



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: I.S. 10 HORACE GREELEY MIDDLE SCHOOL
DBN: 30Q010
PRINCIPAL: CLEMENTE LOPES
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SUPERINTENDENT: DR. PHILLIP COMPOSTO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Clemente Lopes	*Principal	
Jean Coyle	*UFT Chapter Leader	
Maria Hernandez	*PA/PTA President	
Pat Benetos	DC 37 Representative	
N/A	Student Representative	
N/A	CBO Representative	
Dawn Bowers	Parent Member	
Claudia Marrero	Parent Member	
Amal Salameh	Parent Member	
Vanessa Bundza	Parent Member	
Maria Zic	Staff Member	
Fatou Mbaye	Staff Member	
Cathy Sarlo	Staff Member	
Jennifer Santora	Staff Member	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a **minimum of three and a maximum of five annual goals**.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1: ELA School-wide

- According to the performance trends evident on our Annual Progress Report, our overall student performance has decreased from 43.9% of students being proficient in ELA in 2010 to 41.1% at proficiency in 2011.
- Our average student proficiency is level 2.79.
- We expect to see 5% of 6th, 7th, and 8th graders moving from a Level 1 to a Level 2 and a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2012.

Comprehensive needs assessment: Data obtained from NYSTART, NYS ELA Results, Progress Report

Prof Level	Level 1				Level 2				Level 3/4			
	2009	2010	2011	2012 Goal	2009	2010	2011	2012 Goal	2009	2010	2011	2012 Goal
Gr.6	0%	16.5%	10%	5% Dec	23.2%	35.6%	46%	5% Inc	76.8%	47.9%	46%	5% Inc
Gr.7	.3%	13.6%	12%	5% Dec	22%	47.8%	46%	5% Inc	77.6%	38.6%	42%	5% Inc
Gr.8	2%	10.7%	6%	5% Dec	38.9%	42.3%	53%	5% Inc	59.1%	47%	38%	5% Inc

6th Grade:

6th Grade Level 1 students has decreased from 3% in 2007 to 0% in 2009. In 2010 the percentage of Level 1 students has increased to 16.5% from 0%. In 2011, our percentage of Level 1's decreased by 6.5% to 10%.

6th Grade Level 2 students have also increased from 23.2% in 2009 to 35.6% in 2010. In 2011, our Level 2's increased to 46%.

6th Grade In 2009 76.8% of students scored a Level 3 or Level 4 and in 2010 that dropped to 47.9%. The trend noticed is that our scores have gone up significantly between the years of 2006-2009 and then have dipped in 2010. In 2011, the percentages of Level 3's and 4's have decreased again to 46%.

7th Grade:

In 2009, the percentage of **7th Graders** scoring a Level 1 was 0.3% and according to the 2010 results that number is now 13.6%. In 2011, our Level 1's decreased 1.6% to 12%.

Level 2's in the **7th Grade** have gone from 22% in 2009 to 47.8% in 2010. In 2011, our Level 2's have decreased to 46%.

Level 3's and 4's went from 77.6% during the 2009-2010 school year to 38.6% in 2010. In 2011, the percentage of Level 3's and 4's have increased to 42%

8th Grade:

In 2009, 2% of 8th Graders scored a Level 1.

In 2010, 10.7% scored a Level 1. In 2011 the percentage of Level 1's decreased 1% to 9%.

In 2009, 38.9% of 8th Graders scored a Level 2. In 2010, 42.3% scored a Level 2. In 2011 the percentage of Level 2's increased to 53%.

Level 3's and 4's in the 8th Grade declined from 59.1% in 2009 to 47% in 2010. In 2011 the percentage of Levels 3 and 4 decreased to 38%. These performance trends throughout the grades are mirrored in the school's overall performance trend.

The LEP subgroup made Safe Harbor AYP.

Students With Disabilities did NOT make AYP.

We intend to continually monitor the progress of the LEP and SWD student groups by analyzing data from ARIS, periodic assessments, pre and post assessments, Inquiry Team work, AUCITY, and the Progress Report. We will also utilize student IEPs, NYSESLAT, and LAB-R results to monitor and offer additional support to these two specific student subgroups.

Additional instructional support in ELA remains a top priority for all of our students. Many of these same students are receiving additional support by being part of the Achieve 3000 cluster. Aside from the aforementioned quantitative data, the following qualitative data will be used to monitor and address ELA needs:

Formal and informal observations, portfolios, rubrics, writing samples, Teacher Assessment Notebooks, class work, homework, and projects will also be utilized for student progress. We are committed to student progress in English language Arts.

A. Instructional strategies/activities:

- Students will be programmed into ELA in a block schedule format.
- Students that have not met proficiency will be programmed into AIS classes where Achieve 3000 will be utilized.
- Selected students in Grade 7th and 8th will also be programmed into NFTE-a supplement program to our already existing AIS.
- After-school ELA and test sophistication program.

B. Responsible Staff Members :

- Assistant Principal of ELA
- Teacher Professional Learning Teams
- ELA and AIS teachers
- ELA Department Chairperson
- Data Specialist

C. Steps to include teachers in decision making and evaluation of effectiveness:

- Provide weekly meeting time for teacher teams
- Teacher teams meet with Inquiry team bi-weekly to analyze department data (by grade, class, gender, status)
- Monthly department meetings with department heads
-

D. Implementation Timeline :

- September 2011-June 2012

Strategies to increase parental involvement:

- Solicit opinions/interest of parents at PA meetings
- Surveys to help in planning, review and improvement of the school's programs
- Provide copies of policy/compact to all parents
- Bi-monthly open houses with ARIS, Echalk, and how to read Acuity and State exams results.
- Workshops on High School and College readiness.
- Parenting tips.

Strategies for attracting and maintaining Highly Qualified Teachers (HQT):

- Professional Development Schedule: November 8th, June 7th, given by ELA and math coach from CFN 208.
- Monthly Department Meetings
- Monthly Faculty meetings
- Network 208 monthly workshops on CCLS alignment and CCLS Task Development.
- Network 208 monthly workshops on Depth of Knowledge and CCLS
- Ongoing in-house professional development provided through a partnership with CITE on Differentiation of instruction, and Rigor.
- Bi-Weekly Team Meetings
- Peer inter-visitation scheduled for teachers
- Biweekly mentoring support for first year teachers

Service and program coordination:

In order to provide our students in all subgroups with additional instructional and student support programs, such as the after school ELL prep courses, Saturday Academy, Achieve 3000, ESL Accelerator, NFTE, Direct instruction for SWD students, Echalk, we will fund these programs with our Title I, Title III, NYSTL Software, and Fair Student Funding, so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school carefully monitors the effectiveness, coordination, and integration of these programs. These services supported by NCLB are coordinated to ensure that there are no duplication of services to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment:

- NYSTL Software Funding, Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding
- Achieve 3000 computer program
- Spell/Read Program
- One supervisor per session 3 days per week
- 8 teachers per session 3 days per week
- Instructional materials to be used during the regular school day and after school

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2: SWD/ELA:

Our students with disabilities (SWDs) made the Safe Harbor AYP in ELA during the 2009-2010 school year. In 2010-2011 SWD did not make AYP. We plan on using a web based and research based reading program with our Special Education students, **Spell-Read**, and a phonic and comprehension program for RTI called **Direct Instruction**. We expect to see 5% of 6th, 7th, and 8th graders moving from a Level 1 to a Level 2 and a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2011 and move out of Safe Harbor.

Comprehensive needs assessment:

- SWD student subgroup made their Safe Harbor target in 2010. In 2011 SWD did not make AYP.
- Moving forward, we intend to carefully monitor the progress of the SWD student groups by analyzing data from ARIS, the periodic assessments, pre and post assessments, Inquiry Team work, ACUITY, and the Progress Report.
- We will utilize student IEPs to monitor, analyze, and offer additional support to this student subgroup.

A. Instructional strategies/activities:

- Students will be programmed into ELA in a block schedule format.
- Students that have not met proficiency will be programmed into AIS classes where Achieve 3000 will be utilized.
- Select students will also be programmed into a Spell-Read class, and Direct Instruction in order to address deficiencies.
- Develop an after-school ELA and test sophistication program for identified SWD only.

B. Responsible Staff Members :

- Assistant Principal of ELA and Special Education
- Teacher Professional Learning Teams, and School Based Support Team
- School psychologist, and guardian counselors of the academy
- ELA, Special Ed., and SETTS teachers
- ELA Department Chairperson
- Data Specialist

C. Steps to include teachers in decision making and evaluation of effectiveness:

- Provide weekly meeting time for teacher teams
- Teacher teams meet with Inquiry team bi-weekly to analyze department data (by grade, class, gender, status)
- Monthly department meetings with department heads
- Monthly department meetings ran by the CFN 208

D. Implementation Timeline:

- September 2011-June 2012

Strategies to increase parental involvement:

- Solicit opinions/interest of parents at PA meetings
- Surveys to help in planning, review and improvement of the school's programs
- Provide copies of policy/compact to all parents
- Bi-monthly open houses with training in ARIS, Echalk, and how to read Acuity and State exams results.
- Workshops on High School and College readiness.
- Workshops on the adolescent child.
- Borough workshop for parents that have children with IEPs.

Strategies for attracting and maintaining Highly Qualified Teachers (HQT)

- Whole day Special education Professional Development Schedule: November 8th, June 7th, given by the CFN 208
- Monthly Department Meetings
- Monthly Faculty meetings
- Network 208 monthly workshops on CCLS alignment and CCLS Task Development.
- Network 208 monthly workshops on SESIS, IEP writing, Special Education continuum, and ICT instruction
- Ongoing in-house professional development provided through a partnership with CITE on Differentiation of instruction, and Rigor.
- Bi-Weekly Team Meetings
- Peer inter-visitation scheduled for teachers
- Biweekly mentoring support for first year teachers

Service and program coordination:

In order to provide our SWD with additional instructional and student support programs, such as the after school test prep courses, Achieve 3000, Direct instruction for SWD students, Spell read, and Echalk, we will fund these programs with our Title I, NYSTL Software, and Fair Student Funding, so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school carefully monitors the effectiveness, coordination, and integration of these programs. These services supported by NCLB are coordinated to ensure that there are no duplication of services to ensure equity and access so that all SWD students are provided with services needed to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment:

- NYSTL Software Funding, Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding
- Achieve 3000, a research based program that scaffolds students comprehension and paces instruction virtually according to each child needs. Taking place during the regular school day.
- Spell/Read Program, a program that assist the students in the development of phonetic awareness and grammar structure. Taking place during the regular school day
- Title I, for after school Test sophistication programs, one supervisor per session 3 days per week
- Title I, for after school Test sophistication programs, 8 teachers per session 3 days per week or as needed.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3 ELL/ELA:

- We met the AYP Safe Harbor in this student subgroup for 2009-2011 and will continue to be a strong focus for the 2011-2012 school year.

Comprehensive needs assessment:

- In 2011-2012, we also plan to continue offering an after-school ELL ELA Program to prepare students for the state ELA exam and the NYSESLAT. By doing so, we expect to see 5% of 6th, 7th, and 8th graders moving from a Level 1 to a Level 2 and from a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2012. 5% of students will also move at least one Level on the NYSESLAT exam.

A. Actions/Strategies/Activities :

- ELL students will be programmed into ELA in a block schedule format, as well as, receiving their mandated time in ESL classes 4-8 times per week as required by their NYSELAT level. Students that have not met proficiency will be programmed into AIS classes where Achieve 3000 will be utilized. Select students will also utilize the ESL accelerator during and after school. We will implement an after-school and Saturday academy ELA and test sophistication program for ELLs only.

B. Responsible Staff Members :

- Assistant Principal of ELA and ESL
- Teacher Professional Learning Teams, and ESL Specialist
- ELA, Special Ed., and ESL teachers
- ESL Department Chairperson
- Data Specialist

C. Steps to include teachers in decision making and evaluation of effectiveness:

- Provide weekly meeting time for teacher teams
- Teacher teams meet with Inquiry team bi-weekly to analyze department data (by grade, class, gender, status)
- Monthly department meetings with department heads
- Monthly department meetings ran by the CFN 208, and tri-monthly workshops and Clinics with Ms. M. Cucchiara ESL consultant from CFN 208

D. Implementation Timeline :

- September 2011-June 2012

Strategies to increase parental involvement:

- Solicit opinions/interest of parents at PA meetings
- Initial meeting with the parents of all ELLs to assist with the Program Choice, and the completion of the HILS form.
- Implementation of Naturalization classes for adults

- Implementation of ESL adult classes
- Provide copies of DOE policy for ELLs, description of ELL program, and related ELL services to all parents
- Bi-monthly open houses with training in ARIS, Echalk, and how to read Acuity and State exams results.
- Workshops on High School and College readiness.
- Workshops on the adolescent child.

Strategies for attracting and maintaining Highly Qualified Teachers (HQT):

- Professional Development Schedule: November 8th, June 7th, given by ELA coach from CFN 208, and ESL specialist from ICI
- Monthly Department Meetings
- Monthly Faculty meetings
- Network 208 monthly workshops on Rigor and academic language for ELLs.
- Ongoing in-house professional development provided through a partnership with CITE on Differentiation of instruction, and Rigor.
- Bi-Weekly Team Meetings
- Peer inter-visitation scheduled for teachers
- Biweekly mentoring support for first year teachers
-

Service and program coordination:

In order to provide our ELLs with additional instructional and student support programs, such as the after school test sophistication program, Achieve 3000, ESL accelerator, and Echalk, we will fund these programs with our Title I, Title III, NYSTL Software, and Fair Student Funding, so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school carefully monitors the effectiveness, coordination, and integration of these programs. These services supported by NCLB are coordinated to ensure that there are no duplication of services to ensure equity and access so that all ELLs students are provided with services needed to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment:

- NYSTL Software Funding, Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding , and Title III
- Achieve 3000, a research based program that scaffolds students comprehension and paces instruction virtually according to each child needs. Taking place during the regular school day.
- ESL accelerator, a phonetic, visual/kinesthetic program that allows the children to progress at various levels of instruction.
- Title III, for after school Test sophistication programs, one supervisor per session 3 days per week
- Title III, for after school Test sophistication programs, 8 teachers per session 3 days per week or as needed.
- Title III, for Saturday academy, 1 supervisor 4 teachers per session.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4 Mathematics:

Although we have made significant gains in the area of Mathematics in all student subgroups, Mathematics will continue to be a focus in the 2011-2012 school year. By June 2012, 5% of grade 6, 7, and 8 students (including ELLs and SWDs) will move from a Level 1 to a Level 2 and from a Level 2 to a Level 3 and 5% will move from Level 3 to a Level 4 on the State Math exam.

Comprehensive needs assessment:

Prof Level	Level 1				Level 2				Level 3/4			
	2009	2010	2011	2012 Goal	2009	2010	2011	2012 Goal	2009	2010	2011	2012 Goal
Gr.6	2.9%	8.3%	5%	5% Dec	12.9%	30.1%	32%	5% Inc	84.1%	61.6%	64%	5% Inc
Gr.7	1%	21%	4%	5% Dec	8.8%	30.5%	24%	5% Inc	90.9%	63.3%	72%	5% Inc
Gr.8	1.7%	4.7%	4%	5% Dec	16.6%	38.2%	34%	5% Inc	81.8%	57.9%	62%	5% Inc

6th Grade:

Level 1's have gone from 2.9% in 2009 to 8.3% in 2010. In 2011, 5% of the students scored a Level 1.

Level 2's have gone from 12.9% in 2009 to 30.1% in 2010 in the **6th Grade**. In 2011, 32% of the students scored a Level 2.

Level 3's and 4's have decreased from last year. In 2009, we had 84.1% of **Grade 6** students scored at a Level 3 or 4. In 2010, we had 61.6% of **6th Graders** scoring at a Level 3 or 4. In 2011, 64% of the students scored Level 3 and Level 4.

7th Grade:

The percentage of students scoring a Level 1 in the **7th grade** has gone from 1% in 2009 to 21% in 2010 to 4% in 2011.

The percentage of students scoring at Level 2 has increased from 8.8% in 2009 to 30.5% in 2010. In 2011 24%.

3's and 4's in the **7th Grade** have gone from 90.9% in 2009 to 63.3% in 2010 in the **7th Grade**. In 2011 72%.

8th Grade:

In **Grade 8**, students scoring a Level 1 increased from 1.7% in 2009 to 4.7% in 2010. In 2011 4% scored a Level 1.

The percentage of **8th Grade** students scoring at a Level 2 has gone from 16.6% in 2009 to 38.2% in 2010. In 2011 34% scored a Level 2.

The percentage of students scoring at a Level 3 or 4 has decreased from 81.8% in 2009 to 68.9% in 2010. In 2011, 62% scored Level 3 and 4.

We see a similar trend in Mathematics as we do in ELA. Our students have been continually making progress up until the 2009-2010 school year. Although AYP was met in all student subgroups for Mathematics, our increase in Level 1's and 2's along with our decrease in 3's and 4's was a focus during the 2010-2011 school year and will continue to be in 2011-2012.

We will continue to concentrate on moving students forward and making student gains. By using ARIS, pre and post assessments, the quarterly assessments, the Progress Report and ACUITY, and Departmental Professional Development we will continue on our path to student proficiency in the area of Mathematics. In addition to the assessments previously mentioned, we will use formal and informal teacher observations, portfolios, sourcebooks, Teacher Assessment Notebooks, class tests, class work, homework, and projects to assess student growth. We are committed to student growth in Mathematics.

A. Instructional strategies/activities:

- Students will be programmed into Math in a block schedule format. Students that have not met proficiency will be programmed into AIS classes were through the use of NFTE both the math and literacy aspect will be addressed. We also intend to have a Saturday Math Academy for students not making proficiency.

B. Responsible Staff Members :

- Assistant Principal of Mathematics
- Teacher Professional Learning Teams, and Math coach from CFN 208
- Math teachers
- Math Department Chairpersons
- Data Specialist

C. Steps to include teachers in decision making and evaluation of effectiveness:

- Provide weekly meeting time for teacher teams
- Teacher teams meet with Inquiry team bi-weekly to analyze department data (by grade, class, gender, status)
- Monthly department meetings with department heads
- Monthly department meetings ran by the CFN 208, and tri-monthly workshops and Clinics with Mr. Vito DeLeo, math coach from CFN 208

D. Implementation Timeline:

- September 2011-June 2012

Strategies to increase parental involvement:

- Solicit opinions/interest of parents at PA meetings
- Bi-monthly open houses with training in ARIS, Echalk, and how to read Acuity and State exams results.
- Workshops on High School and College readiness.

- Workshops on the adolescent child.

Strategies for attracting and maintaining Highly Qualified Teachers (HQT):

- Professional Development Schedule: November 8th, June 7th, given by Asst. Principal of the Dept., and Math coach from CFN 208.
- Monthly Department Meetings
- Monthly Faculty meetings
- Network 208 monthly workshops on CCLS alignment and CCLS Task Development.
- Ongoing in-house professional development provided through a partnership with CITE on Differentiation of instruction, and Rigor.
- Bi-Weekly Team Meetings
- Peer inter-visitation scheduled for teachers
- Biweekly mentoring support for first year teachers

Service and program coordination:

In order to provide our students with additional instructional and student support programs, such as the after school Test sophistication program, the development of our I.S. 10 Quarterly exams, and Echalk, we will fund these programs with our Title I, NYSTL Software, and Fair Student Funding, so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school carefully monitors the effectiveness, coordination, and integration of these programs. These services supported by NCLB are coordinated to ensure that there are no duplication of services to ensure equity and access so that all ELLs students are provided with services needed to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment:

- Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding
- One supervisor per session 4 days per month
- 6 teachers per session 4 days per month
- Instructional materials to be used during the regular school day
- Instructional materials to be used during after school program

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	190	190	190	190	0	0	0	0
7	164	164	164	164	0	1	1	0
8	191	191	191	191	0	0	0	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Students use the <i>STARS (Strategies to Achieve Reading Success)</i> workbooks which address various skill sets for ELA on all three grade levels (6, 7, 8). In addition to STARS, they also use the text, <i>Measuring Up</i>, which is a guide to Success Strategies for the State Test during the regular school day AIS class. AIS teachers also utilize and in-house created AIS curriculum. AIS teachers also use the Achieve 3000 program for ELA, a scaffolding software that measures the individual student’s learning, and provides appropriate reading levels and tasks during each session.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Students use the <i>New York State Coach</i> workbook, as well as, <i>Mastering the Intermediate Level Mathematics Test</i> workbooks, and <i>New York State Mathematics</i> workbooks on each grade level (6, 7, and 8) during the regular school day AIS class. AIS teachers use an in-house created curriculum.</p>
<p>Science:</p>	<p><input type="checkbox"/> 8th Grade students used <i>Life Science Third Edition</i> textbooks and <i>Earth Science New Edition</i> textbooks in order to prepare for the 8thGrade Science Exam during the regular school day AIS class. In-house created curriculum is also utilized.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> 8th Grade students used <i>Social Studies Big 8 Review</i> workbooks, <i>One Nation Many People</i> texts, <i>Using Primary Sources With Document Based Questions Level B</i> workbooks, <i>Get a Clue! An Introduction to Primary Sources</i> workbooks, <i>Doing History: A Strategies Guide to Document-Based Questions</i> workbook, and <i>The American Nation-Civil War to the Present</i> texts during the regular school day AIS class. In-house AIS curriculum is also used.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Counselors provide at-risk services such as: Individual Counseling, Group Counseling, Mediation, recommendations for outside counseling services, and Academic Counseling during the regular school day, and our RAPP program provides relationship counseling via a certified social worker four times per week.</p>

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> School psychologist provides at-risk via Individual Counseling, recommendations for outside counseling services, and Academic Counseling during the regular school day.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Social Worker provides at-risk services via Individual Counseling, Group Counseling, Mediation, recommendations for outside counseling services, Academic Counseling, and classroom visitations and evaluations.
At-risk Health-related Services:	<input type="checkbox"/> N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

I.S. 10 agrees to implement the following statutory requirements to support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

To increase and improve parent involvement and school quality, I.S.10 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

I.S. 10 will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

I.S. 10 will:

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

- Provide teachers with professional development
- Provide parents with trainings with workshops on content
- Create classroom environments conducive to the workshop model
- Provide leveled libraries in each classroom
- Provide word walls for student reference

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 held in November and March

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

- Phone conferences as needed
- Parent conferences with classroom teachers
- Parent conferences with guidance counselors, deans, assistant principals, and principal

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

- Phone conferences as needed
- Parent conferences with classroom teacher
- Parent conferences with teachers, guidance, principal and grade

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

- Open House
- Orientations
- Tours on Tuesdays
- Join and volunteer Parents' Association

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of

academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

II. Parent/Guardian Responsibilities:

We, as I.S. 10 parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent 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.

III. Student Responsibilities:

We, as I.S. 10 students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _30Q010__ **School Name:** Horace Greeley Middle School_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

In 2010-2011 our SWD did not make AYP in the ELA NYS exam. Areas of improvement were identified in the areas of decoding, and writing with supporting details.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We intend to carefully monitor the progress of the SWD student groups by analyzing data from ARIS, the periodic assessments, pre and post assessments, Inquiry Team work, ACUITY, and the Progress Report.

We will utilize student IEPs to monitor, analyze, and offer additional support to this student subgroup. In order to provide our SWD with additional instructional and student support programs, such as the after school test prep courses, Achieve 3000, Direct instruction for SWD students, Spell read, and Echalk, we will fund these programs with our Title I, NYSTL Software, and Fair Student Funding, so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school will carefully monitor the effectiveness, coordination, and integration of these programs. These services supported by NCLB are coordinated to ensure that there are no duplication of services to ensure equity and access so that all SWD students are provided with services needed to expedite their progress towards meeting this annual goal and state assessments.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Teachers have been and continue to be provided with professional development opportunities in school and out of school. Last year we hired a professional developer, Ms. C. Turoff from CITE, that specifically worked with the ELA/Special Ed. dept., in the area of differentiation of instruction. Her P.D. was unique in the sense that it happened often, and it took place in the classroom working with the teacher's one on one via modeling. This was a more personal and direct approach to the lectured based professional development. This year we have hired the services of Ms. Turoff from CITE once more, and the concentration will include Rigor. As part of our professional development plan, several professional development sessions on the Danielson framework, differentiation of instruction, and the CCSS have been and are scheduled.

We continue our efforts to increase rigor via professional development and by having teacher teams look at students work with a protocol which helps them change teacher practice and effectively group students for instruction. Our school built capacity in this area through professional development delivered by the network last year, and via in house PD.

Other Scheduled Professional Developments are:

- Direct Instruction in the SWD classroom (Special Education teachers only)
- Achievement through Assessment (all ELA)
- DOK and differentiation of instruction (given by CFN 208 and CITE)
- The SWD child (parents only)
- The adolescent child (parents only, given by R.A.P.P.)

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

Mentoring is done in three folds:

1. All teachers of ELA receive a one on one professional development approach via the staff developers from cite who are scheduled to be at the site bi-monthly, future DOK and differentiation of instruction clinics given by the coaches of CFN 208, and regular, as needed weekly meetings with the ELA instructional supervisor to address areas identified during the low inference observation snapshots.
2. Teachers identified, are assigned a mentor who meets biweekly and concentrates on the areas of delivery of instruction, rituals and routines, and classroom management.

3. All teachers are part of one to two professional learning teams where best practices are shared, explored, and put into action in the classroom.

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.

The school identification letter will be sent home via back pack.

Notification of the letter will be posted in our website, and translated in roughly forty two languages.

The letter will also be posted on the same site, and when possible, translations of it posted as well.

Letter will be introduced to P.A. and P.A. meeting, and translators made available to address any questions.

The DOE translation unit will be used by parent coordinator, when parents come to school with questions about the letter.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/Dan Purus	District 30	Borough Queens	School Number 010
School Name Horace Greeley I.S. 10			

B. Language Allocation Policy Team Composition [?](#)

Principal Clemente Lopes	Assistant Principal Alfredo Centola
Coach	Coach
ESL Teacher Lorraine Kleinshuster	Guidance Counselor Sharon Narvaez
Teacher/Subject Area Deborah Ulip/ELA	Parent
Teacher/Subject Area Adam Obletz/ELA	Parent Coordinator Carolyn Peterson
Related Service Provider	Other
Network Leader Dan Purus	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	940	Total Number of ELLs	135	ELLs as share of total student population (%)	14.36%
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Part II: ELL Identification Process

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

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

1. Steps for Identification of ELL Students:

-Administer the HLIS

-Informal Interview in English and Native Language

-Clemente Lopes, Principal and Alfredo Centola administer the informal interviews, HLIS, initial screening interviews, the LAB-R

-Annual Evaluation of ELL's is done based on the results of NYSESLAT levels Beginner, Intermediate, and Advanced and students are regrouped accordingly.

2. Program Choices For Parents:

New ELL students are given a tour of the building along with their parents. In recognition of the importance of Parent/Family involvement in a child's education, a general orientation session is scheduled during the month of October. It is an evening orientation where parents are provided with all information regarding program requirements, standards, assessment and school expectations. The school complies with the Chancellor's orientation requirement by additionally providing an orientation session for every parent of a potential ELL student. These orientations will take place in the Parent Coordinator's office, with the Parent Coordinator and the Assistant Principal of ESL, immediately upon registration of the new student. At these sessions, the required video will be shown, specific information as to what the school offers ELL students will be presented, and the choices they have available to them will be given. After the sessions, parents are able to fill out a survey to convey their choice of program. Upon review of the Parent Survey and program selection forms, the trend continues to be overwhelmingly ESL. Any parent who chooses another program is provided with locations where the program is offered.

3. Entitlement Letters, Parent Survey, Program Selection:

-Parents of new students fill out a Home Language Identification Survey (HLIS) upon registration.

-Students whose HLIS indicates that a language other than English is spoken in the home are given an English proficiency, LAB-R, within 10 days of admittance to determine their entitlement to ESL services. (In some cases, a Spanish LAB is also administered.)

-Parents of students determined to be ELL (as per testing) are given a parent choice letter. As per parental choice newly enrolled ELLs are placed in our free standing ESL program.

-The Guidance Counselors and Administration organized Parent/teacher Orientations to familiarize the incoming students with the school and its policies.

4. Criteria for ELL Placement:

NYSESLAT or LAB-R results determine the grouping of students.

ESL instruction is provided based on Beginning, Intermediate & Advanced Levels (as per NYSESLAT or LAB-R) and is consistent with CR Part 154 units of instruction requirements Home Language Survey

LAB-R Score

5. Recent Program Trends:

The program that has consistently been strongly chosen has been Freestanding ESL.

6. Program Alignment:

The programs offered are alligned with the parents' request. 99% of newly registered ELL parents have chosen ESL, with only one parent choosing bilingual education during the 2010-2011 school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							45	38	51					134
Total	0	0	0	0	0	0	45	38	51	0	0	0	0	134

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	27
SIFE	1	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	66

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	44	1	3	25	0	1	66	0	23	135
Total	44	1	3	25	0	1	66	0	23	135

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: Asian: Hispanic/Latino:
 Native American: White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							25	30	31					86
Chinese														0
Russian														0
Bengali							5	2	9					16
Urdu							4	2	3					9
Arabic							4	5	4					13
Haitian														0
French														0
Korean								1						1
Punjabi								2	1					3
Polish														0
Albanian									2					2
Other							5							5
TOTAL	0	0	0	0	0	0	43	42	50	0	0	0	0	135

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. I.S. 10 has set up a Freestanding ESL program. All of the 135 students in our program receive the mandated number of minutes or more in ESL and ELA. Accordingly, the Beginner and Intermediate level students (as determined by the LAB-R and the NYSESLAT) receive a minimum of 8 periods per week, 43 minutes per period, in ESL. Advanced level students receive 4 periods of ESL and 180 minutes of ELA. In this freestanding ESL program, English/Language Arts is taught using ESL methodologies.

2. ELLs are participating in a Freestanding ESL Program with the mandated minutes of ESL instruction based on their Beginning, Intermediate or Advanced status. All students at the Beginning and Intermediate Level of English Proficiency receive the mandatory 8 periods (360 minutes) of ESL instruction a week. Advanced Level students receive at least the mandated 4 periods (180 minutes) of ESL instruction per week. ELLs are provided with differentiated instruction which includes grouping based on specific needs with targeted skills in order to maximize growth.

3. Content area instruction is in English using ESL strategies:

The overriding goal of our ESL program at IS 10 is to implement WSL techniques to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking with the purpose of embedding comprehension skills while they are learning English. The ESL approach will develop skills in understanding the cognitive areas in English. Content area instruction will be provided in English.

-The integration of vocabulary acquisition through the implementation of the workshop model in content area lessons.

-Allocating sufficient time for conceptual analysis.

-Scaffolding techniques consistently employed throughout the lesson, which include hands-on activities and visual demonstrations, play a critical role in developing and learning abstract concepts.

-Opportunities are provided to display the scaffolding of content area material at all levels of English acquisition.

-A comprehensive review of key vocabulary is displayed through the use of word walls.

4. Students in the ELL classes are given the opportunity to take the NYS Exams in their native language, and will take the assessment if needed in a separate location.

5. SIFE: One of our ELL students have been identified as SIFE students. These students have been identified through academic records, grades and test scores, informal assessment of literacy skills, interview and inquiry into a student's academic background and writing samples. In addition to our After School ELA and Math Program, SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy

A. Programming and Scheduling Information

and mathematics. These services are implemented during the school day. SIFE students also use the following resources: Achieve 3000, Spell-Read and Rosetta Stone software. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

-NEWCOMERS: Parents of students who are new to the country need a lot of support from the school community. Translation Funding can be used to help facilitate this transition. These services will be used to:

- Communicate information about the school’s academic programs and afterschool programs
- Communicate information about a child’s academic progress and student needs
- Translating written communications between school and home

-LONG TERM ELL's:

Long-term ELLs will continue to receive individualized and differentiated instruction as well as AIS services. In the classrooms, lessons will integrate literacy with academic content. Teachers will draw on students’ cultural and linguistic backgrounds and life experiences. Our goal is to move our long term ELLs in accomplishing the goal of English Language proficiency. Data will be used to drive instruction. The instruction will be geared toward helping our long-term ELLs build literacy skills and strategies. Lessons will be based on the Learning Standards for English as a Second Language. Long Term ELLs will use Achieve 3000, Spell-Read and Rosetta Stone software, as well as, being invited to participate in extended day activities and the After School Reading and Math Program.

6. Instructional Materials Used:

- Getting Ready for the NYSESLAT
- ESL Accelerator Software
- Achieve 3000
- Rosetta Stone

7. All SWD ELL's receive ELL Services via a push-in method. An ESL teacher works with the content area teacher within the classroom followed by a 4 times/week pull out service where the same ESL instructor reinforces the learning that occurred and uses Achieve 3000 and ESL Accelerator to enhance comprehension and vocabulary.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

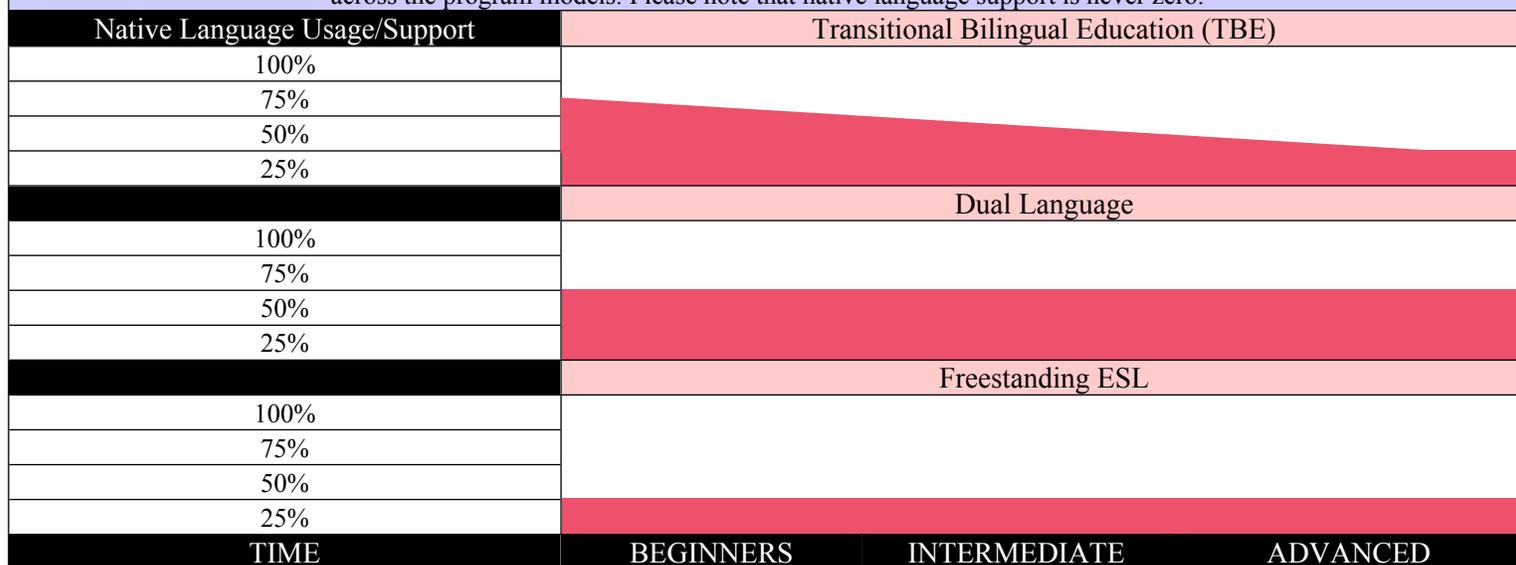
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

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

8. SWD ELL's, Hold Overs, and ELLs with Writing Deficiencies:

-SWDs: Pull out program, 4x/wk, 1 pd/session, 42 minutes where students are mainstreamed in to a grade appropriate class in order to receive the ESL instruction via a licensed ESL teacher.

-Hold Overs and ELLs with Writing Deficiencies: Students are held over 1 grade. Students are placed in an ESL class with extra AIS services, 4x/wk, 1 pd/session, 42 minutes. ESL services are provided by a licensed ESL teacher while the AIS services are delivered by a licensed ELA teacher. Students are enrolled in Achieve 3000 a program that scaffolds levels and abilities and creates individualized tasks. ELLs in need of intervention will attend our after school program 3x/wk for 5 months. The materials used in this program are, ESL Accelerator, Getting Ready for the NYSESLAT, Kaplan. Furthermore, students are required to attend the 37.5 minute program and our SWD students are scheduled 4x/wk for direct instruction Phonetic Program.

9. Transitional support will be given to students reaching proficiency after 2 years by monitoring report card progress, NYS Exam progress.

10. ESL accelerator, a phonetic, visual/kinesthetic program that allows the children to progress at various levels of instruction.

11. N/A

12. All ELLs students are programmed in an exact equal matter as the General Education students. All ELLs receive the same amount of Physical Education, Unified Arts, and all after school programs and clubs.

13. Achieve 3000, Rosetta Stone, ESL Accelerator, Getting Ready for the NYSESLAT, Kaplan, Smart boards, Lap tops.

14. N/A

15. Yes

16. All new-comers are enrolled in our Beginner ESL class, where the staff is aware of the students' levels and they concentrate in the development of BICS (Basic Academic Cognitive Skills) Students are then placed in other programs in alignment with their progress towards CALPS (Cognitive Academic Language Proficiency).

17. N/A

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

-Contractual professional development sessions will be used for ESL staff development.

-Possible PD topics are: ESL lesson planning, ESL classroom management skills, selecting ESL teaching materials, sensitivity training, multicultural awareness, NYSESLAT format, content based applications, listening/speaking strategies.

-All teachers serving ELLs will attend ongoing city-wide & network workshops.

- Subject area teachers, Asst. Principals, and guardian counselors will receive ELL training via the network, and during our 2 scheduled professional development days.

-A 3 Session ESL Clinic is scheduled for teacher of ELL classes for the months of December and January.

-All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction & assessment.

-New teachers are provided with the mandated 7 ½ hours of ESL training. The training is provided by the region’s instructional support

-PD is provided by the CFN 208, Sussman Co. and Cite specialists. The P.D. comprises of a 6 hr. 3 session P.D. on academic rich language and DOK for ELLs, for the principal, Asst. Principal, and counselor, and a 4 hr. 3 session pd for teachers on DOK for ELLs that will take place in the classrooms.

-Agendas, materials, sign sheets, and feedback forms are stored by the ELL Asst. Principal.

E. Parental Involvement

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

-Parent orientations are conducted for parents of newly enrolled ELL’s to provide them with information about available programs. The Video is shown. Parents are able to ask questions regarding ELL services. Informational materials are available in a variety of languages.

-A parent conference is conducted each Fall and then again in the Spring before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments to be implemented and school expectations.

-ELL parents are encouraged to meet with teachers regarding their child’s performance at least twice a year. Translators are provided.

-An ELL parent conference is given in the Spring prior to testing, in order to review strategies that would assist students in standardized tests

-Open houses take place the second Tuesday of every month where ELL parents are encouraged to attend and visit the school. Their needs are evaluated via interview, parents' survey, and PA meetings.

-Citizenship classes are being developed to assist with the integration of new ELL Parents into the community.

-Our CBO, Goodwill Industries, will also begin to provide adult ELL classes for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	4	6					16
Intermediate(I)							5	7	9					21
Advanced (A)							32	25	19					76
Total	0	0	0	0	0	0	43	36	34	0	0	0	0	113

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							1	4	4				
	A							20	26	26				
	P							27	60	60				
READING/ WRITING	B							1	4	4				
	I							7	27	27				
	A							16	31	31				
	P							24	26	26				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	18	1	0	33
7	14	29	3	0	46
8	24	29	1	0	54
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	21		20		9		1		51
7	3		32		10		3		48
8	10		26		29		3		68
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6		32		14		0		52
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Clemente Lopes	Principal		11/23/11
Alfredo Centola	Assistant Principal		11/23/11
Carolyn Peterson	Parent Coordinator		11/23/11
Lorraine Kleinschuster	ESL Teacher		11/23/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sharon Narvaez	Guidance Counselor		11/23/11
Dan Puris	Network Leader		11/23/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q010** School Name: **IS 10 Horace Greeley**

Cluster: **2** Network: **208**

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.

By using the Home Language Survey, Parent Survey, Student Survey, and ATS, we are able to identify the different home languages of our students. When needed, the school uses the department of translation services via phone, 718 752-7373. The same service translates all documents for the school that are sent home via back pack. The school also has staff members that act as translators when the need arises. Our interactive website translates all the information pertinent to non-english parents into the language of their choice.

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.

Needs were found via P.A. meetings, and home surveys.

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.

After the array of languages are identified, all written communication is made available through mailings, flyers, and the school website in ALL languages. We will continue to use the department of translation services via phone, and to translate all school documents that are sent home. School staff members that act as translators when the need arises will also assist with the written portion of the translation, and our interactive website will continue to translate all the information pertinent to non-english parents into the language of their choice.

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 interpretation is provided by two entities:

1. The Dept. of translation services.
2. Staff members that are bilingual and are able to volunteer for the services.

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>.

Notifications are sent home in various languages in the following ways:

1. Fliers are posted at the entrance of the school and the parent coordinator's office in various languages to address the need and support.
2. Snippet flyers with information on translation services are sent home at the beginning of the year in various languages to provide information about the services.
3. Distribution list email goes out regularly to inform parents of services.
4. All Services available are posted on the I.S.10Q website (www.is10q.org) and are available in all languages.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Olga De Filippis

Borough: Queens District: 30 School Number: 010 School Name: Horace Greeley School
Cluster Leader: Charles Amundsen Network Leader: Dan Purus Title I Schoolwide Plan (Conceptual Consolidation?)
yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 2/8/2012 Senior ELL CPS: Olga De Filippis Additional Comments:		