



**I.S. 217 SCHOOL OF PERFORMING ARTS**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 12X217**

**ADDRESS: 977 FOX STREET BRONX NY 10459**

**TELEPHONE: 718-589-4844**

**FAX:**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 12X217      **SCHOOL NAME:** I.S.217 School of Performing Arts

**SCHOOL ADDRESS:** 977 Fox Street, BRONX, NY, 10459

**SCHOOL TELEPHONE:** 718-589-4844      **FAX:** 718-589-7998

**SCHOOL CONTACT PERSON:** Seth Litt, PRINCIPAL      **EMAIL ADDRESS:** Slitt22@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Catherine Anderson

**PRINCIPAL:** Seth Litt

**UFT CHAPTER LEADER:** Catherine Anderson

**PARENTS' ASSOCIATION PRESIDENT:** Sandra Mena

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12      **CHILDREN FIRST NETWORK (CFN):** 608

**NETWORK LEADER:** Rudy Rupnarain

**SUPERINTENDENT:** Myrna Rodriguez

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

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

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

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Seth Litt</b>	*Principal or Designee	
Catherine Anderson	*UFT Chapter Chairperson or Designee	
Sandra Mena	*PA/PTA President or Designated Co-President	
Jose Maldonado	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Evelyn Cordero	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	
Judi Edwards -McBride	Member/Teacher	
James Henderson	Member/Teacher	
Francisca Velasquez	Member/Parent	
Lourden Caraballo	Member/Parent	
Yomaris Arias	Member/ Parent	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

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

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The Rafael Hernandez School of Performing Arts is a community middle school in District 12 in the Bronx where we combine developing student talent with a rigorous academic environment to support student proficiency and progress. We serve approximately 340 students in grades 6-8. Our professional staff believes in teaching and supporting our students in five core values that promote success in middle school, high school, college, and life; Leadership, Determination, Respect, Self-Discipline and Communication which we refer to as LeaDRS.Com.

Named for one of the most important composers of Puerto Rican popular music during the 20<sup>th</sup> century, it is only fitting that our school offer a full-fledge music program where students can learn to play various musical instruments including the clarinet, flute, French horn, saxophone, trumpet, guitar, drums, and piano. Our "Talent" program gives every student a choice of band, drama, visual art, or technology to develop an area of talent and unlimited possibilities for the future.

We are anchored by an instructional program that addresses the current needs of the individual student, and the future demands of society. For this reason huge emphasis is placed on differentiated instruction and technology which we have integrated into more of our classrooms in the form of netbooks and SMARTBoards. As a staff we meet weekly to gather and discuss data in order to make instructional decisions. Our school uses the 100 Book Challenge, a leveled, independent reading library to motivate and engage all students to read effectively so that they can be life-long learners, as well as life-long earners.

We recognize that instructional coherence and professional learning have a significant effect on student learning. To this end all Literacy and Mathematics teachers meet for 90 minutes each week in professional learning teams. The work of these teacher teams is to analyze student assessment data, plan instructional responses to student strengths and needs and to evaluate current instructional practice to design and develop school-wide effective practices.



## 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					
<b>School Name:</b>					
<b>District:</b>	12	<b>DBN #:</b>	12x217	<b>School BEDS Code:</b>	321200010217

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					88.3	89.5	TBD		
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6	108	123	90						
Grade 7	129	110	140						
Grade 8	108	148	121						
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Ungraded	3	1							
Total	349	382	352						
				<b>Student Stability: % of Enrollment</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
					88.5	91.5	TBD		
				<b>Poverty Rate: % of Enrollment</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
					76.4	85.6	91.7		
				<b>Students in Temporary Housing: Total Number</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
					8	13	TBD		
				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
					8	13	9		
				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
				Principal Suspensions	0	3	5		
				Superintendent Suspensions	3	14	24		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	29	25	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	34	48	49	<b>Number of Staff:</b> <i>Includes all full-time staff</i>			
# ELLs with IEPs	10	10	25	(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	29	31	TBD
				Number of Administrators and Other Professionals	8	6	TBD
<b>Overage Students:</b> # entering students overage for grade				Number of Educational Paraprofessionals	3	2	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	9	13	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b> % 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	100.00	100.00	TBD
American Indian or Alaska Native	1.2	0.5	0.6	Percent more than two years teaching in this school	65.5	71.0	TBD
Black or African American	24.6	22.8	25.6	Percent more than five years teaching anywhere	65.5	58.1	TBD
Hispanic or Latino	70.8	74.3	70.5	Percent Masters Degree or higher	93.0	87.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	2.9	2.1	2.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	72.1	94.3	TBD
White	0.6	0.3	0.3				
Multi-racial							
<b>Male</b>	50.4	50.5	54.5				
<b>Female</b>	49.6	49.5	45.5				

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 checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	



NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Differentiated Accountability Phase (Check ✓)			Category (Check ✓)				
			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**
All Students		✓	✓	✓			
Ethnicity							
American Indian or Alaska Native		—	—	—			
Black or African American		✓	✓	—			
Hispanic or Latino		✓	✓				
Asian or Native Hawaiian/Other Pacific Islander		—	—	—			
White		—	—				
Multiracial							
Other Groups							
Students with Disabilities		✓	✓				
Limited English Proficient		✓	✓				
Economically Disadvantaged		✓	✓				
Student groups making AYP in each subject		6	6	1			
Key: AYP Status							
✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
✓ <sup>SH</sup>	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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	83.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	8.6	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	21.1	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	46.6	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	✓
Note: Progress Report grades are not yet available for District 75 schools.			

#### **SECTION IV: NEEDS ASSESSMENT**

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

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

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

We have identified several student performance trends that indicate progress and effectiveness in regards to our ability to meet the needs of all our students. At the same time, the overall decrease in students performing at Proficiency on ELA and Math New York State Tests corresponded with state and citywide decreases. .

Our Progress Report shows 33.1% of our students are proficient, scoring at levels 3 and 4, in mathematics and 21.6% in ELA in comparison. These percentages represent a serious challenge and are consistent with our internal data which shows that many of our students cannot independently read grade level texts.

While the overall percentage of students performing at proficiency is alarming our student's growth represents a success for the school. In ELA our median growth percentile was 73.0 and 84.0 for the school for the school's lowest third. In Mathematics our student's median growth percentile was 73.0 and 80.0 for our school's lowest third. This growth represents an opportunity to learn from what we are doing well in both of those subject areas and transfer this knowledge to action plans to raise our student's overall proficiency. Our progress report also indicates that 11.1 % of CTT students made exemplary progress in ELA and 5% made exemplary progress in Math. We also received extra credit for students in the 75<sup>th</sup> growth percentile or higher in the following categories; Lowest Third City Wide (ELA), Self-Contained/CTT/SETSS (ELA), English Language Learners (Math), Lowest Third City Wide (Math) and Self-Contained/CTT/SETTSS (Math).

Our 2008-09 Quality Review, pointed to the need for setting short and long term goals for individual students as well as increasing teacher capacity in understanding and using assessment data. It was also recommended that we maximize learning by extending data gathering and analysis practices to all core subjects to provide a complete picture of student progress. In doing so, we will promote greater consistency in differentiated instruction based on data which accommodates different learning styles, challenges students, and poses questions that extend thinking. We have increased structures to promote instructional coherence and to support teacher inquiry.

## **Accomplishments**

Our overall score for the Progress Report went from a “B” in 2007-2008 to an “A” in 2008-2009. On our most recent progress report we have maintained that “A” score. More significantly our overall progress report score places us in the 81<sup>st</sup> percentile of all middle schools city-wide. In 2007-2008 the school was in the 38<sup>th</sup> percentile and was in the 58<sup>th</sup> percentile in 2008-2009.

Our performance data also indicates success with several of our sub-populations. The percentage of our students with disabilities with disabilities who were in the 75+ growth percentile ranked our school in the 77 percentile of school city wide for ELA and the 95<sup>th</sup> percentile of school for math. The percentage of our students in CTT who were proficient in ELA ranked our school in the 78<sup>th</sup> percentile city-wide. The percentage of student in our school who were in the lowest third city-wide and in the 75+ growth percentile, ranked our school in the 81<sup>st</sup> and 84<sup>th</sup> percentile of school citywide for ELA and math, respectively.

Several other areas of accomplishment were noted on the Quality Review which included how well the staff collaborates and assists each other professionally, the valuable and interesting opportunities our performing arts curriculum provides for students, and our school culture which creates a safe and supportive environment for students’ academic and social development. We have implemented comprehensive professional learning, through the scheduling and funding of weekly professional learning teams. We have invented in interactive SMARTBoard technology to increase student engagement, differentiation and access to student learning data. The school is establishing a coordinated approach to social and emotional supports, using a Response to Intervention model. Key to this work has been the addition of a bilingual school social worker.

## **Aids and Barriers to Continuous Improvement**

Our recent successes can be attributed to several structural changes that have been an aid to continuous improvement. These adjustments—within our programming and reliance on data for instructional decisions—address the needs of our students as individuals in order to maximize learning. For starters, in each grade all ELA classes are scheduled at the same time in 90 minute blocks as are math classes. This allows for movement between classes for students who need additional help as well as those who need an additional challenge. In math classes in the 7<sup>th</sup> and 8<sup>th</sup> grade we have an Academic Intervention class comprised of 15 students whose data indicated struggles in either or both content areas. The small class setting provides greater opportunities for targeted and individualized instruction to move students forward. In each grade students in each class who are below proficiency are programmed for AIS (Academic Intervention Services) twice a week. Clusters of resource students were purposely assigned to respective classes so that the Resource Room teacher could push-in and assist a small group within a given class rather than waste precious instructional time gathering students from around the building. Equally effective in continuing improvement is our weekly 90 minute block for common planning in math and ELA respectively. We use this time to develop professionally, collaborate, analyze data to inform instruction and engage in inquiry-type explorations of student learning.

## **Barriers**

What we see as a barrier to continuous improvement is threefold; attendance and punctuality of eighth graders; parental involvement; and ensuring targeted interventions for our students with disabilities.

While our overall attendance has improved, attendance and punctuality for eight graders has not. As a result, valuable instruction time is forfeited which creates deficits in learning. Without ample time on task this group will not be as prepared as they should be entering high school. At times we have difficulty reaching families which factors into decreasing attendance and punctuality. We are working to ensure that professional learning in the building is focused on adult learning and that we base all of our instructional plans on alignment of standards to student's current abilities and achievements. We have also seen that the reading levels of our students can prevent them from accessing complex text. To address this barrier we have full implemented a guided reading system, have invested in adaptive instructional software and are part of Core Curriculum State Standards Literacy Pilot.

## **SECTION V: ANNUAL SCHOOL GOALS**

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

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

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1.To increase the number of students reading at or above grade level by improving Literacy instruction through the work of a literacy Professional Learning team that contains all literacy teachers by June 2011.

2. By June 2011, there will be an 8% increase in students meeting proficiency on the New York State Mathematics Exam from 33% to 41%. This will be monitored by standards based weekly quizzes and unit tests and analysis of Acuity Tests.

3. By June 2011, there will be a 10% increase in parental attendance at school events over the previous year and that attendance will represent a wider range of parents.

By June 2011, there will be a 2% increase in student attendance from 88 % to 90%.

4.

## SECTION VI: ACTION PLAN

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students reading at or above grade level by improving Literacy instruction through the work of a literacy Professional Learning team that contains all literacy teachers by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data</p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Continuum of Literacy Benchmark Assessment System will continue to be used to determine each student's independent reading level and instructional level, and provide a link between assessment and instruction. Assessment data allows for Guided Reading grouping. ELA teachers will refer to the guide for each reading level which describes behaviors and understandings students will be expected to do in order to effectively read and understand the text. These assessments will be administered three times per year to monitor progress and inform instruction.</li> <li>• Acuity will be used to monitor student progress two times a year as well as the administration of Running Records three times per year. Acuity, Running Records, and reading conference data will be used to plan and deliver differentiated instruction.</li> <li>• Both the scaled scores and levels will be used to plan targeted, standards-based instruction and assess student achievement.</li> <li>• Teachers use interim and diagnostic assessment to inform instruction.</li> <li>• Inquiry Team uses formative and summative assessments, and student work to develop, and implement differentiated instruction.</li> </ul> <p>Curriculum and Instruction Ongoing Efforts:</p> <ul style="list-style-type: none"> <li>• ELA teachers use Acuity, Running Records to form guided Reading groups and</li> </ul>

	<p>differentiate instruction to meet the various needs, interests and learning styles of students.</p> <ul style="list-style-type: none"> <li>• ELA teachers provide additional services during AIS periods and extended day for students who are not making adequate progress (as indicated by their interim assessments).</li> <li>• In each grade all ELA classes are scheduled at the same time in 90 minute blocks. This allows for movement between classes for students who need additional help as well as those who need an additional challenge</li> <li>• AIS (Academic Intervention Services) take place twice a week. For each grade, students who have not achieved proficiency as indicated by the ELA or Acuity receive additional small group instruction.</li> <li>• The 100 book Challenge Reading Curriculum is a leveled independent reading program and school-wide initiative used to motivate students at all proficiency levels to build fluency and vocabulary for struggling readers. Students read 2 steps a day in school (1 step = 30 minutes), and at least 2 steps a night for homework.</li> <li>• Students receiving SETTTS have been grouped together in class to allow for push-in service to allow students to stay on pace with curriculum.</li> <li>• AT-risk students will receive an additional 6 periods a week of small group instruction.</li> </ul> <p>New Initiatives:</p> <ul style="list-style-type: none"> <li>• Our school is becoming Instructionally Coherent in that we are laying the foundation for a common instructional framework to guide teaching, learning, assessment, and intervention. At the forefront of this initiative is coordinated curriculum and assessment by grade and content area to provide a logical progression of rigor minus repetition.</li> <li>• All teachers will be using the 6+1 Writing Traits process to establish instructional coherence in writing. Students will receive feedback using the same criteria and the same language from every teacher, in every grade. The Traits Process also provides students with valuable, specific feedback using the same language. Student work will be scored analytically in each category or “trait” which will target strengths and weaknesses, and also document progress over time.</li> <li>• Implementation of our Three Guiding Questions to promote instructional coherence which are: <b>1)</b> Exactly what is it we want all students to learn? <b>2)</b> How will we know when each student has acquired essential knowledge and skills? <b>3)</b> What happens in</li> </ul>
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	<p>our school when a student doesn't learn?</p> <ul style="list-style-type: none"> <li>• A certified reading teacher will operate the Read 180 Lab and cater to the needs of small groups of students who read significantly below grade level.</li> <li>• Response to Intervention: 3-Tiered System—<u>Universal</u> for 80-90% of students, includes PBIS, school uniforms, extra-curricular activities, discipline code, etc.; <u>Targeted</u> for 10-15% of students, includes Child Study Team, regular check-ins to monitor progress; <u>Intensive</u> for 1-5% of students, includes Crisis Intervention Team, SAVE Room.</li> <li>• ELA teachers will administer Baseline Writing Assessments to determine what students already know, need to know, and need to do better. These assessments will be administered three times per year to measure and monitor growth.</li> <li>• ELA teachers conduct Guided Reading to differentiate instruction and address student needs.</li> <li>• ELA teachers will use conferences effectively to ensure students are making appropriate progress towards their individual benchmarks.</li> <li>• Small groups of below proficiency students will be designated for Before &amp; After school intervention programs</li> <li>• The school will invest in software based reading interventions; Read 180 and System 44, and the necessary computer hardware to run the programs.</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• ELA teachers meet weekly for Professional Learning Teams—90 consecutive minutes—to create units of instruction with clear and explicit expectations as well as measurable outcomes. These units are to be standards driven that include differentiated tasks and test preparation.</li> <li>• Use data to monitor student progress and make appropriate curricular and/or instructional decisions.</li> <li>• Set individual goals for students with interim benchmarks to determine student progress.</li> <li>• Train students to reflect on their progress with reading logs, 6+1 writing rubric, exemplary work, and portfolio reflections.</li> <li>• ELA teachers will also develop clear expectations through the development of learning objectives to determine what students should be able to do or know by the end of the lesson.</li> <li>• Use already-developed Professional Learning Teams to analyze and improve teaching</li> </ul>
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	<p>and learning;</p> <ul style="list-style-type: none"> <li>• Develop effective questioning techniques to deepen students' understanding of the content and also encourage students to defend their own ideas and challenge ideas of others.</li> <li>• Teachers will observe demo lessons at other schools and within I.S. 217 which will help implement best practices and create opportunities to discuss teaching and learning.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> <li>• 100 Book Challenge will be funded with Title 1 money.</li> <li>• Contract for Excellence money will be used for class size reduction, 100 Book Challenge, and supplies.</li> <li>• Supports for Struggling Students, MS Task Force and Title I SINI grant will fund Read 180 and System 44.</li> </ul> <p>Staffing/Training/Schedule  Title I money will pay for:</p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Parent Involvement</li> <li>• Materials for differentiation</li> <li>• Instructional materials and supplies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence</p> <ul style="list-style-type: none"> <li>• Agendas, Minutes, and findings from Professional Learning Teams, Common Planning, Inquiry Team, and Cabinet meetings.</li> <li>• Results from: interim assessments, classroom tasks, projects, and assessments, state exams.</li> </ul> <p>Periodic Assessments</p> <ul style="list-style-type: none"> <li>• Acuity will be used to determine students' scale scores and levels and monitor their progress twice per year.</li> <li>• Fountas &amp; Pinnell Benchmark Assessments will be administered three times per year (October, February, and May).</li> <li>• Baseline Writing Assessments will be administered three times per year (September,</li> </ul>

	<p>January, and April).</p> <p>Projected Gains</p> <p>80% of students will move up at least one grade level</p> <p>25% increase in students read at or above grade level</p>
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Subject/Area (where relevant): Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an 8% increase in students meeting proficiency on the New York State Mathematics Exam from 33% to 41%. This will be monitored by standards based weekly quizzes and unit tests and analysis of Acuity Tests.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• Unit tests will be used to monitor and record student progress every 4-6 weeks.</li> <li>• Each class will take a weekly quiz aligned to NYS Performance Indicators. Quiz data will be posted publicly and shared with parents.</li> <li>• Acuity tests will be used to show student progress based on a standardized scale score in the content area.</li> <li>• Teacher-made exams and portfolio projects will be used so that each student will have personal data regarding proficiency with specific Performance Indicators.</li> </ul> <p><b>Curriculum and Instruction</b> Ongoing Efforts:</p> <ul style="list-style-type: none"> <li>• Math teachers will develop clear expectations through the development of learning objectives to determine what students should be able to do or know by the end of the lesson.</li> <li>• Teacher teams will continue to use pacing calendars aligned to state math exam to guide standards-based instruction, and coordinate skill and content development across the grades.</li> <li>• Math teachers will continue to differentiate instruction by modifying and adapting content products, assessments, and delivery (SMARTBoards) in order to meet the various needs of students.</li> <li>• Differentiate instruction by modifying and adapting content, materials, products, and assessments in order to meet the various needs, interests and learning styles of students</li> <li>• Use data to monitor student progress and make appropriate curriculum adjustments</li> <li>• Use academic intervention strategies to support students' skill development</li> <li>• Students below proficiency will attend Before &amp; After School Intervention Programs.</li> </ul>

- Students receiving SETTTS have been grouped together in class to allow for push-in service to allow students to stay on pace with math pacing calendar.
- Teacher teams will work together to develop performance tasks to align to Common Core Standards
- AT Risk Students will receive an additional six periods a week of small group instruction.

New Initiatives:

- Math teachers will use Math Portfolios and train students to use data to reflect on their progress and address areas of need.
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**Professional Development**

- Math teachers meet weekly for common planning—90 consecutive minutes—to create units of instruction with clear and explicit expectations as well as measurable outcomes. These units are to be standards driven that include differentiated tasks and test preparation.
- Use data to monitor student progress and make appropriate curricular and/or instructional decisions.
- Math teachers will develop clear expectations through the development of learning objectives to determine what students should be able to do or know by the end of the lesson.
- Use common planning to develop Professional Learning Teams to look at student work and set curricular priorities.
- Teachers will observe demo lessons at other schools and within I.S. 217 which will help implement best practices and create opportunities to discuss teaching and learning.
- Math teachers will develop effective questioning techniques to deepen students' understanding of the content and also encourage students to defend their own ideas and challenge ideas of others.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• Contract for Excellence money will be used for class size reduction and supplies.</li> </ul> <p><b>Staffing/Training/Schedule</b>  Title I money will pay for:</p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Parent Involvement</li> <li>• Materials for differentiation</li> <li>• Instructional materials and supplies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Agendas, Minutes, and findings from Common Planning, Inquiry Team, and Cabinet meetings</li> <li>• Results from: interim assessments, unit tests, classroom tasks, projects, and assessments, state exams</li> </ul> <p><b>Periodic Assessments</b></p> <ul style="list-style-type: none"> <li>• Acuity will be used to determine students' scale scores and levels and monitor their progress twice per year.</li> <li>• Unit tests will be administered every 4-6 weeks to monitor progress and differentiate instruction.</li> <li>• Weekly standards based quizzes using SMART technology.</li> </ul> <p><b>Projected Gains</b>  8% increase in students performing at level's 3 and 4 on NYS state exam.  Teacher created diagnostics using centrally provided resources such as Acuity to monitor progress in shorter intervals.</p>

Subject/Area (where relevant): Parental Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2011, there will be a 10% increase in parental attendance at school events over the previous year and that attendance will represent a wider range of parents.</li> <li>• By June 2011, there will be a 2% increase in student attendance from 88 % to 90%.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Daily, weekly, and monthly ATS reports as well as the Progress Report will provide data on student attendance; signed attendance from workshops and Parent-Teacher-Conferences will provide data regarding parental attendance trends; Learning Environment Survey will be used to analyze parent’s thoughts and beliefs in order to improve upon services/interaction, hence results. This work will be undertaken by school family worker, parent coordinator, teachers, assistant principal, IEP teacher and principal.</li> </ul> <p>Ongoing Efforts:</p> <ul style="list-style-type: none"> <li>• Parent outreach through written correspondence and telephone calls, translation services, and workshops</li> <li>• Rewards and certificates for high student attendance rates</li> <li>• Home visits for students who are excessively late and/or absent</li> </ul> <p>New Initiatives:</p> <ul style="list-style-type: none"> <li>• We have invested in School Messenger which is an internet based system that disseminates recorded messages to each telephone or cell phone number listed in the database. This system, which we have already had in use, allows us to keep families informed of school events much more easily.</li> <li>• As part of our push for Instructional Coherence parents will receive a syllabus for each subject which will briefly outline what students will be learning, the grading policy, and also the required assessments, assignments, and tasks. In addition, parents will also receive a school calendar listing school events and dates for periodic and state assessments. By providing this information in September we hope to create greater involvement from parents while empowering them with the tools they need to assist their</li> </ul>

	<p>children.</p> <ul style="list-style-type: none"> <li>• High School Application Workshop: We have noticed the increasing number of parents who ask critical questions regarding high school choices well after students have been assigned a high school. So to better serve our parents we will have two High School Application Parent Workshops, one in the afternoon and one in the evening, to prepare parents for the process of selecting the right high school for their child.</li> <li>• Student Progress Workshops: Parents will be invited to be informed about what their children are learning at that point in time in ELA and math and gain insight on what they can do to support their child in learning and mastering the content.</li> <li>• In the past year or so I.S. 217 has devoted itself to working with active parents to brainstorm and design programs to increase the involvement of a wider section of our parents. We have enlisted Class Parents and begun a series of social events to bring parents in. This will involve making telephone calls to inform other parents about curriculum, school events, periodic assessments, workshops, etc.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> <li>• Contract for Excellence money will be used for class size reduction and supplies for Before and After School Programs.</li> </ul> <p>Staffing/Training/Schedule  Title I money will pay for:</p> <ul style="list-style-type: none"> <li>• Parent Involvement/Class Parents: transportation, lunch, and trips</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence</p> <ul style="list-style-type: none"> <li>• Agendas, minutes, and attendance from workshops,</li> <li>• Parent-Teacher Conferences (twice per year)</li> <li>• Learning Environment Survey</li> <li>• Student progress overall</li> <li>• Attendance percentage (daily, weekly, monthly)</li> </ul> <p>Projected Gains</p> <ul style="list-style-type: none"> <li>• 2% increase in student attendance</li> </ul>





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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	50	50	10	10	10	2	10	20
7	50	50	10	10	10	2	10	20
8	50	50	20	10	10	2	10	20
9								
10								
11								
12								

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Tutoring services are provided as part of the extended time program, three times a week for 50 minutes a session. Students are grouped by 2010 ELA scores and Independent Reading Level. Selected 7 <sup>th</sup> and 8 <sup>th</sup> grade students receive supplementary periods of literacy instruction. At-risk students in the 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade receive an additional 6 periods a week of small group literacy instruction using adaptive software.
<b>Mathematics:</b>	Tutoring services are provided as part of the extended time program, three times a week for 50 minutes a session. Students are grouped by 2010 Math scores and use test preparation materials. We use the results of student's weekly quizzes and unit tests to identify areas of strength and weakness. At-risk 7 <sup>th</sup> and 8 <sup>th</sup> graders receive additional periods of mathematics instruction. At-risk 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> graders receive an additional 6 periods a week of small group math instruction.
<b>Science:</b>	The science teacher provides after-school tutoring on an at risk basis to students after-school and during the extended day program.
<b>Social Studies:</b>	English Language Learners attend an early morning, small group program to increase their mastery of non-fiction texts. This service is provided before school in a tutoring setting using Title III funds. At-risk students receive small group instruction.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The school guidance counselor meets with students identified as at-risk by the school's Child Study Team. This service is provided one-on-one and in small group setting during the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist meets with students that have been identified by the PPC as being at-risk. These services are provided one-on-one, during the school day.
<b>At-risk Services Provided by the Social Worker:</b>	The school has hired a bilingual school social worker who meets with identified students in a one-on-one or small group setting during the school day.

<b>At-risk Health-related Services:</b>	The school houses an onsite Montefiore clinic which services many students. These services are provided one-on-one, during the school day. Students with health concerns that require maintenance are seen through regular appointments.
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## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

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

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

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

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

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

Grade Level(s) 6-8 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 49 LEP \_\_\_\_\_ 0 Non-LEP

Number of Teachers 3 Other Staff (Specify) Bilingual School Social Worker, Parent Coordinator, School Health Aides, Family Worker, Bilingual Para-Professionals

School Building Instructional Program/Professional Development Overview

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

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

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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At IS 217 there are two types of instructional programs for English Language Learners: an ESL freestanding program and an ESL pull out program. We have two ESL classes. One of these is a 7<sup>th</sup> grade class made up of 26 students and the other an 8<sup>th</sup> grade class made up of 25 students. These classes are instructed by a fully certified bilingual teacher. ESL instruction is provided daily according to the student's English proficiency level (Beginner/Intermediate, Advanced) as measured by the NYSESLAT and the LAB-R, ranging from 180 to 360 minutes/week. Content area instruction in mathematics, science and social studies is provided in English.

The ESL pull out program serves students in grades six and seven. These students are mostly Spanish speaking, although there are some other languages represented such as Mandingo and Afrikaans,. One fully certified teacher in English as a Second Language serves this population. Students participating in the pullout ESL program receive instruction in English in all content areas. This instruction is founded on second language acquisition theories and practices, and ESL methodologies. They are pulled out to receive ESL instruction (180-360 minutes/week) according to their English proficiency level.

In order to help ELLs achieve high standards and master city wide and state assessments, test preparation is built into the regular school day. Additional instruction and test preparation is also provided after school. During our regular school day, support staff has been assigned to a push-in model, working with at risk students in the bilingual/ESL classes. The classroom teacher and the support staff will work together on developing and using materials to meet the specific needs of this population.

I.S. 217 provides high quality education for ELLs. Our school follows the Point of Entry Model for instruction. This model facilitates implementation of balanced instruction in all content areas. This model calls for an interactive mini-lesson, partner and small group work, independent work, whole class sharing, summary applications and after class activities. Students are grouped according to levels in order to provide differentiated instruction that will address their specific needs. Grouping students also facilitates collaborative learning. Our school also implements the Institute for Learning (IFL) Principles of Learning, which include among others, setting clear goals, high expectations and high standards for all students. These principles also include developing effective means of assessing student's progress in meeting all standards. In addition, every ELL has had a running record done in order to identify reading levels and appropriate reading strategies and interventions aimed to help our students become better readers and thinkers. This is done through a guided reading approach with small groups of students at similar reading levels and with similar reading needs. Every classroom has received a leveled library along with bilingual dictionaries.

In an attempt to foster academic rigor and promote standards that lead to high quality instruction, an extended-day program will be implemented for students in grades six to eight. The program will cover a period of 25 weeks, starting on November 14, 2010 and ending in May 31, 2011. Students will receive ESL and Mathematics instruction four days per week: Tuesday, Wednesday, Thursday and Friday (except vacation days and holidays) from 7:20 a.m. to 8:20 a.m. There will be two classes. Each class will serve a maximum of 15 students. Instruction is provided by two fully certified teachers in ESL/bilingual education.

Students will be working toward acquiring the necessary English language skills to increase their English proficiency and master the NYSESLAT exam. To this end, we will buy the following scientific-based materials to be used in the extended day program: **Getting Ready for the**

**NYSESLAT: Activities and Strategies to Promote English Language Proficiency** published by Attanasio and Associates, Inc. These materials were developed with a dual purpose: to provide teachers with materials and methodology for instruction to help ELLs meet Adequate Yearly Progress (AYP) as required by the No Child Left Behind (NCLB), Title III, and to increase student achievement on the NYSESLAT by familiarizing students with the test format and sample items. The books provide a comprehensive array of assessment items which have been arranged to align with the four modalities of language arts: listening, speaking, reading, and writing.

We will use some of the funding to pilot the use of Pearson's adaptive instructional software "SuccessMaker" in one of our ESL classrooms. The software is licensed per computer. This software will be used during the instructional day as well as during after/before school programs.

Through the work of our inquiry team and data analysis we learned that our English Language learners struggled with the level of language involved in Mathematics assessments. To provide support in this area we will have ELL students attend a morning math tutorial program that focuses on vocabulary as well as math concepts. A part of this program the school will fund time for ESL teachers to work with math teachers in planning.

- I. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

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

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At 217, we are in year three of a five year literacy implementation plan. These initiatives are equally, if not more important for our English Language Learners. This year we are consolidating our reading initiatives and move into an immersion phase in writing. We have been able to assess each student's independent and instructional reading level, to set up guided reading groups and to extend independent reading into the content and home areas. Each of these initiatives has required professional development during common planning. Our common planning sessions are planned together with our ESL coordinator so as to incorporate best instructional practices to assist ELL's in mastering high level objectives which align to NYS performance indicators.



**Section III. Title III Budget**School: I.S. 217 BEDS Code: 12x217

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	9,000	<b>180 hours of per-session for small group before school instruction.</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials. Must be clearly listed.</li></ul>	5,100	<b>Bi-lingual Leveled Libraries, books on tape, test prep book for NYSESLAT</b>
<b>Professional Salaries- Parental Involvement Overtime Admin for Parent Coordinator</b>	900	<b>Overtime Hours for Parent Coordinator to support parents of English Language Learners.</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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

By looking at ATS we found that the community's main language is Spanish. We also have several students who speak French and Afrikaans. We have employees that can provide on demand translation and interpretation. When necessary, we also use DOE centrally provided services from the translation and interpretation department when the school is unable to meet these needs.

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.

There is a great need to have all public documents, announcements and parent meetings in both English and Spanish and other home languages. . During staff development teachers have been made aware of all available central resources. Even messages disseminated via the Auto Dialer are recorded in English, Spanish and other home languages to accommodate parents.

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

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

Our ESL coordinator, office staff, and parent coordinator all provide written translation and oral interpretation when needed. We will continue to use an outside vendor to provide interpretation for state exams.

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.

Spanish Oral interpretation is provided by the parent coordinator, teachers and parent volunteers of the school to ensure that all parents are provided with the help they need. For other languages, the school uses either DOE resources or parent volunteers.

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

We have the translation signs prominently posted in and around the main office. To ensure that all parents can communicate with staff, there is always at least one staff member available for oral translation.. The Bill of Parent Rights and Responsibilities has been backpacked with all students in their home language. The presence of one native Spanish speaker at all times ensures that parents have access to the administrative offices of the school.

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

*All Title I schools must complete this appendix.*

##### **Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	355,539	104,660	460,199
2. Enter the anticipated 1% set-aside for Parent Involvement:	3555	1,046	4601 .
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,776	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,553	*	

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.

**Rafael Hernandez School of the Performing Arts – I.S. 217**

**Seth D. Litt**

Principal

**Bertram Knight**

Assistant Principal

**Core Values**

**Leadership\* Determination \* Respect \* Self-Discipline \* Communication**

**Parent-School Compact**

<u><b>School</b></u>	<u><b>Parent</b></u>
We understand the need to have meetings for parents to inform them of the Title I program and their right to be involved.	I understand the need to become involved in the strategies designed to encourage my participation in parent involvement activities.
We understand the need to offer a flexible number of meetings at various times to ensure that all parents have the opportunity to get involved.	I understand the need to participate in our request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.
We understand the need to actively involve parents in planning, reviewing, and creating activities in order to meet the needs of the community.	I understand the need to work with my child on school work, read to my child on a daily basis and encourage my child to read with me each day.
We understand the need to provide performance profiles and individual student assessment results for each child and other pertinent information.	I understand the need for me to monitor my child's <ul style="list-style-type: none"><li>• Attendance</li><li>• Homework</li><li>• Behavior</li><li>• Health Needs</li></ul>
We understand the need to provide quality curriculum and instruction	
We understand the need to facilitate any	I understand the need to share responsibilities for my child's improved academic

<p>communication barriers between teachers and parents through:</p> <ul style="list-style-type: none"> <li>• Parent-Teacher Conferences</li> <li>• Reports to parents on their children's progress</li> <li>• Reasonable access to staff</li> <li>• Opportunities to volunteer and participate in their child's class</li> <li>• Observation of classroom activities.</li> </ul> <p>We understand the need to assure that parents may participate in professional development activities and workshops.</p>	<p>achievement.</p> <p>I understand the need to communicate with my child's teachers about his/her educational needs.</p> <p>I understand the need to ask parents and parents groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.</p>
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**Rafael Hernandez School of the Performing Arts – I.S. 217**

**Seth D. Litt**

Principal

**Bertram Knight**

Assistant Principal

**Core Values**

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**Parent-School Compact**

<b><u>Escuela</u></b>	<b><u>Padres</u></b>
Nosotros entendemos la necesidad de tener reuniones para los padres y darles información sobre el programa del Título I y sus derechos.	Yo entiendo la necesidad de involucrarme en las estrategias diseñadas para apoyar mi participación en las actividades del e involucramiento de padres.
Nosotros entendemos la necesidad de ofrecerles reuniones flexibles durante el año para asegurar que todos los padres puedan involucrarse.	Yo entiendo la necesidad de participar en y pedir entrenamiento de asistencia técnica que la escuela o el distrito ofrece en prácticas de crianza y estrategias en enseñanza y aprendizaje.
Nosotros entendemos la necesidad de involucrar a los padres en la planificación, reviso, y en crear actividades que necesite la comunidad.	Yo entiendo la necesidad de trabajar con mi niño (a) en las tareas de la escuela, leerle a mi niño (a), regularmente y animar a mi niño (a) a que lea conmigo todos los días.
Nosotros entendemos la necesidad de administrar un perfil de trabajos y resultados de evaluación de estudiantes y proveer información educativa.	Yo entiendo la necesidad de estar informado sobre:
Nosotros entendemos la necesidad de trabajar sin barreras de comunicación entre los maestros y los padres atreves de:	<ul style="list-style-type: none"><li>• La asistencia de mi niño (a)</li><li>• La tarea de mi niño (a)</li><li>• El comportamiento de mi niño (a)</li><li>• La salud de mi niño (a)</li></ul>
<ul style="list-style-type: none"><li>• Conferencia de Padres y Maestros</li><li>• Dar reportes de progreso</li><li>• Administrar acceso razonable a visitar el</li></ul>	Yo entiendo la necesidad de compartir la responsabilidad de mejorar los logros académicos de



<p>personal de escuela</p> <ul style="list-style-type: none"> <li>• Proveer oportunidades para servir de voluntarios y participar en la clase</li> <li>• Poder observar el salón de clases</li> </ul> <p>Nosotros entendemos la necesidad de talleres para los padres y la comunidad.</p>	<p>mi niño (a).</p> <p>Yo entiendo la necesidad de comunicarm con los maestros de mi niño (a) para hablar sobre su necesidad educacional.</p> <p>Yo entiendo la necesidad de preguntarle a los padres y grupos de padres a que le proveen información a la escuela sobre entrenamiento o apoyo que a mi me gustaría o necesito para que me ayude hacer mas eficaz en poder ayudar a mi niño (a) en el progreso educacional.</p>
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## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

We have identified several student performance trends that indicate progress and effectiveness in regards to our ability to meet the needs of all our students. At the same time, the overall decrease in students performing at Proficiency on ELA and Math New York State Tests corresponded with state and citywide decreases. .

Our Progress Report shows 33.1% of our students are proficient, scoring at levels 3 and 4, in mathematics and 21.6% in ELA in comparison. These percentages represent a serious challenge and are consistent with our internal data which shows that many of our students cannot independently read grade level texts.

While the overall percentage of students performing at proficiency is alarming our student's growth represents a success for the school. In ELA our median growth percentile was 73.0 and 84.0 for the school for the school's lowest third. In Mathematics our student's median growth percentile was 73.0 and 80.0 for our school's lowest third. This growth represents an opportunity to learn from what we are doing well in both of those subject areas and transfer this knowledge to action plans to raise our student's overall proficiency. Our progress report also indicates that

11.1 % of CTT students made exemplary progress in ELA and 5% made exemplary progress in Math. We also received extra credit for students in the 75<sup>th</sup> growth percentile or higher in the following categories; Lowest Third City Wide (ELA), Self-Contained/CTT/SETSS (ELA), English Language Learners (Math), Lowest Third City Wide (Math) and Self-Contained/CTT/SETTSS (Math).

Our 2008-09 Quality Review, pointed to the need for setting short and long term goals for individual students as well as increasing teacher capacity in understanding and using assessment data.

It was also recommended that we maximize learning by extending data gathering and analysis practices to all core subjects to provide a complete picture of student progress. In doing so, we will promote greater consistency in differentiated instruction based on data which accommodates different learning styles, challenges students, and poses questions that extend thinking. We have increased structures to promote instructional coherence and to support teacher inquiry.

## **Accomplishments**

Our overall score for the Progress Report went from a “B” in 2007-2008 to an “A” in 2008-2009. On our most recent progress report we have maintained that “A” score. More significantly our overall progress report score places us in the 81<sup>st</sup> percentile of all middle schools city-wide. In 2007-2008 the school was in the 38<sup>th</sup> percentile and was in the 58<sup>th</sup> percentile in 2008-2009.

Our performance data also indicates success with several of our sub-populations

Several other areas of accomplishment were noted on the Quality Review which included how well the staff collaborates and assists each other professionally, the valuable and interesting opportunities our performing arts curriculum provides for students, and our school culture which creates a safe and supportive environment for students’ academic and social development. We have implemented comprehensive professional learning, through the scheduling and funding of weekly professional learning teams. We have invested in interactive Smart board technology to increase student engagement, differentiation and access to student learning data. The school is establishing a coordinated approach to social and emotional supports, use a Response to Intervention model. Key to this work has been the addition of a bilingual school social worker.

## **Aids and Barriers to Continuous Improvement**

Our recent successes can be attributed to several structural changes that have been an aid to continuous improvement. These adjustments—within our programming and reliance on data for instructional decisions—address the needs of our students as individuals in order to maximize learning. For starters, in each grade all ELA classes are scheduled at the same time in 90 minute blocks as are math classes. This allows for movement between classes for students who need additional help as well as those who need an additional challenge. In each of these core subjects one class is an AIS or Academic Intervention class comprised of 15 students whose data indicated struggles in either or both

content areas. The small class setting provides greater opportunities for targeted and individualized instruction to move students forward. In each grade students in each class who are below proficiency are programmed for AIS (Academic Intervention Services) twice a week. Clusters of resource students were purposely assigned to respective classes so that the Resource Room teacher could push-in and assist a small group within a given class rather than waste precious instructional time gathering students from around the building. Equally effective in continuing improvement is our weekly 90 minute block for common planning in math and ELA respectively. We use this time to develop professionally, collaborate, analyze data to inform instruction and engage in inquiry-type explorations of student learning.

## Barriers

What we see as a barrier to continuous improvement is threefold; attendance and punctuality of eighth graders; parent support; and pull-out services for our special education students. While our overall attendance has improved, attendance and punctuality for eighth graders has not. As a result, valuable instruction time is forfeited which creates deficits in learning. Without ample time on task this group will not be as prepared as they should be entering high school. Parent support is lacking as we are not a “community school”. A significant number of our students take public transportation which poses a huge obstacle in getting parents into the building. At times we have difficulty reaching families which factors into decreasing attendance and punctuality.

The entire ELA department will study through the Fountas and Pinnel Continuum of Literacy. Based on feedback from our Quality review our greatest instructional thrust must be to better understand who our students are as readers and to understand how to respond instructionally to their needs. Through assessment of reading levels we will be able to target our purchase of materials and focus on student grouping and scheduling. Our inquiry teams and professional learning teams will be able to focus on in house assessments and plan effective intervention and enrichment. To become instructionally coherent, as a school, we are reading *Traits of Writing: The Complete Guide for Middle School* by Ruth Culham. Every teacher and paraprofessional has received a copy of this book and four sessions of professional development related to it. While the instruction of writing is the responsibility of ELA teachers, every teacher will be charged with the responsibility of providing focused feedback from the same rubric as well as support coherent with what is taught in ELA. Any and all written assignments—essays, research reports, poems, short response, etc.—will be evaluated using the same rubric and feedback will be given using the same language. This process holds true for every class and every grade.

3. All of our staff is either highly qualified or is being supported in becoming so.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

We provide weekly 90 minute blocks of common planning for ELA and Math teachers. These sessions are intended to develop into professional learning teams led by teacher-leaders. Many of our teachers attend external professional development led by our CFN. Key staff take part in our CFN middle school literacy initiatives. In partnership with our CFN we are developing a model classroom as a learning lab for our guided reading initiative.

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

We regularly communicate with education schools and alternative - certification programs such as Teach for America and NYC Teaching Fellows. We offer leadership opportunities within the school community to build capacity of current teachers and attract talented teachers looking for similar opportunities.

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

In the past year I.S. 217 has devoted itself to working with active parents to brainstorm and design programs to increase the involvement of a wider section of our parents. We have enlisted class parents and begun a series of social events to bring parents in. This will involve making telephone calls to inform other parents about curriculum, school events, periodic assessments, workshops, etc. As part of this initiative we will also conduct Student Progress Workshops. Parents will be invited to be informed about what their children are learning at that point in time in ELA and math and gain insight on what they can do to support their child in learning and mastering the content. Our PTA provides Homework Help workshops to teach parents how to help their children with homework and ask questions that will create discussions about what is taught and learned in school. We are also partnered with a CBO that provides a number of family literacy services including ESL, GED, and computer training workshops.

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.

N/A

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

Teachers will continue to customize their interim assessments through ACUITY and through teacher designed assessments. Our common planning sessions function as inquiry teams where we analyze internal and external assessments and teachers hypothesize solutions. We will be able to use pre and posts tests to make informed decisions about before and after school programs. Our math department designs and implements weekly assessments, which are then used to plan student learning experiences.

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.

Teachers use the results of interim assessments to determine students in need of extra support. ACUITY, in house assessments and student work analysis Scranton that accurately portrays strengths and challenges of individual students. T Students receive targeted assistance through AIS classes, split intervention classes in 7<sup>th</sup> and 8<sup>th</sup> grade ELA and Math, Early Morning Academic Programs, extended day and SES programs.

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.

NA

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

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

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			355,529	✓	15-23
Title I, Part A (ARRA)	Federal	✓			104,660	✓	15-23
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			15,000	✓	15-23
Title IV	Federal			✓			
IDEA	Federal	✓			265,031	✓	15-23
Tax Levy	Local	✓			2,495,756	✓	15-23

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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



- 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:** Restructuring Year 1 (Focused) **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

Our school has been identified for the ELA performance of the following groups; Hispanic/Latino, LEP, SWD and Economically Disadvantaged. We recognize that many of our students come to our school reading far below their grade level. We have worked over the past three years to establish a culture of literacy in the school to encourage students to spend more time reading and writing. This year the school has added a literacy coach and a literacy consultant. Teachers meet for 90 minutes a week in Professional learning teams. The school has begun an initiative to have a school-wide approach to writing instruction and assessment. The school is part of the Literacy Assessment Core Curriculum Pilot to address the challenges and opportunities of text complexity and how we can support all of our student's literacy development.

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.

This question has been addressed on pages 15-18

### **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.

The school has set aside 10 percent of its Title I funding for professional development. This money is being used, in part, to fund a literacy consultant from AUSSIE. This consultant is supporting the school in implementing an instructionally coherent approach to literacy instruction, analysis of student reading and writing data and capacity building for the school's instructional leaders and coaches. The remainder of the Title I 10 percent will be used to fund curriculum development to ensure that there is a rigorous and standards aligned curriculum.

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

New teachers in the school receive mentoring from a retired teacher and former staff developer. This mentoring is aligned with the school's instructional approach and is aimed to ensure that student's receive rigorous, standards aligned instruction.

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 will backpack a Title I compact in English, Spanish and other home languages to all students' families.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
Our school currently has 17 students in Temporary Housing .
2. Please describe the services you are planning to provide to the STH population.  
Our school plans to provide several services for student in temporary housing. The school's social worker and guidance counselor provide at-risk counseling to these students. The school will set aside funding to provide these students with school essentials, including school uniforms and school supplies. The school's parent coordinator and family worker support these student's families through frequent communication.

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

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



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

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

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

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

# SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

<b>School Name:</b>	School of Performing Arts						
<b>District:</b>	12	<b>DBN:</b>	12X217	<b>School</b>		321200010217	

## DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.3	89.6	88.7
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		88.5	91.5	92.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	123	90	84	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	110	140	101		76.4	91.7	91.7
Grade 8	148	121	155				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	19	24
Grade 12	0	0	0				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	382	352	341	(As of October 31)	2007-08	2008-09	2009-10
					8	13	9

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	49	44	41	Principal Suspensions	0	3	5
# in Collaborative Team Teaching (CTT) Classes	31	25	17	Superintendent Suspensions	3	14	24
Number all others	20	21	21				

These students are included in the enrollment information above.

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

## English Language Learners (ELL) Enrollment: (BESIS Survey)

(As of October 31)	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	25	0	TBD	(As of October 31)	2007-08	2008-09	2009-10
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	48	49	TBD	Number of Teachers	29	31	33
# ELLs with IEPs	10	25	TBD	Number of Administrators and Other Professionals	8	6	5

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

Number of Educational Paraprofessionals	3	2	6
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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
	9	13	37	% fully licensed & permanently assigned to this school	100.0	100.0	89.3
				% more than 2 years teaching in this school	65.5	71.0	66.7
				% more than 5 years teaching anywhere	65.5	58.1	63.6
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	93.0	87.0	84.8
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	72.1	94.3	78.7
American Indian or Alaska Native	0.5	0.6	1.8				
Black or African American	22.8	25.6	24.6				
Hispanic or Latino	74.3	70.5	68.6				
Asian or Native Hawaiian/Other Pacific	2.1	2.8	3.2				
White	0.3	0.3	0.3				
<b>Male</b>	50.5	54.5	52.5				
<b>Female</b>	49.5	45.5	47.5				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-			
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Students with Disabilities	vsh	vsh	-			
Limited English Proficient	vsh	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	6	6	1			

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
<b>Overall Letter Grade:</b>	A		<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	64.4		<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			Quality Statement 1: Gather Data			
School Environment:	4.9		Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the			Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	8.4		Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the			Quality Statement 5: Monitor and Revise			
Student Progress:	44.1					
(Comprises 60% of the						
Additional Credit:	7					

#### KEY: AYP STATUS

v = Made AYP

vSH = Made AYP Using Safe Harbor Target

X = Did Not Make AYP

– = Insufficient Number of Students to Determine AYP

#### KEY: QUALITY REVIEW SCORE

U = Underdeveloped

UPF = Underdeveloped with Proficient Features

P = Proficient

WD = Well Developed

NR = Not Reviewed

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

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

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

# OFFICE OF ENGLISH LANGUAGE LEARNERS

## GRADES K-12 LANGUAGE ALLOCATION POLICY

### SUBMISSION FORM

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>608</b>	District <b>12</b>	School Number <b>217</b>	School Name <b>Performing Arts</b>
Principal <b>Seth Litt</b>		Assistant Principal <b>Bertram Knight</b>	
Coach <b>Xochitl Arenas</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Joseph Ward /Social Studies</b>		Guidance Counselor <b>Carmen Flecha</b>	
Teacher/Subject Area <b>Wendy Santana/SPED</b>		Parent <b>Sandra Mena</b>	
Teacher/Subject Area <b>Gavin Mullen/Math</b>		Parent Coordinator <b>Maria Martinez</b>	
Related Service Provider <b>Nancy Villegas</b>		Other <b>type here</b>	
Network Leader <b>Rudy Rupnarain</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>6</b>

### C. School Demographics

Total Number of Students in School	<b>350</b>	Total Number of ELLs	<b>49</b>	ELLs as Share of Total Student Population (%)	<b>14.00%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

Paste response to questions 1-6 here

Newly enrolled students who are identified by an ESL certified teacher as eligible to be tested based on the Home Language Survey are tested with the LAB-R within one week and placed in the beginner, intermediate and or advanced program. Once in the program, students are assessed yearly and placed based on their NYSESLAT score.

An orientation meeting is held in September for parent of newly enrolled ELL students where all program options are discussed to help parents select the program they deem best for their child as well as which of these programs are offered at our school. A Parent Orientation Video is shown to all parents with possible choices of programs for their children. If a program of their choice is not offered at our school, we refer them to the appropriate contact to help them identify a school that would have the program they would like their child enrolled in. This process is repeated throughout the year as new ELL students continue to be enrolled. If parents are not available to attend meetings we contact them to set up orientation sessions that tailor to their needs.

Any issues or concerns of the parents are addressed at these meetings. Parents are invited to all special events the schools hosts for all of our students. The information disseminated is usually when possible in the parents' native language.

Once students are identified as being entitled to services, letters of Entitlement as well as Program Selection forms are sent to parents with a deadline to return them (We make an effort to obtain these for newly enrolled students when parents attend the Parent Orientation session). If students are not bringing the letters, the Parent Coordinator makes phone calls until the letters are returned. Entitlement and Placement letters are sent in the student's native language as much as possible.

After reviewing the Parent Survey and Program Selection forms for the past few years we have noticed that parents for the most part select having their children placed in ESL Freestanding Programs.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>									1					1
<b>Push-In</b>							1	1						2
<b>Total</b>	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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

Number of ELLs by Subgroups					
<b>All ELLs</b>	55	<b>Newcomers (ELLs receiving service 0-3 years)</b>	22	<b>Special Education</b>	16
<b>SIFE</b>	5	<b>ELLs receiving service 4-6 years</b>	18	<b>Long-Term (completed 6 years)</b>	15

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	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	22	3	3	18	2	13	15		4	55
<b>Total</b>	22	3	3	18	2	13	15	0	4	55

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					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other									0					0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):		Number of third language speakers:
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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							5	17	30					52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other								3						3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>20</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>55</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1.

a. Push in, Pull-Out –Entire 6<sup>th</sup> and 7<sup>th</sup> Grade, 8<sup>th</sup> Self Contained  
Special Education-Push In

b.ELL students are placed in classes per grade heterogeneously. For example, ELL student s in the 8<sup>th</sup> grade are all in one class and they are of heterogeneous levels.

2.Mrs. Arenas, one of ESL teachers has blocked periods of ESL. Students receive mandated amount of ESL periods as well as additional two periods of ESL for reinforcement and further support for intermediate students and advanced students. The second ESL teacher Pulls Out 6<sup>th</sup> Grade students as needed as much as possible during non-academic classes such as Talent. When necessary she also pushes in to provide all students with mandates minutes of ESL. She also has blocked periods of ESL for beginners. Advanced students receive 180 minutes of ESL and 180 minutes of ELA as mandated. Beginner and Intermediate students receive a minimum of 360 minutes of ESL, a minimum of 90 minutes of ESL per day. Beginner students receive additional ESL services through AIS periods.

3.Content area subjects are taught through a variety of ESL strategies, techniques and approaches (TPR, Scaffolding, Contextualization, Vocabulary Building through meaningful activities). The rooms are visually and print rich. The use of technology (Smartboard and computers) is used to activate and build prior knowledge as well as the visuals needed to aid in comprehension. Content area teachers are also given bilingual dictionaries as well as bilingual glossaries with key terms used in subject areas.

4.ELL Subgroups Differentiated Instruction-

Use of Fountas and Pinnell running records to identify reading level and areas of need in reading for each student.

Sife-We have 5 SIFE students. After school and morning programs are provided to aid our students academically. SIFE students receive continued one on one assistance during AIS periods and are enrolled in extended day.

Less than three years- After school programs are provided to aid our students academically, are also enrolled in extended day. These

students receive AIS periods.

More than 4 to 6 years- After school and morning programs are provided to aid our students academically. These students are also enrolled in extended day. These students receive additional help in reading and writing at our Literacy Lab.

Completed 6 years- After school programs are provided to aid our students academically. These students are also enrolled in extended day. These students receive additional help in reading and writing at our Literacy Lab.

Special Education- After school programs are provided to aid our students academically. These students are enrolled in extended day.

Paste response to questions 1-4 here

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

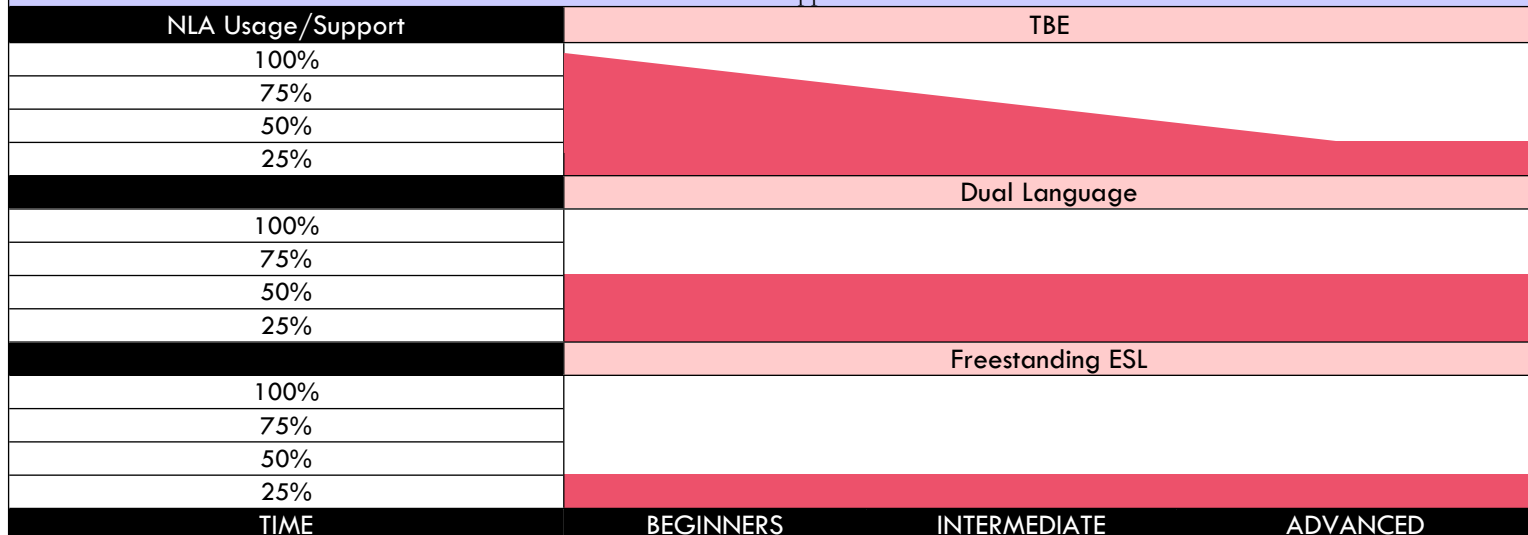
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

#### Native Language Arts and Native Language Support

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





## **B. Programming and Scheduling Information--Continued**

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

and aids such as Rosetta Stone English programs in the classroom's computers, access to the computer lab for researching and building on prior knowledge, leveled bilingual libraries and use of Smartboards in each classroom with access to the Internet to expose our students to prior knowledge needed and visual support as well. Laptops carts are available for all teachers to aid in instruction. In addition, students are given a running record at the beginning of the year to ascertain their reading level and for guided reading instruction at the students' reading level. Running records are performed three times a year to ascertain progress and for instructional planning and evaluation. In order to assist newly enrolled ELL students before the beginning of the year, parents are invited to attend a school tour and an orientation on the educational and recreational services available for students as well as for the parents. During this time parents there is a discussion on the instructional strategies, activities and programs being implemented to ensure that our ELL population meet the standards and pass all required city and state assessments.

## **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

#### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here The ESL Pull Out teacher attends ELA and Mathematics Common Planning Time. During these periods approaches and strategies that support ELLs are studied, discussed and implemented and later evaluated. During this time both ESL teachers provide the staff training which include strategies, intervisitations, activities and the elements of a balanced literacy program with an emphasis on adapting it to the needs of ELLs. Both ESL teachers and key content area teachers have either attended QTEL training or are scheduled to attend. QTEL is a unique professional development initiative. Instead of simplying the curriculum and lowering expectations for ELLs, through QTEL teachers learn to further intellectually challenge ELLs with high levels of support. Content area instruction is done in consultation with both ESL teachers. The ESL pull out teacher confers with subject area teachers about their common students and share pertinent information in regards to their social and academic development and progress.

We support our staff with information on which high schools most of our students are interested in and are usually sent to so that they can take their students and visit these schools. In addition, we provide our staff with information about our feeder schools' instructional program, approximately how many ELLs we expect from these elementary schools as well as access to the students' records.

#### E. Parental Involvement

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

Paste response to questions 1-4 here Our school hosts a myriad of workshops that parents of ELLs would be interested in and benefit from. We ascertain these needs based on interviews the Parent Coordinator has with parents both formally and informally.

Examples of these workshops our parents demonstrated interest on are:

Building Literacy At Home, Supporting Our Students in Mathematics, Flower Arrangement Making, Reproductive Health and Awareness, Ensuring a Proper Nutrition. At the end of the workshops, parents complete an evaluation form to inform the school of how successful was the workshop in satisfying their needs and how we can make them more meaningful. The evaluation also includes a question soliciting information about other workshops our parents would be interested in, so that we can then prepare future workshops our parents are interested in.

Our CBO which is SISDA provides workshops and classes in these areas which our parents have demonstrated an interest in and a need- Introduction to Computers, Cooking and Baking, Fitness, ESL, GED.

All information that is disseminated to parents is written in Spanish and English since most of our ELLs are of Spanish speaking background. The few parents of ELL students who are not of Spanish speaking backgrounds speak English well enough to understand the information.

When dealing with parents who do not speak nor understand English at all, we contact DOE's Tranlation and Interpretation Unit to assist us in supporting these 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)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Beginner(B)							2	7	6					15
Intermediate(I)							2	3	16					21
Advanced (A)								7	4					11
Total	0	0	0	0	0	0	4	17	26	0	0	0	0	47

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		1			1
7	4	2			6
8	18	6	1		25
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	2		1						3
7	2		4		1				7
8	13		14						13
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	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								
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**B. After reviewing and analyzing the assessment data, answer the following**

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

Paste response to questions 1-6 here

**Additional Information**

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

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		