				% more than 2 years teaching in this school	0.0	15.0	44.0
				% more than 5 years teaching anywhere	16.7	15.0	32.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	58.0	60.0	84.0
American Indian or Alaska Native	0.7	0.6	1.2	% core classes taught by "highly qualified" teachers	80.0	98.6	66.3
Black or African American	42.1	39.2	41.1				
Hispanic or Latino	55.1	58.2	54.9				
Asian or Native Hawaiian/Other Pacific	1.4	0.9	1.8				
White	0.7	0.6	0.6				
Male	49.0	48.1	47.9				
Female	51.0	51.9	52.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	NR
Overall Score:	55.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the</i>	9.3	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the</i>	10	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the</i>	32.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	3	Quality Statement 5: Monitor and Revise	

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

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

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



**HOLCOMBE L. RUCKER SCHOOL OF COMMUNITY
RESEARCH**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 08X332

ADDRESS: 965 LONGWOOD AVENUE BRONX, NY 10459

TELEPHONE: 718-860-1053

FAX: 718-860-1321

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....15

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....16

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....19

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....26

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....32**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....33

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....34

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332 **SCHOOL NAME:** Holcombe L. Rucker School of
Community Research

SCHOOL ADDRESS: 965 Longwood Avenue Bronx, NY 10459

SCHOOL TELEPHONE: 718-860-1053 **FAX:** 718-860-1321

SCHOOL CONTACT PERSON: Sharif Rucker **EMAIL ADDRESS:** srucker@schools.
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Chanemia Singleton

PRINCIPAL: Sharif Rucker

UFT CHAPTER LEADER: Jose Cardoza

PARENTS' ASSOCIATION PRESIDENT: Tisha Amestica

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** 532

NETWORK LEADER: Alan Cohen

SUPERINTENDENT: Elena Papaliberios

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
Sharif Rucker	*Principal or Designee	
Jose Cardoza	*UFT Chapter Chairperson or Designee	
Tisha Amestica	*PA/PTA President or Designated Co-President	
Margarita Madera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Fabyan Roldan	DC 37 Representative, if applicable	
Bryan Dameron	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Chanemia Singleton	Member/SLT Chair	
Monica Mosquera	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The mission of Holcombe L. Rucker Schools of Community Research is to facilitate an effective learning experience for all students by helping them realize that effort, and not innate ability, leads to academic success. At the Holcombe L. Rucker School of Community Research, students will gain a rigorous academic experience that nurtures the whole child, emotionally, intellectually and physically. Through advisory, inquiry based learning, internships and externships our students will develop the confidence and proficiency needed to gain admission and succeed in a four-year college or in the world of work. Students will be able to find, use and apply information successfully. Upon graduation, every student will be able to effectively observe, hypothesize, experiment, and analyze their own results.

Holcombe L. Rucker School of Community Research does not operate by a one size fits all approach, but identifies deficiencies and proficiencies in reading, writing and mathematics. Our student will leave with a deeper understanding of themselves and the world in which they live through Accountable Talk and writing. Accountable talk and writing will help students to focus their ideas and build confidence in their own knowledge. Students will experience Inquiry Based learning where they will build on essential questions, such as, "Why do we need to research history?" Questions like this will help them to recognize their own learning style. In this process, we want students to apply practical applications and operate comfortably and competently in any environment.

Classes at Holcombe L. Rucker School of Community Research will be heterogeneously grouped and teachers will focus on differentiated instruction to help move level 1s to 2, 2 to 3 and 4 to excellence. We will support this instruction with an extended day that will provide remediation, tutoring, enrichment and extracurricular activities. Project based assessments will be used to monitor progress along with journals, abstracts, ongoing testing and mock regents exams to prepare for real regents exams. Each of these experiences will be crafted in a manner to encourage reading and writing.

In order to demonstrate the Each One Teach One Concept/Research Based Instruction, faculty, students and parents must work collaboratively. We will integrate technology across the curriculum to meet the needs of all learners. A well equipped library will be the center of Holcombe L. Rucker School of Community Research's technology component. Holcombe L. Rucker School of Community Research will use its customized research methods in its expeditionary learning initiative. There will be a cross curricular approach that will be developed using common planning time, rigorous on and off site professional development, and on site school wide and content coaches.

If there is one statement that catches the heart and soul of our school it is, "Remember teach the student...not the lesson." With this in mind we have every expectation of creating a school that educates all of our children.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Holcombe L. Rucker School of Community Research				
District:	08	DBN #:	332	School BEDS Code:	320800011332

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		81.4	88.0	85.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.1	89.6	96.3		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		86.0	88.0	86.8		
Grade 8	0	0	0						
Grade 9	105	101	109	Students in Temporary Housing: Total Number					
Grade 10	106	108	90	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	83	75		5	39	17		
Grade 12	0	0	73						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	211	292	347		3	5	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	1	Principal Suspensions	17	49	23		
No. in Collaborative Team Teaching (CTT) Classes	7	14	35	Superintendent Suspensions	3	5	6		
Number all others	10	16	7						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0	
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0	
# receiving ESL services only	27	26	36	Number of Staff: Includes all full-time staff				
# ELLs with IEPs	0	0	5	(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	12	20	20	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	6	6	
(As of October 31)	2007-08	2008-09	2009-10	0	0	0	0	
	4	14	42					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0	
American Indian or Alaska Native	1.0	0.7	0.6	Percent more than two years teaching in this school		15.0	15.0	
Black or African American	39.3	42.1	39.2	Percent more than five years teaching anywhere	16.7	15.0	15.0	
Hispanic or Latino	57.4	55.1	58.2					
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.4	0.9	Percent Masters Degree or higher	58.0	60.0	60.0	
White	1.0	0.7	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.0	98.6	98.6	
Multi-racial	15.4	19.5	20.9					
Male	52.6	49.0	48.1					
Female	47.4	51.0	51.9					

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The Holcombe L. Rucker needs assessment was developed to be used as a tool to assist the school community in determining the student performance trends. The forms of data reviewed and analyzed during this process include student pass/failure rates and credit accumulation in all subject areas as reported on the Annual School Report Card in 2010.

According to data trends, demographically, African American males disproportionately do not meet promotional requirements due to failure rates on New York State benchmarks (Regents exams and RCT exams). Latina females and African American females accumulate credits at an increasing rate over Hispanic and African American males. Students classified as ESL and IEP make up about 60% of the bottom 1/3 of over aged and under-credited seniors. When disaggregating quantitative data, we found that many of the students struggle with passing Global Studies and Science New York State benchmarks, as well as struggle with credit accumulation in these subject areas.

We attribute student failures to low attendance and poor habits of work. In an on-going effort to address poor attendance and low academic performances among our students, the school has assembled teams to identify, modify and monitor the academic progress of student target populations. The administration team collaborates with the following groups to address the on-going challenges of our youth, the attendance team, guidance department, curriculum leadership/data team, School Leadership Team (SLT) and grade leadership team to create S.M.A.R.T. school wide goals (specific, measurable, attainable, realistic and time sensitive) goals based on the measurable progress of departmental growth. The collaborative approaches of all teams help to identify target populations within the bottom 1/3 of the school.

Modifications have been made, such as one to one assignments of mentors, case conferences, the implementation of weekly home visits, implementation of academic programs-regents prep, virtual labs, credit recovery, independent study, on-going documentation verbal and written communication with parents around student progress using snap grades, and a formalized ladder of referral process for over aged and under credited students.

Literacy development in all departments has been a struggle for our student population. We found that our students need as many opportunities as possible to practice and hone their critical reading, writing and listening skills in all areas. This was evident mostly in the US History, Global and Living Environment Regents results. Students struggled with the comprehension and transfer of

knowledge as seen on the discrepancies on the reading comprehension, multiple choice sections of these exams. Student's struggle academically with higher order questioning, identification of content through multiple lenses and critical reading/writing skills.

In our fifth year of existence, the school addresses these academic challenges through facilitating item analysis, monitoring student progress and creating greater transparency of student outcomes. We are defining and establishing rigorous protocols for student responses to higher order questioning through classroom inter-visitation models and learning walk structures.

As we continue to expand, and are currently in our 5th year of development as a small school community, we continue to build capacity in energetic staff members by building new capacities in new team members that are vertically and horizontally aligned throughout the building. School wide goals taken on by these teams whether grade level, departmental, or operational, are inspired by the study of data made by the CLT/Inquiry Team, acting as a catalyst for the change in the school.

We've been able to retain a majority of the founding members of the school and continue to expand student enrollment through an influx of siblings, thus allowing us to build a strong school community. In our 5th year, we have observed the highest increase in sibling enrollment. We attribute the increase in legacy enrollment to the quality of education offered at HLR (through our ongoing and varied professional development offerings, we've been able to build capacity and improve instructional techniques in the classroom which in turn better serves the population of students at HLR).

In our 4 years at the Longwood Campus, we remain flexible, tolerant and diplomatic in our operational initiatives. We continue to collaborate with the shared school space to create common ground on safety issues and shared building facilities. Despite sharing a school space we still lack a gym, auditorium and library to call our own. Despite massive budget cuts, we manage to sustain our academic intervention services including our extended day and Saturday school programs, as well as enrichment activities provided in after school clubs and grade level college tours

The instructional framework continues to offer rigorous instructional practices, extending Advanced Placement course offerings in Spanish and English to all students who express and show interest. Each department administers DYO (Design Your Own) assessments that capture summative learning objectives. The results yielded from the department DYO assessments inform lesson planning and is used to retool curriculums and pacing calendars. Teachers gather data yielded from the formative assessments and determine next steps for teaching based on the item analysis. We have begun to retool lesson planning to align teacher questions/activities to the implementation of The Nation Core Curriculum Standards in 2012.

The school continues to revisit, adjust, modify, and integrate school wide practices established within the teacher goals, guidance goals, department goals and administration goals. In addition, the school collaborates within the departments and grades among teachers and with students. Clear success criteria for goals have been established in the department action plans. There is a pyramid structure for goal setting beginning with Administration goals, Guidance goals, Coaches goals and Teacher's goals. We have sustained the protocol established for goal setting and there is a universal approach to setting goals that are S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Time-Sensitive)

Attendance among our students in the South Bronx continues to remain a challenge. We have established a team of overtly committed individuals that advocate on behalf of our students who face challenges with attendance. The attendance committee is comprised of the attendance teacher, the senior guidance counselor and the parent liaison of the school and administration. Collaboratively this team meets to discuss the on-going challenges of our students with chronic attendance issues. In

addition, teachers provide on-going feed-back with grade level teams, detailing information about students who are not meeting the required attendance goals of at least 90% or greater. Next steps are offered and school community mentors help to facilitate this process of support to our students with attendance issues.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: Students at all grade levels will frequently engage in critically reading and writing across disciplines.

- Students will read supplemental novels and non-fiction texts in Science and Social Studies courses in addition to their ELA classes.
- Students will make connections across subject areas to other texts as well as relate supplemental reading to their own lives and the outside world through at least one cross disciplinary project before June.
- Students scores on critical components of DYO assessments will grow at least a point by June.

Goal 2: Students will begin to ask higher order questions and give more thoughtful responses to the same that require them to explain, support and measure their answers against another's argument.

- Classroom teachers will move away from asking close-ended questions and accepting one word or one phrase responses.
- Students will have systemic opportunities to question and discuss topics among themselves, i.e. Socratic seminars where appropriate.
- Learning walk and inter-visitation rubric scores on classroom questions and responses will grow at least one point by June.

Goal 3: Teachers will create multiple entry points in their lessons to reach students at different learning levels and with different learning styles.

- Teachers will offer multiple ways of delivering a mini lesson and give students multiple paths to practicing the skill taught.
- Differentiated formative assessments will allow all students to successfully reach their individualized goals and class benchmarks.
- Department Inquiry teams will improve scores on targeted skill with target students matching five different profiles.

	<p>Through grade teams, teachers will be responsible for working on one cross-disciplinary project with another teacher on the grade level. The two will then share out pieces of student work that result from the project with the rest of the team. These will be highlighted on bulletin boards and best practices will be highlighted at the end of the year's reflective PD sessions.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>The professional development team will support and monitor the department leaders in their efforts to the move the agenda around the school's first major goal. A calendar will be in place with specific deadlines for benchmarks such as teacher/team run PD's and student work share-outs. The department and grade leaders will meet twice a month with the PD team. Per session funds will be budgeted for these meetings. Resources should be set aside for class sets of supplemental texts in addition to texts for a teacher resources center with literature on building critical literacy.</p>	<p>The professional development team will support and monitor the grade level leaders in their efforts to the move the agenda around the school's first major goal. A calendar will be in place with specific deadlines for benchmarks such as teacher/team run PD's and student work share-outs. The grade level leaders will meet twice a month with the PD team, one of those meetings in conjunction with the school's curriculum leaders. Per session funds should be budgeted for these meetings. Resources should be set aside for class sets of supplemental texts in addition to texts for a teacher resources center with literature on building connections, higher order questioning and creating multiple entry points in a lesson in an effort to promote critical literacy.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The PD team will use the following to monitor progress:</p> <ul style="list-style-type: none"> • Assessments, Rubrics, Data and Data reflections from DYO assessments will be posted to the school's share site so that all may reflect on the work of building critical literacy. • Team led professional developments around the school's goal of critical literacy will meet calendar dates. • Once a year, one each grade level cross disciplinary projects will be shared through grade level 	<p>The PD team will use the following to monitor progress</p> <ol style="list-style-type: none"> 1. Learning Walks using an established rubric after each marking period will gauge teachers' progress in helping students build connections, use higher order questioning and creating multiple entry points in a lesson in an effort to promote critical literacy. 2. Team led professional developments around the school's goal of critical literacy will meet calendar dates. 3. Once a year, one each grade level cross disciplinary projects will be shared through grade level meetings, and whole class inter-visitations (one class presenting to a visiting class). 4. Teams will receive feedback from administration as they post meeting minutes, express frustration at grade-level leadership meetings, and present team professional development.

	<p>meetings, and whole class inter-visitations (one class presenting to a visiting class).</p> <ul style="list-style-type: none"> Teams will receive feedback from administration as they post meeting minutes, express frustration at department and grade-level leadership meetings, and lead professional development. 	
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: Students will begin to give more thoughtful responses to higher ordered questions that require them to explain, support and measure their answers against another’s argument.</p>	<p>Goal 2: Students will begin to give more thoughtful responses to higher ordered questions that require them to explain, support and measure their answers against another’s argument.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Working through the vehicle of grade level teams, teachers will create protocols and ways to measure classroom questions and responses. Through a series of grade level meetings around best practices in asking questions and eliciting responses from students, each team will create rubrics which will later be used in inter-visitations. Grade level teams will also be given the opportunity to create and present a professional development session for the entire school.</p>	<p>Working through the vehicle of department teams, teachers will create department protocols and ways to measure critical listening and speaking. Through a series of department meetings around best practices in asking questions and eliciting responses from students, each team will create rubrics which will later be used in inter-visitations. Each department will also be responsible for creating and presenting a professional development session for the entire school. For instance, early in the school year, the English department could conduct a whole-school PD around Socratic seminar.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to</i></p>	<p>The professional development team will support and monitor the grade level leaders in their efforts to move the agenda around the school’s second major goal. A calendar will be in place with specific deadlines for benchmarks such as</p>	<p>The professional development team will support and monitor the department leaders in their efforts to move the agenda around the school’s second major goal. A calendar will be in place with specific deadlines for benchmarks such as teacher/team run PD’s and inter-visitations. The curriculum leaders will meet twice a month with the PD team, one of those meetings in conjunction with the school’s grade level leaders. Per session funds should be budgeted for these meetings. Resources should be set aside for class sets of supplemental texts in addition to texts for</p>

<p><i>scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>teacher/team run PD's and inter-visitations. The grade level leaders will meet twice a month with the PD team. Per session funds should be budgeted for these meetings. Resources should be set aside for a teacher resource center centered around higher order questioning.</p>	<p>a teacher resources centered around higher order questioning.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The PD team will use the following to monitor progress:</p> <ul style="list-style-type: none"> • Learning Walks using an established rubric after each marking period will gauge teachers' progress in helping students answer higher order questions critically and completely. • Team led professional developments around the school's goal of higher order responses will meet calendar dates. • Teams will receive feedback from administration as they post meeting minutes, express frustration at grade level leadership meetings, and present team professional development. 	<p>The PD team will use the following to monitor progress:</p> <ul style="list-style-type: none"> • 1. Learning Walks using an established rubric after each marking period will gauge teachers' progress in helping students answer higher order questions critically and completely. • 2. Team led professional developments around the school's goal of higher order responses will meet calendar dates. • 3. Teams will receive feedback from administration as they post meeting minutes, express frustration at curriculum leadership meetings, and present team professional development.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: Teachers will create multiple entry points in their lessons to reach students at different learning levels and with different learning styles.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In an effort to increase all teachers' ability to differentiate instruction and assessment, after each periodic DY0, teachers will analyze the data and create data reflections which allow for differentiated planning. Teachers will help students set individual goals based on their performance on DY0 exams and shorter term formative assessments. Department inquiry teams will reflect on differentiated strategies to improve students achievement on targeted skills based a target group of students who match 5 chosen profiles of the school wide inquiry team.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The professional development team will support and monitor the department leaders in their efforts to move the agenda around the school's third major goal. A calendar will be in place with specific deadlines for benchmarks such as teacher/team run PD's and inter-visitations. The curriculum leaders will meet twice a month with the PD team, one of those meetings in conjunction with the school's grade level leaders. Per session funds should be budgeted for these meetings. Resources should be set aside for class sets of supplemental texts in addition to texts for a teacher resources center centered on creating multiple entry points.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The PD team will use the following to monitor progress:</p> <ul style="list-style-type: none"> • Learning Walks and inter-visitations focused on creating multiple entry points will demonstrate best practices. • Department inquiry team minutes will reflect target student's progress and the success of chosen strategies to reach a target skill. • Assessments, Rubrics, Data and Data reflections from DY0 assessments will be posted to the school's share site so that all may reflect on differentiated planning. • Team led professional developments around the school's goal of creating multiple entry points in a lesson will meet calendar dates. • Teams will receive feedback from administration as they post meeting minutes, express frustration at curriculum leadership meetings, and present team professional development.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	23	0	0	35	112	0	NA	
10	23	25	48	12	96	0	NA	
11	10	29	38	32	80	0	NA	
12	30	30	40	57	73	0	NA	

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	READ-180 Program-Small group instruction, independent reading at reading levels captured in the SRI (Student Reading Inventory), includes building background knowledge. This program integrates technology with early literacy skills. Foci for the Read 180 Program include: phonemic awareness, syntax and vocabulary building, written responses to literature. This service is provided during the day.
Mathematics:	Adaptation of the College Preparatory Mathematics Curriculum-Print Rich and has a strong literacy component that builds in supports for students to journal their math steps using math vocabulary. Algebra Regents Academy is available on Saturdays for a portion of the year; students who require additional support in a smaller group setting are targeted for this academic intervention service. Peer tutorial is an after school program that is facilitated by the Mathematics Department where students with mixed abilities are paired with high performing students to provide guided practice.
Science:	Living Environment/Lab Academy is integrated in the regular school day through a Biological Applications course; students who require additional support in a smaller group setting are targeted for this academic intervention service. Peer tutorial is an after school program that is facilitated b the science Department where students with mixed abilities are paired with high performing students to provide guided practice.
Social Studies:	Social Studies Academy takes place weekly by way of small group tutorial services. Regents Prep classes are small group instructional sessions that take place weekly. Peer tutorial is an after school program that is facilitated by the Social Studies Department where students with mixed abilities are paired with high performing students to provide guided practice.
At-risk Services Provided by the Guidance Counselor:	Doris Corporan and Jayette Brathwaite provide counseling services to all students in grades nine, ten, eleven and twelve, along with mandated counseling services. Doris Corporan also provides college advisory workshops for students and parents of twelfth graders. Scheduled advisory sessions, counseling and mandated counseling for at risk students take place weekly. In addition, there are specific town hall meetings that target students who have special needs as they relate to guidance support.
At-risk Services Provided by the School Psychologist:	Karen Petroceli, School Psychologist works with Jose Cardoza, IEP teacher to schedule one to one, weekly meetings with students who meet “Type 3” referrals. In addition, she provides parental conferences for students, teachers and parents or mandated students and students who are referred.

At-risk Services Provided by the Social Worker:	NA
At-risk Health-related Services:	Doris Corporan and Fabyan Roldan provide weekly one to one counseling services, small group seminars on HIV and AIDS awareness with the support of the New York City Department of Health. The NYC Department of Health is supportive in providing our students with free medical services at a nearby clinic.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9th, 10th, 11th and 12th **Number of Students to be Served:** 51 **LEP** _____ **Non-LEP** _____

Number of Teachers 4 **Other Staff (Specify)** Ms. Ruiz, Mr. Cardoza, Ms. Highsmith, and Mr. Dawson

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.

Students are enrolled in a multi-sensory, interactive, reading comprehension program that addresses students' academic and English language skills. Instruction is provided in English, with additional support given in students' native language (Spanish), by certified ESL, Special Education and Bilingual instructional specialists.

Our instructional program encompasses varying levels of academic language competence that foster the whole development of the students. All students take the content areas classes required by their grade level. They interact with mainstream students within the traditional classroom in all cases besides ELA so that they can be paired up with language skilled classmates who give them emotional and academic support. This allows the 51 ELLs in our population to receive academic training in a very integral manner. The content area is delivered primarily in English, however, the native language of the students (Spanish and/or French) is also used as a way to activate background knowledge and encourage participation. Classes use language appropriate textbooks by grade level and are supplemented by *graded-reading books, dictionaries/translators, and other resources*. Beginner and Intermediate ELL students have a block period of ELA instruction in self contained classrooms. Advanced ELL students have one period of literacy support but are enrolled in general education ELA classes as well.

All of our courses are facilitated by NYSED certified teachers who are backed up by NYSED certified ESL (2) and/or Bilingual specialists (2). Technology is an important element of this brand new program we are implementing. Most of our classrooms are equipped with the latest technological tools used in contemporary educational settings, thus video, audio and other multimedia resources can be used to enhance learning. Our computer lab (with internet), *Castle Learning* (online content area support), encyclopedias, and other learning software are utilized as well.

All the ELLs on our roster are serviced as per NYSED mandates. We make sure our data is synchronized with ARIS, LAB-R, and ATS databases. As a result, we consistently monitor our ELL's' information in order to be able to track their active development. An active supervisory process makes this connection possible. The supervisory team includes administrators, counselors, the ESL coordinator, and teachers. Regular meetings between ESL teachers, content area teachers, counselors and administrators promote consistent strategizing to support our students. The supervision process starts with *inter-visitations* and then moves to higher stages of assessment.

Additional Supports include:

- 1. Purchase of library resources including varied text, desktop computers and language software's to facilitate differentiated non-fiction and fictional literacy lessons.*
- 2. The purchase of technology with the use of the I-Zone grant, whereby students will have access to Kindles, on-line bilingual resources and literature. The use of laptops for access to the internet while facilitating at home assignments.*

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELL's participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

During the instructional day, students undergo a challenging and rigorous academic process that is designed to help them achieve full college readiness at the end of their stay. ELA, math, and all other content areas open windows of opportunity for the balanced development of literacy skills and critical thinking strategies. ELLs are not isolated from such an innovative approach. Instead of placement in lower level content classes, they enjoy equal opportunities of instruction and development as mainstream students do. The ESL program is proud to sponsor a combination of powerful teaching methods and content with ELL support. Individualized ESL attention and ESL/mainstream group work creates the

conditions for nurturing the differentiated and social needs of the pupils. ELL's receive extended support through a continuous ESL after-school tutoring program. Here they find a broad array of options that go from mainstream content area coaching to detailed assistance for content area material in their native language, if needed. Tutoring covers a wide range of practices that can include, but is not restricted to homework assistance, ESL skills practice, literacy skills, research assistance and assignment completion. This is designed and coordinated by ESL facilitators and content area teachers who are sensitive enough to understand the multicultural needs of ELLs.

The extended day program is designed to supplement the instructional day program. In addition to using PLATO software for literacy and numeracy supports, the beginner, intermediate and advanced ELL's engage in on-line RCT and Regents prep in Mathematics, Science, English and Social Studies. Students are able to interact with a virtual program that adapts to the varied modalities of learning. For example there are audio, visual and tactile supports to engage the students at their cognitive levels of development. These after school services are offered Tuesday-Thursday, from 3:30pm to 5:00pm and on the PLATO lab is also available to the ELL students on Friday's during the 8th period, school wide early dismissal, from 2:10 to 3:10pm. Students are assigned differentiated on-line tasks based on their demonstrated competencies in Social Studies, Science, English and Mathematics. We have one licensed ELL teacher and one content specialist who monitor student progress with the independent PLATO lab.

In addition to academic support services provided to the ELL students, we have an established Heritage Club, whereby students attend seasonal baseball games, cultural fine dining experiences and attend seminars that affect their lives.

Addition Supports:

1. *Initiation of Academic Intervention Services- Spring Semester course offerings at risk on-line services for ELL students, utilizing PLATO and/or ADVENTA software.*
2. *Educational partnerships through CAS-Children's Aid Society and SES- Supplemental Educational Services- ELL students to receive tutorial services and parent supports through CAS and SES programs.*
3. *The following activities listed below are **parent /community involvement activities** planned for the 2010-2011 school year:*
 - a. *PTA meetings will be held at different locations within the community. Upcoming Parent Association meeting /Poetry night will be held at our local book store. Additional workshops to be held are: a two part series on Wellness, which encompasses the whole individual (mentally, physically and emotionally). Parent funds will be used to host in school workshops with a bilingual family therapist, yoga/dance instructor. Food stipends will be distributed for the first ten parents to Fairway supermarket for their attendance/participation.*
 - b. *SES fairs to commence on Saturday, January 22, 2011 and continue through May 2011. Mailed correspondences both in English and Spanish, telephone outreach made by English and Math teachers, vendors and the parent coordinator, voice messaging and door to door outreach are modes of communicating with all parents of children who are eligible to receive free tutoring services. Bilingual Vendors and teachers will be present to assist with the registration and application process.*
 - c. *Bilingual college workshops, scholarship consultant and affordable technology workshops. Parents will be able to purchase laptops and desktops at an affordable rate and speak with a bilingual consultant to obtain the maximum financial assistance to pursue post secondary education. For Example: The Parent Coordinator will collaborate with the guidance department to host a financial aid (FAFA) workshop for parents.*

- d. *Hosting of the annual Awards Ceremony. On this day we will honor teachers/staff and parents for their dedication and true commitment to the school community. There will be bilingual translations available for this event.*

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.

The following activities listed below are *professional development activities* planned for the 2010-2011 school year:
 These new initiatives include:

1. Staff member’s participation of Q-Tel training and Common Core Standards Training for the bilingual learner.
2. Initiation of Academic Intervention Services- Spring Semester course offerings at risk on-line services for ELL students, utilizing PLATO and/or ADVENTA software.
3. Professional development opportunities for ELL teachers to engage professional development opportunities.
4. Educational partnerships through CAS-Children’s Aid Society and SES- Supplemental Educational Services- ELL students to receive tutorial services and parent supports through CAS and SES programs.

Section III. Title III Budget

School: Holcombe L. Rucker School of Community Research

BEDS Code: 320800011332

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries - Per session - Per diem	\$5,000.	200 hours of per session for ESL and General Ed teacher to support ELL Students: 115 hours x \$41.89 (current teacher per session rate with fringe) = \$4,827.70) Before and after school program and professional development opportunities around best practices when teaching ESL students.
Purchased services - High quality staff and curriculum		

development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,500.	Varied text include: Books on Tape, Cassette Recorders, Leveled Books, and library books.
Educational Software (Object Code 199)	\$7,000.	Academic Intervention Services for Spring Semester course offerings on- line program for ELL students utilizing PLATO and/or ADVENTA software for after-school and/or Saturday programs.
Travel		
Other Professional Development	\$1,500.	ESL teacher will attend professional development offered in QTEL and other opportunities.
TOTAL	\$15,000.	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school uses a variety of approaches to gather data that informs the written and oral interpretation needs of our 65% Hispanic student and parent population. During the summer mandatory orientations, the parent Coordinator collects parent surveys that are used to document parent language preferences. This data is cross referenced with emergency contact cards that ask parents for language preference.

All correspondence sent via email, mail and voice messaging are translated from English to Spanish. Data received throughout the school year is updated into ATS/HSST/ARIS to have the most up to date information.

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.

The school community is able to clearly see that translation services are available at the school through posters that are displayed around the building. A parent information board, which is located outside of the main office, contains information in both English and Spanish. Pertinent documents such as the Parent Handbook are also available in both English and Spanish. Additionally, all updates, announcements, parent advisory phone calls, voice messaging and text messaging are issued in English and Spanish.

Part B: Strategies and Activities

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

All written documents delivered by the school such as flyers, parent calendars, the Parent Handbook are available in Spanish and all documents issued by the Department of Education are available in multiple languages. Multiple in-house translators also provide translation support to non-bilingual staff. The school at times utilizes The Department of Educations Translation and Interpretation Unit services for Parent Teacher conferences as well.

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

Oral translations are provided predominantly by the school's full time parent coordinator. Others available for translation include bilingual staff members as well as parent volunteers. Parent Association meetings and Parent teacher conferences are always equipped with translators to meet the needs of the parents. Technological devices used to assist with translations include a translation device. The school as well utilizes The Department of Educations Translation and Interpretation Unit services for Parent Teacher conferences.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will provide The parent Bill of Rights and Responsibilities which includes parent's rights regarding translation and interpretation services in both English and Spanish at mandatory Parent Orientations, Parent teacher conferences, individual parent meetings with the parent coordinator and parent association meetings. Translated signs are posted outside the main office in both English and Spanish.

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 School wide 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:	\$437,344.	\$28,544.	\$465,888.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,996.	\$285.	\$3,281.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,981.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$29,962.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
5. Strategies to attract high quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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" ⁴ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ⁵ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$437,344.		
Title I, Part A (ARRA)	Federal	✓			\$28,544.		
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			TBD		
Title IV	Federal			✓			
IDEA	Federal	✓			\$110,132.		
Tax Levy	Local	✓			\$2,491,479.		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - 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: _____ **SURR⁶ 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

HLR currently has a total of 25 students in temporary housing.

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

HLR has collaborated with Children's Aid Society (CAS) to offer services that can effectively meet the needs of our students in temporary housing. Children's Aid Society has committed themselves to supporting our school by providing our students with the following activities: homework help, college prep, college tours, guaranteed summer jobs, retreats, drum line, afterschool activities, a peer leadership program, an audio visual club, excel program training, weekend sports and recreation, advisory, parent workshops, and support for student with attendance issues.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Holcombe L. Rucker School of Community Research					
District:	8	DBN:	08X332	School		320800011332

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.4	88.0	85.9
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	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	101	109	88				
Grade 10	108	90	80				
Grade 11	83	75	72				
Grade 12	0	73	86				
Ungraded	0	0	0				
Total	292	347	326				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.1	89.5	86.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	86.0	86.8	97.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	39	47

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	1	0	Principal Suspensions	17	49	46
# in Collaborative Team Teaching (CTT) Classes	14	35	45	Superintendent Suspensions	3	5	8
Number all others	16	7	8				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	12	20	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	6	5
# receiving ESL services only	26	36	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	0	5	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
	4	14	75	% fully licensed & permanently assigned to this school	100.0	100.0	69.6
				% more than 2 years teaching in this school	0.0	15.0	44.0
				% more than 5 years teaching anywhere	16.7	15.0	32.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	58.0	60.0	84.0
American Indian or Alaska Native	0.7	0.6	1.2	% core classes taught by "highly qualified" teachers	80.0	98.6	66.3
Black or African American	42.1	39.2	41.1				
Hispanic or Latino	55.1	58.2	54.9				
Asian or Native Hawaiian/Other Pacific	1.4	0.9	1.8				
White	0.7	0.6	0.6				
Male	49.0	48.1	47.9				
Female	51.0	51.9	52.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: X
Science:	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
All Students				v	X		
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:	NR			
Overall Score:	55.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	9.3	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	10	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	32.8	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	3	Quality Statement 5: Monitor and Revise				

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

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

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

District Wide Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

The 08X332 agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

(A) That parents play an integral role in assisting their child's learning;

(B) That parents are encouraged to be actively involved in their child's education at school;

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

(D) The carrying out of other activities, such as those described in section 1118 of the ESEA.

- [For States where a Parental Information and Resource Center is established] The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The 08X332 will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

- **The school will hold regular Parent Association meetings.**
- **The school will hold regular School Leadership Team meetings with an equal parent to teacher ratio.**

2. The 08X332 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- **Parents on the SLT will review the school's Quality Review.**
- **Parents will contribute to the school's Comprehensive Educational Plan in order to include their vision for the forthcoming year's action plan.**

3. The 08X332 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- **All materials sent out to parents will be translated and printed on double sided paper, in both English and Spanish languages.**
- **Translators will be present at all parent association meetings, workshops and parent/teacher conferences.**

4. The 08X332 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

- Saturday Regents preparation classes will be designated to help prepare students for the exams. Parents will be asked to volunteer their time and offer support services for the students.

5. The 08X332 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An annual survey will be mailed out to parents to capture their satisfaction with how information was communicated. The survey also takes a look at the comfort levels of parents involving school decisions and policy creation. The executive board of the PA will then evaluate the data and present it to parents at a subsequent meeting. An action plan will be created to correct any protocols which were not effective during the school year.

1. The 08X332 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,

- how to monitor their child's progress, and
- how to work with educators:

- The Parent Association, Parent Coordinator and the Guidance department will host a meeting early in the school year to explain topics covered above. Workshops will be offered to the executive board and parent coordinator prior to this, to ensure their understandings of the topics they will be addressing throughout the school year.

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Sending out questionnaires to determine the interests and needs of the parents in the community. In addition, parents will be offered in house and off site workshops on the topics, which draw the most interest.

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Offer internal professional development on communicating with parents.

- Set protocols for communicating often with the parents of each teacher's advisor/mentor.

- Mandate meetings between advisors and parents of advisees during Parent/Teacher Conferences.

- Hold social events for parents, students and staff to interact in informal settings.

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- The school will invite and seek out parent volunteers for various initiatives and events held during the school year. These programs include regents prep on Saturdays and student achievement events which celebrate parents and their children.

- **All materials sent out to parents will be translated and printed on double sided paper with both English and Spanish.**
- **Translators will be present at all PA meetings and Parent/Teacher conferences.**

E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

* * * * *

PART IV. ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the 08X332 on _____ and will be in effect for the period of _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

*This sample template of a District Wide Parental Involvement Policy is not an official U.S. Department of Education document. It is provided only as an example.

Appendix E: School-Parent Compact

SCHOOL-PARENT COMPACT

Holcombe L. Rucker School of Community Research, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the school staff, and the students will share the responsibility for improved student academic achievement. In addition, the school takes responsibility for governing the school and parents in order to build and develop partnerships that will help children achieve their educational goals.

Purpose

This policy is designed to keep parents informed by actively involving them in planning and decision making. Parents are encouraged to participate on the school leadership team, parent's association and parent advisory councils. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the HLR parent policy is to develop a parent involvement program that will build strong home-school partnerships.

Considerations made to this program include:

- *Sustaining an effective parent Teacher's Association.*
- *Maintain clear and effective approaches to communicating ongoing with parents.*

(By using monthly calendars, the phone messaging system, e-mails, and online grade reporting systems.)

- *Provide parents with opportunities to engage in training, workshops and self development classes.*
- *Increase their understanding of the role of the home in enriching education and improving student achievement.*
- *Set family goals and student goals for receiving a college degree.*

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

I. Engage students in college rigorous curriculums course offerings, instructional experiences that develop critical reading, writing and reasoning skills.

This will be achieved chiefly by the following:

- Administrators will plan in advance school-wide goals, professional development, teacher/staff observation schedules and yearly assessment calendars.
- Teachers will plan in advance instructional lesson plans and curriculum maps using New York State Standards.
- Teachers will regularly exchange best practices, using the classroom inter-visitation model, teacher facilitated grade meetings and teacher facilitated department meetings.
- Teachers receive multiple, on-going opportunities to engage in mentor/coach sessions that support their development as educators.
- Academic Intervention Services are provided to all students with the purpose of enriching and remediating academic and social-emotional progress.
- Distributive counseling allows student's opportunities to develop their social-emotional competencies with mentors and counselors.

The **Holcombe L. Rucker School of Community Research** will:

1. Provide high-quality curriculum and instruction in a supportive and reflective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:
 - Teachers will utilize strategies for backwards planning and the inquiry based research model to engage in advanced planning.
 - Teachers meet regularly to exchange best practices during common planning times.
 - Teachers and staff will attend a variety of professional development sessions annually, including a Summer and Winter Institute retreat sponsored by ISA (Institute for Student Achievement).
 - Teachers and staff utilize the expertise of coaches and mentors to advance teaching and learning.
 - AIS programs are data driven and reflective of students needs.

- Advisory creates a system of small learning communities, which meet regularly and reflect on their own progress.
 - IEP (Individual Education Plan) Teachers and ESL (English as a Second Language) staff provide before and after school support as well as push in/pull out assistance.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent Teacher conferences will be held October 28, 2010, October 29, 2010 for the fall. Spring dates are March 17, 2011 and March 18, 2011. Times selected will accommodate most parent schedules.

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

Reports will be mailed each marking period. Parents will receive reports in November, December, March and May. Ongoing workshops will be conducted on Aris Parent link and Snap grades to monitor their child's progress.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Parents have access to staff during Parent teacher conferences. During the beginning of the school year parents are given a schedule of times when teachers are available. Email addresses are also distributed. The school has adopted an open door policy where parents have access to all administration.

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

Parents may volunteer and participate in school wide initiatives and fundraisers. Attend monthly Parent Association meetings, SLT meetings, join the parent advisory committee, Saturday school and Back to school week.

Parent Responsibilities

We, as parents of the students attending Holcombe L. Rucker School of Community Research will support our children's learning and educational growth in the following ways:

- *Acknowledge and monitor my child's timely attendance and behavior.*
- *Ensure follow-up assignments, projects and daily class work is reviewed and completed timely.*
- *Monitor the activities that my child engages in after school. Maintain positive exposures for my child.*

- *Actively engage in school-wide initiatives and volunteer for parent fundraisers.*
- *Communicating with the school by responding to notices as necessary.*
- *Serving, to the extent possible on policy advisory groups, such as being the Title I, Parent A parent class representative on the school's-School Improvement Team, the Title I Policy Advisory Committee, the District Wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as members of student body of Holcombe L. Rucker School of Community Research, will share the responsibility to improve our academic achievement and work diligently to accomplish all of our school-wide goals. More specifically, we will:

- Fulfill my academic and personal goals and ask thoughtful questions daily.
- Prepare daily for the instructional day by completing my follow-up assignments.
- Proactively prepare for assessments, benchmarks, and/or quizzes.
- Develop or sustain a love for reading for a variety of reasons.
- Follow the HLR code of conduct and policies for school uniforms and be responsible for my actions.
- Resolve conflicts in a peaceful way.
- Actively engage in enrichment and academic intervention programs.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)