



ISAAC NEWTON MIDDLE SCHOOL FOR MATH AND SCIENCE

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 04M825

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR 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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M825 **SCHOOL NAME:** Isaac Newton Middle School for Math & Science

SCHOOL ADDRESS: 280 Pleasant Avenue, New York, NY 10029

SCHOOL TELEPHONE: 212-860-6006 **FAX:** 212-987-4197

SCHOOL CONTACT PERSON: Lisa Nelson **EMAIL ADDRESS:** LNelson7@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristin McNichol

PRINCIPAL: Lisa Nelson

UFT CHAPTER LEADER: Designee: David McKinney

PARENTS' ASSOCIATION PRESIDENT: Jacqueline Roman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 4 **SSO NAME:** Empowerment # 11– Bridges for Learning

SSO NETWORK LEADER: Sanda Balaban and Marina Cofield

SUPERINTENDENT: Luz Cortazzo

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

Name	Position and Constituent Group Represented	Signature
Lisa Nelson	*Principal or Designee	
David McKinney	*UFT Chapter Chairperson or Designee	
Jacqueline Roman	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Vance Jenkins	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sharlene Jenkins	CBO Representative, if applicable (Citizen Schools)	
	Member/	

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

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

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.

Isaac Newton Middle School for Math and Science (INMSMS) is a middle school with a math and science focus located in East Harlem. We have approximately three hundred and seventy students in grades six through eight. We are dedicated to providing an excellent education to students from the neighborhood. Among supervisors, teachers, and support staff there is an intimate and collegial rapport. All the adults at INMSMS are dedicated to meeting the needs of our students and there is a genuine love for the work we do. Our vision is based on math and science as a vehicle for students to develop critical thinking skills that are applicable to other content areas, and subsequently to problem-solving in life, in general. While we are focused on math and science, we are dedicated to helping students develop strong literacy skills, and to encouraging them to have a love of reading both for learning and enjoyment. We base our work on the belief that it is the job of our school to meet the needs of our students and that our school serves not only our students, but also serves their families.

This year INMSMS received a General Electric Foundation grant that will support us over three to four years in fostering student success in math and science. We are using this funding to build our Professional Learning Community, providing professional development opportunities with a specific focus on meeting the needs of targeted groups of students. These groups include our English Language Learners (ELLs) Students with disabilities (SWDs), and our highest performing students on standardized tests in ELA and mathematics.

INMSMS has a strong commitment to fostering partnerships with the broader East Harlem/New York City community. Each organization brings unique resources, personnel, and opportunities to our students, their families, and our school staff. Following is a list of our key partnerships:

New York University (NYU)

Our NYU Partnership provides us with student teachers, mentors, tutors, social work interns, and classroom volunteers. In addition, our school staff gains access to professional development opportunities and some coursework at the college at no cost.

College For Every Student (CFES)

CFES, an early college awareness program, helps our middle school students to get their minds set on attending college. The students engage in three core practices: mentoring, pathways to college, and leadership through service in order to solidify the message. Studies have shown that Black and Latino students who engage in this type of program have a 50% higher chance of attending college.

Citizen Schools (CS)

New to New York City, this Extended Learning Time provider facilitates an afterschool program for 100 of our students. The students get help with homework daily and engage in a specialized learning lab once a week. Twice a week they are exposed to a new career or technology, participating in 10 week apprenticeships

which culminate in authentic learning presentations. And finally, twice a month the students go on explorations around the city, visiting cultural and educational institutions.

Pace University

We work with Pace University to integrate technology into our curriculum in meaningful ways. Teams of under-graduate students have introduced robotics to our students.

Harlem Community Justice Center – Attendance Court

We were selected for this pilot program, now running successfully in its third year. The program provides support to the families of students whose attendance is impacting their academic progress. Families are screened for a multitude of issues often faced in under-resourced communities. They are then directed to services within the community to address the issues. They meet monthly with a court appointed counselor, and the students receive academic intervention counseling as well.

Mt. Sinai Health Plus Family Clinic

Now in its second year, this on-site, grant funded, full service mental health clinic is run by Mt. Sinai clinicians. All students in our school will be screened for mental illness, and if diagnosed will receive all necessary services free of charge if they have appropriate insurance. Counseling and therapy are available at the school. Additionally, we have access to Mt. Sinai's Health Clinic which can provide a full range of medical services for our students.

Union Settlement - Victory After-School Program

This fall, our eighth grade students were invited to participate in a free after-school program, that promotes academic achievement and social awareness and is based at our school. There are about (60) sixty INMSMS students enrolled.

Hunter School of Social Work

Thirty students will be selected this year to receive support through to the end of high school to ensure success.

Urban Advantage Demonstration School

We serve as a demonstration site for exhibiting best practices around inquiry based science and engaging students in scientific investigations. Our teachers participate in professional development sessions on Saturdays throughout the school year to both enhance their science content knowledge and to conduct research at a local science institution. Teachers also learn how to best use out of school settings for learning and assessment of taught science concepts. In addition, each year we plan a family outing to a local science institution organized by our Parent Coordinator and intended to encourage families to make use of the plentiful, free, local resources.

MISSION STATEMENT

The Isaac Newton Middle School for Math and Science is dedicated to developing mathematically and scientifically knowledgeable students who make connections between what they learn and the world in which they live. The Isaac Newton Middle School for Math and Science is a school where high expectations and active learning experiences develop students' natural curiosity and problem solving ability. We offer an extensive and integrated curriculum that develops the skills and interests of all learners. We strive to create a rigorous learning environment characterized by high academic standards and success for all students. All members of the Isaac Newton Middle School for Math and Science learn from one another. We value families as partners in their children's education. We celebrate the voices and culture of our students, our school, our neighborhood, and our city.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Isaac Newton Middle School for Math & Science						
District:	4	DBN:	04M825	School BEDS Code:	310400010825		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.5	91.8	93.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		94.2	98.1	94.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	97	110	110	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	135	116	112		68.5	68.5	68.5
Grade 8	212	143	112	Students in Temporary Housing - Total Number:			
Grade 9	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 10	0	0	0		5	2	10
Grade 11	0	0	0				
Grade 12	0	0	0	Recent Immigrants - Total Number:			
Ungraded	1	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	445	369	334		4	6	2
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	8	14	0	Principal Suspensions	167	75	27
# in Collaborative Team Teaching (CTT) Classes	8	36	34	Superintendent Suspensions	35	11	9
Number all others	27	15	17				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	25	29	29
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	41	45	26				

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	5	Number of Administrators and Other Professionals	4	6	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	1	2	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	32.0	44.8	72.4
				% more than 5 years teaching anywhere	36.0	37.9	37.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	93.0	86.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.6	91.8	98.4
American Indian or Alaska Native	0.8	0.3	0.6				
Black or African American	25.4	23.0	22.2				
Hispanic or Latino	71.3	74.6	73.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	1.6	2.1				
White	0.8	0.6	0.3				
Male	53.2	50.8	53.0				
Female	46.8	49.2	47.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			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
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√SH	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	80			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	13.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	21.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	39.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = 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.

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 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 the schools 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?
-

In 06/07 INMSMS added a sixth grade as part of the reorganization of District 4. This increased enrollment by approximately one-third. In 06/07 one of the 7th grade classes became a CTT class. In 07/08 we established one CTT class at every grade (6th, 7th, and 8th).

The number of ELLs increased significantly over the last three years from 15 students in 05/06 to approximately 44 students in the incoming class of 09/10. In addition, we also have 22 former ELLs. We are a Title I school with Universal Free Lunch through 2012, which means that we do not have an accurate view of changes to the Poverty Rate. (As a Universal Free Lunch school the Poverty Rate is reported to be 68.5% each year. We are not allowed to collect Income Data from our students.) We assume that the Poverty Rate at Isaac Newton is significantly higher than the official data. We estimate the poverty rate to be between 75% and 90%.

The changing size and demographics of our school's population challenges us to meet the growing needs of our students. This has led to a focus on differentiating instruction in order to meet the needs of our students. To provide meaningful differentiated instruction, we have systems in place to organize and review student data in a manner that supports teaching and learning.

I. MATHEMATICS

The percentage of students who received Levels 3 or 4 on the state Math test was 31.6% in 06, 47.1% in '07, 63.6% in '08, and 83.0% in '09. The percentage of students who made Annual Yearly Progress as evidenced by the state math test went from 39.6% in '07 to 62.8% in '08 to 64.7% in '09.

SPECIAL EDUCATION (SE)

Standardized test results show that general education students consistently outperform SE students in mathematics. The rate of improvement for general education (GE) and SE students' progress from '06 to '09 was similar. The percentage of SE student who achieved exemplary proficiency gains in '09 was 38% up from 34% in '08.

While our SE students are improving at a rate that is similar to our GE students, they are starting at a much lower point. It is therefore necessary for the school to provide opportunities for SWDs to learn faster. To this end, we are providing additional PD for all teachers about differentiated instruction and learning disabilities. We have two inquiry teams – one with a math focus and one that focuses on

meeting the needs of SWDs. We expect that this work when its findings are presented will improve capacity amongst all of our teachers.

ELLs

Non-ELL students consistently outperform ELL students in mathematics. The overall rate of improvement from '07 to '09 was the same for ELLs than for non-ELLs. 16.7% of ELL students made Exemplary Proficiency Gains.

We are planning to improve academic achievement among our ELL population in the following ways:

1. Additional support for ELLs in math and science funded by Title III.
2. Maximizing resources by inviting ESL student teachers to work directly with our students.
3. Our Vocabulary Study Group is investigating the acquisition of academic language and its role in improved student achievement.
4. Training a core group of teachers in Q-Tel.

ETHNICITY

Hispanic students (86% proficient) outperform Black students (70% proficient) in mathematics. In 2008-09, the percentage of Hispanic students was 69% who achieved levels 3 and 4 on the state math exam was compared to 58% of our Black students. (The statistical validity of this comparison must take into account the significantly greater number of Hispanic students (245) than Black students (78). 44.4% of Hispanic students in the lowest third citywide achieved Exemplary Proficiency Gains in mathematics. 39.3% of Black students in the lowest third citywide achieved Exemplary Proficiency Gains in mathematics.

GENDER

Proficiency levels in mathematics as evidenced by the state Math exam for '08 are essentially the same for female and male students. The rate of improvement for girls (20%) was greater than for boys (10%) between '07 and '08. In 2009, the results show that the girls and boys are performing at the same level (83% on grade level).

II. ELA

The percentage of students who received Levels 3 or 4 on the state ELA test was 44.1% in '07, 55.8% in '08, and 71.7% in '09. The percentage of students who made Annual Yearly Progress as evidenced by the state ELA test went from 49% in '07 to 59% in '08 to 61.8% in '09.

SE

The results of ELA testing suggest that we are closing the gap between GE students and SWDs. There is a greater rate of improvement over three years for SWDs than for GE students. In 2009 54% of SE students made Exemplary Proficiency Gains in ELA. While our SE students are improving at a rate that is greater than our GE students, their performance is still below our expectations. It is therefore necessary for the school to provide opportunities for the SWDs to learn faster. To this end, we are providing additional PD for all teachers about differentiated instruction and learning disabilities. We have an inquiry team focusing on special education. This work focuses on diagnosis and the development of instructional strategies and social and academic interventions to improve student achievement.

ELLs

Non-ELLs consistently outperform ELLs; however, the overall *rate of improvement* from '07 to '08 was greater for ELLs than for non-ELLs. 28.2% of our ELLs made Exemplary Proficiency Gains. In 2008-09, in ELA 47% of our non-ELLs achieved levels 3 and 4, versus the ELLs where only 16% performed at those levels. However, the results of last year's ELA exam show that the gap between non-ELLs and ELLs is closing. The percentage of non-ELLs that made AYP is 56% versus 52% of the ELLs. The percentage of ELLs at proficiency level in ELA rose from 3% in 2007, to 16% in 2008, to 45% in 2009, while the school's overall proficiency level was at 55%.

ETHNICITY

Previously, Hispanic students outperformed Black students – the percentage of Black students who achieved levels 3 and 4 on the state ELA exam was 38% compared to 45% of Hispanic students. In 2009, the results were equal, 72% of Black students were at grade level and 72% of Hispanic students were at grade level.

GENDER

Although female students outperform male students in ELA, the rate of improvement for boys (27%) is almost even with that of the girls (30%), in 2009. In 2008, percentage of male students achieving proficiency, as evidenced by the state ELA test, rose from 30% in '07 to 41%. The percentage of female students achieving proficiency rose from 41% in '07 to 47% in '08. The girls outperformed the boys, however, over time the boys improved at a faster rate. Some of our initiatives to support our male students are to have gender-based reading groups and to build our non-fiction libraries.

ACCOUNTABILITY METRICS

- On the Annual Progress Report, Isaac Newton rose to an A in 07/08 from the D we received in 06/07. We maintained our A in 08/09 with a 12 point increase in our overall score.
- On the Quality Review, Isaac Newton went from a U in 06/07 to a P in 07/08. We have not had a QR since '07-'08.
- The percentage of students who received Levels 3 or 4 on the state Math test were 31.6% in 06, 47.1% in '07, 63.6% in '08, and 83% in '09.
- The percentage of students who received Levels 3 or 4 on the state ELA test were 33.7% in 06, 44.1% in '07, 55.8% in '08, and 83% in '09.
- Every metric on our Learning Environment Survey evidenced improvement in 08/09.

	Survey Score 07-08	Survey Score 08-09	Progress Report City Horizon Score	Overall Survey Scores Compared to other Middle Schools	Change in Score from 06-07
Academic Expectations	8.3	8.4	96.2%	96.2%	+1.1
Communication	7.4	7.8	100%	100%	+1.1
Engagement	7.5	7.7	96.4%	93.3%	+0.9
Safety and Respect	7.5	7.9	86.7%	81.8%	+1.0

Attendance improved from 91.2% to 93.8% from '07-'08 to '08-'09.

HIGH SCHOOL (HS) ADMISSIONS

In June 2009, 96% of our 8th grade class was accepted to their 1st, 2nd, or 3rd choice for HS. During the 07/08 school year 76.12% of 8th grade students were matched with their 1st, 2nd, or 3rd choice for HS. Additionally, admissions to Manhattan Center for Science and Math has increased each year over the past three years, with 29 students from IN attending MCSM as 9th graders in the 08/09 school year, and 38 of our students attending as freshman in 09/10.

PARTNERSHIPS

We have developed several significant partnerships over the last several years .These were outlined in Section III: School Profile.

CTT

We have one CTT class on each grade level. All teachers are encouraged to embrace the model and are informed of the professional development opportunities offered. We have been working hard to create an exemplary program by (1) sending all participating teachers to PD (Marilyn Friend), (2) having an Inquiry Team that focuses on meeting the needs of students with IEPs, (3) participating in a Network study group focused on best practice in the CTT class, (4) visiting other schools that have successful CTT programs.

STRENGTHS

Teaching Staff

Our school has highly effective and dedicated teachers who work together to meet our students' needs and plan to make learning engaging, empowering, and culturally relevant.

Professional Development

Professional development takes a wide variety of formats:

- All teachers participate in PD (on-going in-house, outside providers, Learning Walks, inter-visitations, conferences, and focused observations by coaches)
- All teachers are members of a grade level team and a content area team (both teams meet weekly and these meetings are facilitated by content area coaches and by administrators)

CHALLENGES

Budget Cuts and Recession

As school budgets continue to decline, we are challenged to keep the same level of service with reduced resources. Furthermore, times of recession create additional challenges for all schools, especially those in under-resourced neighborhoods. These challenges include a notable increase in crime (muggings, robberies, gang violence, and fights), a notable increase in domestic violence, and serious challenges for families who face financial difficulties.

Family Involvement

We have an open door policy for our students' family members. Teachers have excellent communication with families via phone, e-mail, and monthly progress reports. In 2008-09, we were able to purchase Phone Messenger which enables us to send daily attendance messages, in both English and Spanish. This service is also used to send reminders of school events. We have an on-line grading system (Teacher Ease) which means that any family member who has access to e-mail can check how their child is progressing at any time. Families can also check Teacher Ease on-line to see what work has been assigned as homework. In – house computer classes and access to our school's Tech Lab are intended to increase family member's access to these systems.. We have excellent

participation at events such as Family Science Night, Family Literacy Night, Family Math Night, Art Show, pot-luck suppers, and performances. Over 90% of our families attend Parent Teacher (PT) Conferences which is when they pick up their children's report cards and meet with teachers. We are developing a Family Leadership Group where a core group of parents engage in workshops to understand (a) how to advocate for their children, (b) how to support their children's learning and success in school, and (c) how to recruit and train other families. We are also in the second year of a Parent Technology Class. Here they learn basic information about how to navigate the World Wide Web, how to navigate the DOE website, how to use ARIS and Teacher Ease, how to keep young people safe as they interface with web-based programs such as MySpace, and the fundamentals of word processing. Our success with meeting the needs of our families is reflected in excellent scores on the Environmental Surveys. Our challenges lie in engaging more families in productive and sustained ways. Although the attendance at PTA meetings is improving, it still remains low, and our families need a better understanding of how to support their children in school.

Student Achievement

Although there has been significant improvement in performance on test scores:

- (1) there are still too many students not testing Proficient
- (2) there are still too many students who do not make AYP
- (3) students who score high Level 3 and/or Level 4 are not showing as much growth as our students who are functioning at Level 1/Level 2

We, therefore, need to increase our focus on supporting students who are not achieving Proficiency on state assessments as well as challenging those students who are functioning at higher levels (as determined by state assessments). Additionally, we need to provide support to increase achievement for our SWDs and ELLs.

We intend to provide this support by engaging in reflective practice, sharing of best practice (in-house), identifying schools in our Peer Horizon who are achieving greater gains, visiting them, and adapt their best practices to our school. We will provide additional PD for all teachers targeting these needs, and carefully analyzing students' progress in relation to these approaches.

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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

- Humanities curriculum, instruction, and assessment will be planned, implemented, and supported in a manner that accelerates learning for all students, with a focus on special populations including students in the top third, ELLs and students with IEPs.
- Math curriculum, instruction, and assessment will be planned, implemented, and supported in a manner that accelerates learning for all students, with a focus on special populations including students in the top third, ELLs and students with IEPs.
- PLANNING - Teachers will use the Professional Teaching Standards (PTS) goal of Planning to strengthen their ability to engage all students.
- Increased Academic Rigor in a Thinking Curriculum
- Between September 2009 and May 2010, all humanities teachers will participate in weekly PLC meetings that focus on improving teaching and accelerating student learning with a focus on special populations including students in the top third, ELLs and SWDs.
- Between September 2009 and May 2010, all humanities teachers will develop a deeper understanding of their students, as evidenced by the development of a department-wide system supporting student's in developing their own short-term, actionable reading goals.
- Between September 2009 and May 2010, all math teachers will participate in weekly PLC meetings that focus on improving teaching and accelerating student learning with a focus on special populations including students in the top third, ELLs and SWDs..
- All math teachers will develop a deeper understanding of their students, as evidenced by the development of department-wide differentiation strategies to address student needs. (on-going)
- By June 2010, all teachers will have at least begun a process for developing comprehensive curriculum maps, and all humanities teachers will have finalized their curriculum maps.
- By June 2010, all teachers will have been introduced to the Understanding by Design (UBD) framework, and at least 80% of teachers will have designed at least one complete unit plan using UBD.
- By June 2010, all teachers will create at least one extended project opportunity in a unit of instruction to engage students more deeply
- By June 2010, all teachers will have mapped a unit of instruction that reflects high thinking demand and the development of 21st century skills

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Humanities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Humanities curriculum, instruction, and assessment will be planned, implemented, and supported in a manner that accelerates learning for all students, with a focus on special populations including students in the top third, ELLs and students with IEPs. <ul style="list-style-type: none"> ▪ Between September 2009 and May 2010, all humanities teachers will participate in weekly PLC meetings that focus on improving teaching and accelerating student learning with a focus on special populations including students in the top third, ELLs and students with IEPs. ▪ Between September 2009 and May 2010, all humanities teachers will develop a deeper understanding of their students, as evidenced by the development of a department-wide system for supporting students in developing their own short-term, actionable reading goals.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Departmental professional book study of <u>6+1 Traits of Writing</u>, by Ruth Culhan and <u>Leveled Books</u>, by Fountas and Pinnell during weekly Humanities meeting (on-going) • All teachers will receive PD about how to differentiate instruction during the 2009 to 2010 school year • Analysis of this year’s predictive and diagnostic, and annual standardized ELA exam results (school-wide, class-wide, and student level), to identify specific areas of strengths and weaknesses, as they relate to target populations. (as results become available) • School-wide and department meetings focus on analysis of test results so that teachers can independently access and understand this information. (on-going) • School-wide vocabulary study group to study vocabulary development across content areas and implement school-wide vocabulary initiatives. (began in Sept. 2008 and is on-going) • All Humanities teachers and representative Science teachers will be trained in Achieve 3000 both to provide intervention services and to facilitate appropriate/leveled reading material in science. (by September 2010)

	<ul style="list-style-type: none"> • A writing rubric will be developed for use across all content areas to promote higher quality writing across the curriculum. (by March 2010) • Regular communication between humanities coach, math coach and science coach to share strategies, best practices, and implementation of school-wide goals. (September - June, on-going) <p>Instruction</p> <ul style="list-style-type: none"> • Beginning January 2010, students will be instructed in the language of writing rubric. (on-going) • Use of in-class reading assessments (Teachers College and Orbit-Wrap) to provide data to inform instruction in addition to state and interim assessments. (on-going) • All students will set actionable goals to improve reading based upon an understanding of their current level and the steps needed to make improvements. (on-going)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>This work is funded by Contract for Excellence, Title I, general school funds, and GEF grant money.</p> <p>Who is responsible: Literacy Coach, AP (Humanities), Principal, Partnership Coordinator, Science and Math Coaches, AIS Coordinator, classroom teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Data about students</p> <ul style="list-style-type: none"> • Interim assessment results (1 to 2 times each year) • Results of in-class reading assessments (TC and Orbit-Wrap) (three times annually) • Students' grades (by semester) • Reading logs (weekly) • Students' work and goals (on-going) <p>Artifacts</p> <ul style="list-style-type: none"> • Humanities meeting agendas • Science meeting agendas • After school study group agendas • Writing Rubric • Professional Development Plans <p>Teacher Behavior</p> <ul style="list-style-type: none"> • Teacher-led reading conferences (quarterly) • Teachers' lesson plans reflecting increased understanding of target populations and differentiation strategies to address them (on-going) • Writing Rubric developed and implemented across grades and disciplines (by May 2010)

	<ul style="list-style-type: none"> • All teachers will participate in PLC activities (on – going) <p>Student Behavior</p> <ul style="list-style-type: none"> • Students set and implement action plans to achieve goals • Students use Writing Rubric
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Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Math curriculum, instruction, and assessment will be planned, implemented, and supported in a manner that accelerates learning for all students, with a focus on special populations including students in the top third, ELLs, and SWDs. <ul style="list-style-type: none"> ▪ Between September 2009 and May 2010, all math teachers will participate in weekly PLC meetings that focus on improving teaching and accelerating student learning with a focus on special populations including students in the top third, ELLs and SWDs. ▪ All math teachers will develop a deeper understanding of their students, as evidenced by the development of department-wide differentiation strategies to address student needs. (on- going)
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Professional readings in department meetings • All teachers will receive PD about how to differentiate instruction • Analysis of this year’s predictive and diagnostic, and annual standardized Math exam results in school-wide, class-wide, and student level to identify specific areas of strengths and weaknesses, as they relate to target populations. • School-wide and department meetings focus on analysis of test results so that teachers can independently access and understand this information. • Regular communication between humanities coach, math coach and science coach to share strategies, best practices, and implementation of school-wide goals <p>Instruction</p> <ul style="list-style-type: none"> • Students will be receive differentiated instruction to meet their needs • Teachers will implement a variety of strategies to meet the needs of targeted populations <p>Data about students</p> <ul style="list-style-type: none"> • Acuity assessment results (3 times each year)

	<ul style="list-style-type: none"> • Students' grades (by semester) • Students' work (on-going) • State Math exam item analysis (on-going) • Results of in-class math assessments (on-going) • Students grades (quarterly) <p>Artifacts</p> <ul style="list-style-type: none"> • Math meeting agendas • After school study group agendas • Professional Development Plans • Teachers' lesson plans reflecting increased understanding of target populations and differentiation strategies to address them (on-going) <p>Teacher Behavior</p> <ul style="list-style-type: none"> • All teachers will participate in PLC activities (on-going) • Teachers working to understand implications of student work • Teachers will use data to understand students strengths and weaknesses , including Acuity, item analysis of student work
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>This work is funded by Contract for Excellence, Title I, general school funds, and GEF grant money.</p> <p>Who is responsible: Literacy Coach, Principal, Partnership Coordinator, Science and Math Coaches, AIS Coordinator, classroom teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Data about students</p> <ul style="list-style-type: none"> • Acuity assessment results (3 times each year) • Students' grades (by semester) • Students' work (on-going) • State Math exam item analysis (on-going) • Results of in-class math assessments (on-going) • Students grades (quarterly) <p>Artifacts</p> <ul style="list-style-type: none"> • Math meeting agendas • After school study group agendas • Professional Development Plans • Teachers' lesson plans reflecting increased understanding of target populations and differentiation strategies to address them (on-going)

	<p>Teacher Behavior</p> <ul style="list-style-type: none"> • All teachers will participate in PLC activities • Teachers working to understand implications of student work • Teachers will use data to understand students strengths and weaknesses, including Acuity, item analysis of student's work
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>PLANNING - Teachers will use the Professional Teaching Standards (PTS) goal of Planning to strengthen their ability to engage all students.</p> <ul style="list-style-type: none"> • By June 2010, all teachers will have at least begun a process for developing comprehensive curriculum maps, and all humanities teachers will have finalized their curriculum maps. • By June 2010, all teachers will have been introduced to the Understanding by Design (UBD) framework, and at least 80% of teachers will have designed at least one complete unit plan using UBD.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Teachers will receive training in UBD • Teachers will receive training and use a lesson planning/curriculum mapping software program • Weekly content area meetings will provide forum for curriculum writing and coordination of learning objectives with three year sequence • Weekly common planning time will be used to develop and refine curriculum maps • Teacher will receive training in differentiating instruction • Weekly content area meetings will provide forum for sharing best practices as they relate to differentiated instruction <p>Teacher Behavior</p> <ul style="list-style-type: none"> • Teachers will formulate enduring understandings and essential questions for each unit of study • Teachers will participate in curriculum mapping using web-based software • Teachers will plan lessons that draw on students backgrounds, values, needs and interests • Teachers will modify and adjust instructional plans according to student engagement and achievement • Teachers will use ARIS to organize data and set student groupings • Teachers will use ARIS to track students' progress

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>This work is funded by Contract for Excellence, Title I, general school funds, and GEF grant money.</p> <p>Who is responsible: Literacy Coach, Principal, Partnership Coordinator, Science and Math Coaches, AIS Coordinator, classroom teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Curriculum maps (finalized in Humanities, drafted in science, outlined in mathematics) • Teachers' lesson plans • Students' work • Humanities meeting agendas • Science meeting agendas • After school study group agendas • Math meeting agendas • Professional development plans • Teacher observations

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increased Academic Rigor in a Thinking Curriculum</p> <ul style="list-style-type: none"> • By June 2010, all teachers will create at least one extended project opportunity in a unit of instruction to engage students more deeply • By June 2010, all teachers will have mapped a unit of instruction that reflects high thinking demand and the development of 21st century skills
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will use common planning time to develop lessons and units that are rigorous and respond to students' interests, prior knowledge, cultural backgrounds, values and strengths (on-going) • Professional development will provide support to deepen teachers understanding of rigor (on-going) • Professional development will support teachers understanding of effective planning and curriculum mapping (on-going) • All teachers will develop an extended project for each unit of instruction (by June 2010)

	<ul style="list-style-type: none"> • All students in grades 6 and 7 will develop and present portfolios reflecting work across the core subjects (by June 2010) • All students will engage in extended science investigations each year (on-going) • 150 students will participate in extended learning time activities (on-going)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>This work is funded by Contract for Excellence, Title I, general school funds, and GEF grant money.</p> <p>Who is responsible: Literacy Coach, Principal, Partnership Coordinator, Science and Math Coaches, AIS Coordinator, classroom teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Curriculum maps (finalized in Humanities, drafted in science, outlined in mathematics) • Teachers' lesson plans • Students' work • Humanities meeting agendas • Science meeting agendas • After school study group agendas • Math meeting agendas • Professional development plans • Teacher observations • Student portfolios • Science Fair projects

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	22	20	NA	22	3	3	7	27
7	23	18	NA	23	4	2	3	29
8	17	8	NA	17	4	3	2	21
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: 37.5 minutes Wilson Just Words Achieve 3000 Tutoring by teachers & HS students Citizens Schools/ Union Settlement	Extended Learning Time - Small group instruction is provided by grade level in the morning before the school day begins. (63 students) Achieve 3000 – technology - based literacy program with non-fiction content (35 students) Just Words – Advance de-coding program (6 students) Wilson- small group meets during extended learning time. (10 students) Tutoring – one-to-one, and small group occurs during the day and after-school, as needed. After-school and Saturday program with a strong homework help and academic support component.
Mathematics: 37.5 minutes Tutoring by teachers & HS students Citizens Schools/ Union Settlement	Mathematics teachers provide early morning instruction to students in small groups. About 15 students are receiving remedial instruction in mathematics. Tutoring – one-to-one, and small group occurs during the day and after-school, as needed.
Science: Tutoring by teachers & HS students Citizens Schools/ Union Settlement	See above
Social Studies: Tutoring by teachers & HS students Citizens Schools/ Union Settlement	See above
At-risk Services Provided by the Guidance Counselor and SAPIS Worker: Group or individual sessions	Students are assigned through the pupil-personnel committee for up to 6 weeks of service. When further attention is needed we enlist the services of a social work intern provided by NYU.
At-risk Services Provided by the School Psychologist: Group or individual sessions	Students are assigned through the pupil-personnel committee for up to 6 weeks of service. When further attention is needed we enlist the services of our CSE social worker.
At-risk Services Provided by the Social Worker: Group or individual sessions	Students are assigned through the pupil-personnel committee for up to 6 weeks of service. When further attention is needed we enlist the services of an intern provided by NYU.
At-risk Health-related Services:	Mt. Sinai Mental Health Clinic provides on-site screening and subsequent counseling as needed.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Bridges Network #22 04	School Isaac Newton Middle School
Principal Lisa Nelson	Assistant Principal Nadine Kellogg
Coach Patrice LoCicero	Coach Dr. Verneda Johnson
Teacher/Subject Area Patrice LoCicero/ESL	Guidance Counselor Dennis Ortiz
Teacher/Subject Area Linda Starsky/Humanities	Parent Jacqueline Roman, PTA Pres.
Teacher/Subject Area	Parent Coordinator Cheryl Hinkson
Related Service Provider Charlene Jenkins	SAF type here
Network Leader Sanda Balaban	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	369	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	9.21%
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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

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

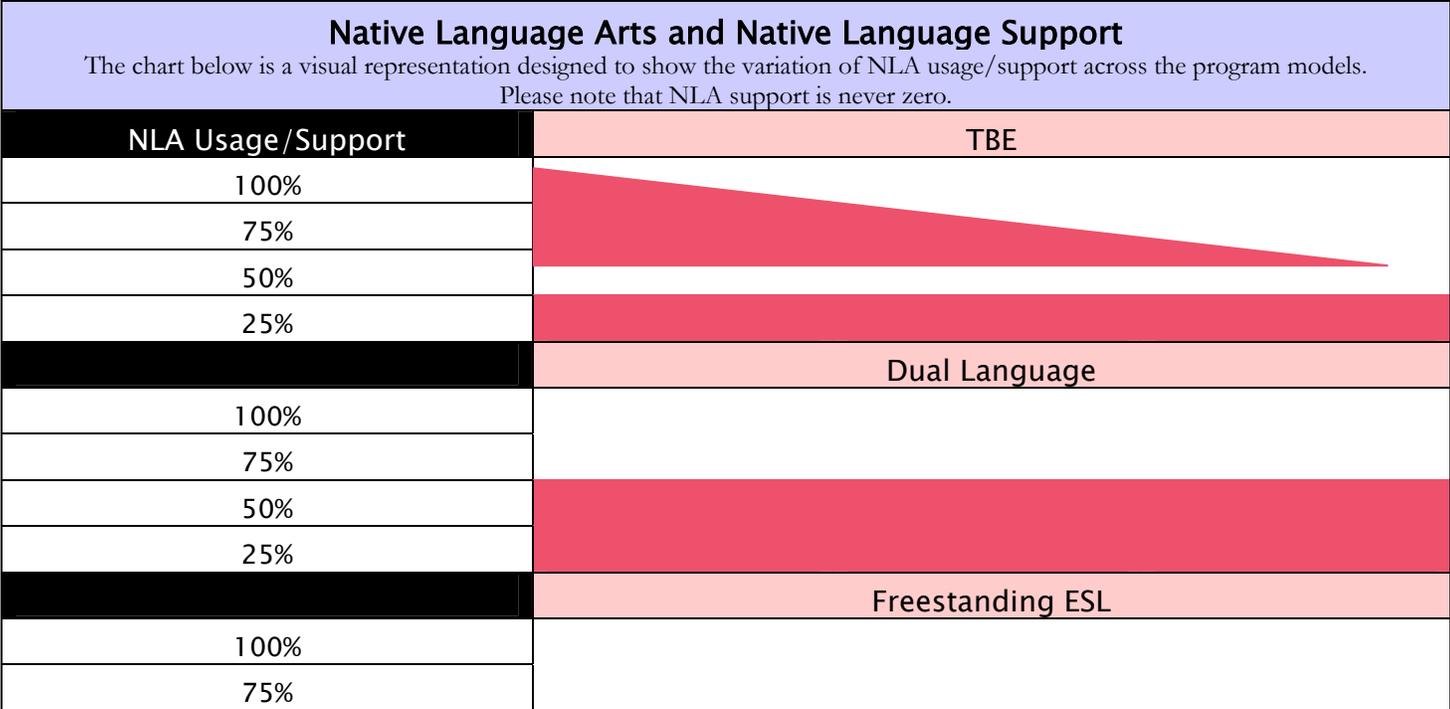
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							16	8	5	29
Chinese										0
Russian										0
Bengali							1			1
Urdu										0
Arabic							1		1	2
Haitian Creole										0
French							1			1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other							1			1

Programming and Scheduling Information

TOTAL	0	0	0	0	0	0	20	8	6	34
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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.

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



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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	TOTAL
Beginner(B)	0						2	0	2	4
Intermediate(I)							6	1	0	7

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

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

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

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

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

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

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

Filename: 04M825 LAP Work 2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_M825
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/6/2010 11:19:00 AM
Change Number: 2
Last Saved On: 1/6/2010 11:19:00 AM
Last Saved By: NYCDOE
Total Editing Time: 1 Minute
Last Printed On: 3/9/2010 10:53:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,838 (approx.)
Number of Characters: 33,283 (approx.)

Part II: ELL Identification Process:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the NYSESLAT.

Because INMSMS is a Middle School Choice program, most students are accepted during the Middle School Choice process in the spring. For those students who register at INMSMS during the year, and/or are new to the system, the family is given the HLIS form by Ms. LoCicero, a licensed ESL teacher, and an interview is conducted. If it is determined that a student is LAB-R eligible, our full-time ESL teacher administers the LAB-R exam within 10 days of admittance and scores the test to determine if the student is eligible for ESL. Additionally, the ESL teacher also reviews the data on ATS to identify all ELLs new to the school (mainly they are in the incoming sixth grade class). The NYSESLAT scores are generated from ATS to determine the mandated scheduling of ESL instruction.

2. What structures are in place at you school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)

In almost all cases, INMSMS students are accepted during the Middle School Choice process during the spring. However, for those families who register at Isaac Newton during the year, if it is determined that the family speaks another language at home during the HLIS survey and interview, and the student is eligible for ESL as determined by the LAB-R, parents are informed of the three choices available and are shown the DOE's DVD on Second Language Learner's and their school choice options by the ESL Coordinator, Ms. LoCicero. Parents are shown the DOE DVD on Second Language Learner's educational options at a pre-scheduled date.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?
Once it is determined that a student is eligible to receive the Lab-R, Ms. LoCicero, the ESL Coordinator, administers the test to establish if a student is eligible for ESL-mandated services. All students who are eligible for ESL-mandated services receive entitlement letters sent home by the ESL teacher and Parent Coordinator. If the parents do not return Parent Survey and Program Selection, the Parent Coordinator follows up with a telephone call and a letter. If this does not work, the letter is sent by registered mail.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
INMSMS offers a freestanding ESL program. If a parent were to express interest in a bilingual program, we would make a note of it, and they would be referred to MS 45 which has a Spanish language bilingual program in place. We also refer students to MS 117 which has a

Spanish language bilingual program. We have one new arrival from Senegal who speaks French, and that family specifically wanted their child enrolled at INMSMS receiving ESL instruction. Additionally, the Assistant Principal, Ms. Kellogg, speaks Spanish, French, Portuguese, Italian and English and translates and communicates with most families who are registering at INMSMS.

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? After reviewing the Parent Survey and Program Selection form over the past three years, the trend indicates that there were only six parents who were new to the New York City School System and enrolled their child in INMSMS. Parents at our school want free-standing ESL services
6. Are the program models offered at your school aligned with parent requests? Yes, the six families requested a Free-Standing ESL program. Presently, we have three new arrivals, and the families specifically requested ESL Free-Standing program and chose INMSMS for their children

Programming and Scheduling Information

1. How is instruction delivered? INMSMS has a student body of 369 students, of whom 34 students are ELLs, or approximately 10% of the population. The ELLs at INMSMS are served by a push-in/pull-out Free-standing ESL program. These students are generally Spanish speaking, although there are several students who speak Arabic, Bengali, African languages or French/French-Creole and Turkish.

1. a What are the program models? How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program?

ELLs are served by one full-time licensed ESL teacher who coordinates the program and teaches the students. There is also a half-time licensed ESL teacher who pushes into the Humanities classes to provide additional academic support to ELLs.

Together, our full time and part-time ESL teachers coordinate a comprehensive ESL program that includes *Push-In and Pull-Out* services to meet the needs of all ELL students as determined by the NYSESLAT exam and teacher observations. Our program is structured for effective articulation between regular classroom teachers, our ESL teachers, and the families of the students. The ESL teachers also work with classroom teachers to develop lesson plans that provide appropriate support, multiple points of entry, and scaffolding to meet the needs of both ELLs as well as other students based on NYSESLAT scores, RYOS ATS report, ELA scores and classroom conferencing and student performance. Additionally, ESL teachers administer the NYSESLAT every spring.

2. The Push-In/Pull-Out model is used for beginner, intermediate, and advanced students. The ESL teachers provide small group instruction which is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient Learners.

Our ELLs fall into the following categories:

General Ed.	Special Ed.
-------------	-------------

Newcomer: 8	1
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4-6 years:	13	5
Long-term:	13	2
SIFE	0	0

INMSMS ELLs usually come to our school from the Middle School Choice process, and as a result we are able to program cluster them into an ELL class per grade and a CTT class with ESL support.

3. Describe how the content areas are delivered in each program model. Please specify language, the instructional approaches and methods used to make content comprehensible to enrich language development.

Humanities classroom teachers and ESL/AIS teachers use the Balanced Literacy Approach including strategies such as jigsaw reading and writing projects, scaffolding, semantic mapping, predicting, graphic organizers, and opportunities for accountable talk. The Humanities Department and ELL team meets weekly to discuss curriculum mapping, lesson planning and individual students' progress.

Materials used: Leveled Classroom Libraries

Time for Kids: Reading and Writing

The History of Us

History Alive

You Wouldn't Want to Be A...Series

If You Lived in the Time of...Series

Escape from Slavery: The Boyhood of Frederick Douglass

Orca Book Series

Bluford Series

AMP Reading Program published by Globe Fearon

Achieve 3000 Differentiated Web-based Reading Program

Additionally, the Science Department uses a "Project Based Inquiry Science" curriculum which promotes hands-on approach to learning science. The Department hosts a Science Fair each year for which students work together on group projects and present a report and project both individually and as a group. This fosters language development and content-area vocabulary which ELLs must develop to succeed academically. The Humanities teachers and ESL teachers work with students and teachers to provide support in the writing and presentation of projects. Additionally, INMSMS uses Impact Math curriculum using manipulatives and group work to teach math concepts.

4. In the ESL classroom, as in the general education classroom, students are exposed to read-alouds, shared reading, guided reading and the Reading/Writing Workshop model. In addition, ESL students listen to books on tape, work on content-area reading and writing, specifically in Humanities and Science. ESL students continue to have the Achieve 3000 Program through the ELL Success Grant awarded to INMSMS

for 2009/2010 school year. The ESL teacher pushes into the Humanities classroom at least 50% of the time, and also pulls students out and tailors the instruction to follow Humanities curriculum.

Beginner and Intermediate students receive 360 minutes of ESL per week while *Advanced* students receive 180 minutes of ESL per week, as mandated by the CR Part 154. Students who have achieved proficiency are offered ESL support in order to transition from ESL to general education successfully. These students are invited to attend ESL several times a week to develop essay writing skills and continue to develop Tier II vocabulary. They also have the opportunity to work with Achieve 3000, a differentiated web-based computer-based reading program.

4a. Currently, there are no SIFE students at INMSMS, however, should we admit a SIFE student we would program beginning ESL for 360 minutes, have the Speech and Language teacher see them on an “at-risk” basis, provide counseling and life/study skills curriculum, provide after school programs and community services to assist in transition.. Additionally, we have Citizens School After-School program on-site and that program has been noted as an exceptional program providing homework help and helps students to develop connection to the community and beyond.

4b. Newcomers receive 90 minutes of pull-out ESL four times per week and benefit from push-in model with an ESL teacher in Humanities classes 50% of the time. Materials include Side-By-Side CD Level 1 and 2 by Prentice Hall and ESL vocabulary and grammar activities. New arrivals also have access to Achieve 3000 to assist in building up content-area, non-fiction articles to prepare them for their future ELA exam. Additionally, through our partnership with NYU, we receive America Reads tutors who assist in the classroom by providing additional one-on-one tutorial services.

4c. ELLs who receive service under the 4 to 6 year category receive mandated ELL services within the push-in/pull-out model. These students benefit from a curriculum tailored to Humanities and have shown considerable growth in their ELA scores as seen by INMSMS’s progress in ELA scores.

4d. Our Long-term ELLs are fluent speakers of English and require instruction which develops vocabulary and stronger writing skills. We use *Wilson* and *Just Words* reading programs in the extended-day morning time for those who need help with decoding, and *Achieve 3000* for those who need deeper vocabulary building and content-area reading. We also use *Rewards Reading Program* and *Time for Kids Reading Program*. Additionally, ELLs who have reached proficiency on the NYSESLAT are programmed with three periods of ESL per week in order to develop their writing skills and higher level comprehension skills. Furthermore, these students are encouraged to make appointments with the ESL teacher for help completing extensive projects, such as the end of year science fair/exit project. Moreover, the push-in model allows for additional support in the classroom for former ELLs. They are also given extended time on tests for two additional years, as mandated by New York State.

4e. Our ELLs who have special needs are also fluent speakers of English and are often struggling readers. We have programmed them to receive Wilson Reading Program, Just Words, Rewards Reading, and Achieve 3000 reading programs according to their specific needs. As a result of these interventions, we currently have no ELLs performing at Level 1 in ELA or Math.

INMSMS is committed to on-going professional development. Last year, many of our teachers attended QTEL training and the “All Kinds of Minds” workshops provided by our Network. Due to the ELL Success Grant, this past year, we were able to bring QTEL to Isaac Newton to work with the ELL team. This year we have an ELL Inquiry Team in place studying effective strategies in moving ELLs to proficiency on state exams.

B. Assessment Analysis

1. Our instruction is geared toward pushing students to become proficient readers and writers of English through exposing them to rich, academic language in ESL and in the Core Curriculum. We use ELA, NYSESLAT and informal assessments, such as Fountas and Pinnell, TCRWP and Orbit Wrap to determine students Independent Reading Level. We focus our instruction around Reading/Writing Workshop method and each student is required to read on their Leveled Library book both in school and at home each night. Logs are monitored to ensure that students are moving through the levels at an appropriate rate.
2. Proficiency level by NYSESLAT shows that the majority of our ELL population is scoring at the Advanced level with 23 out of 34 students, eight are at the Intermediate level and only four students score at Beginning level, as they are new arrivals. Currently, there are ELL students testing at Intermediate level require assistance in developing their reading and writing skills. Of those students testing there are three new arrivals, who receive 90 minutes of ESL pull-out each day to help them begin to speak, read and write English. Our ELLs who are performing at Advanced level on the NYSESLAT are not testing proficient on the writing test. All students score proficient on the speaking test and most students are scoring within several points of proficient on the reading and listening sections.
3. Reviewing the data, we can say that INMSMS ELLs require instruction that is geared toward high level vocabulary or Tier III and IV vocabulary to increase higher level comprehension in reading, as well as push their writing to a more sophisticated level. Most ELLs at INMSMS are scoring on Intermediate or Advanced levels and have been in the United States for three or more years. Therefore, we encourage teachers to use higher level questioning and differentiated reading materials to help them develop core curriculum knowledge, as well as rigorous academic skills in the classroom. We encourage group projects, and presentations to advance oral language skills. Our daily instruction includes “Accountable Talk” to develop higher level thinking skills.
- 4a. Examining the pattern of ELLs performance on the ELA exam, we notice considerable growth. After two years of instruction at Isaac Newton, there are no ELLs performing at Level 1. We have shown consistent growth, Level 1’s have moved to Level 2 and Level 2’s to Level 3. The data from our Progress Report in school year 2007/08 indicates that we addressed the needs of our lowest performing students, and therefore we received 1.5% extra credit for exemplary growth in ELA. Additionally, ELLs scoring Proficient on the ELA jumped from 3% in 2006 to 15% in 2007. In 2008, 44.5% ELLs scored Proficient in ELA. In 2008/09, of ELLs in Grade 6, 11 ELLs scored at Level 3 and 1 scored Level 2. In Grade 7, 4 ELLs scored at Level 2 and 3 ELLs scored at Level 3. In Grade 8, all 10 ELLs scored at Level 2. Currently, there are no ELLs performing at Level 1 on the ELA. However, all ELLs performing on Level 2 on the ELA receive AIS reading intervention during 37 ½ minutes during morning Extended Day. Data shows that many ELLs are performing on Level 3 in both math and

ELA. Our pattern shows that we are moving students toward proficiency. However, in order to accelerate ELLs academic growth, we purchased Achieve 3000 in 2007/2008 as a way to provide academic intervention services.

Our NYSESLAT scores are as follows: Grade 6, (12) twelve Sixth grade ELLs are scoring at the Advanced Level on the NYSESLAT, six students who score at Intermediate, and only two that score on beginning level. Data on the New York State Math Exam shows the ELLs are performing slightly higher than on the ELA. In Grade 6, there are no students at Level 1, 10 students at Level 2, nine students at Level 3 and no students at Level 4 in ELA. In Math, 6th graders perform as follows: there are two students at Level 2, 14 at Level 3 and three students on Level 4. In Grade 7, all ELLs are performing at Advanced level on the NYSESLAT, except for one student who is Intermediate. There are two students performing at Level 2 and six students scoring at Level 3 on the ELA. Additionally, there are two on Level 2 and five on Level 3 in Math. In Grade 8, two ELLs scoring at Intermediate Level on NYSESLAT are scoring at Level 2 and Level 3 in Math. The remaining students are scoring at Level 3 in Math are Advanced on the NYSESLAT.

We do not use translated tests at Isaac Newton because all students are receiving instruction in English.

4b. It is our practice to review the results of our Periodic Assessment before the ELA to devise lessons to address those areas of weakness prior to the ELA exam. We also look for clustering of wrong answers to better understand and address areas of confusion. The same efforts are made before the Math test. In particular, our teachers look at the vocabulary and language needed to understand word problems, and that deepen mathematical understanding. In 2008-09, we started a native language after-school program under the ELL Success Grant to develop reading and writing skills in Spanish for ELLs. Our After-school programs, Citizen Schools and the Victory Program, are providing additional opportunities for our ELLs to enhance their English skills.

We use multiple assessments for grade-level spans including teacher observations, analysis of student work, periodic assessment, Scranton assessments, and teacher made assessments.

5. Not Applicable- As we are ESL Free-standing Program.
6. We evaluate the success of our ELL program by several different criterions. We look at how New York State standardized test scores move and how many ELL students score at the proficient level at the end of each year. Additionally, we look at student work, formative l assessments, and the number of ELLs who have passing grades in content area classes. Finally, we look to see how many of our ELLs are testing Proficient on the NYSESLAT, and there, we have found significant growth.

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

Form TIII – A (1)(a)

Grade Level(s) 6-8 **Number of Students to be Served:** 34 LEP 0 Non-LEP

Number of Teachers: 2 ESL& 1 ELA **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Our ESL teacher provides Push-In and Pull-Out services to meet the needs of all ELL students as determined by the NYSESLAT exam as well as teacher observations. The ESL teacher also works with classroom teachers to develop lesson plans that provide appropriate support, multiple points of entry and scaffolding to meet the needs of ELL students.

ELL students at INMSMS are served by a Pull-out/Push-in Freestanding ESL program. These students generally speak Spanish although there are several students who speak Arabic, Mandingo and Wolof. The Pull-out/Push-in model is used for Beginning, Intermediate, and Advanced level students. Additionally, the ESL teacher provides small group instruction which is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient Language Learners.

In the ESL classroom, ESL instruction is provided by a fully-certified teacher. Students are exposed to read-alouds, shared reading, and writing models in both the ESL and general education classroom. In addition, ESL students are exposed to books on tape, and work on content-area reading workshop and writing. The Pull-out program groups students by level and consists of no more than ten students. The small group instruction encourages developing writing skills and augments the acquisition of content-area vocabulary on addition to overall comprehension.

Classroom teachers use ESL strategies to deliver academic content area instruction and provide additional support for our students. In all classroom and arts programs, teachers provide scaffolding, mapping, predicting, graphic organizers, and ample opportunities for *Accountable Talk*.

Title III, Part A LEP Program

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

INMSMS will offer an after-school program to all ELLs and former ELLs in order to further enhance their acquisition of academic English. The program will be offered twice a week, Tuesday and Wednesday afternoons from 3:07 – 5:00 pm. The program will run from January 2010 to June 2010 and the last session will consist of student presentations in which family, school staff and community members will be invited to celebrate students' final projects. The after-school program will be conducted regularly by one certified ESL instructor as well as one ELA instructor. The ESL Coordinator will also participate on a monthly basis.

Students who participate in the after-school program will be engaged in group activities focused around the theme of immigration in New York City. The program will also include virtual tours as well as a number of outings and field trips to various sites throughout the city. Included in the outings would be several walking tours of different neighborhoods led by Big Onion Walking Tours as well as two visits to El Museo Del Barrio to participate in guided tours focused around themes of urban immigration and identity. The program will focus on reading materials and writing activities to engage students in developing literacy skills as they learn about the history of immigration and how immigrants continue to influence that many cultures and communities of New York City.

As immigrants and/or children of immigrants, the inclusion of multi-cultural short stories and poems that focus on the immigrant experience will enable students to make meaningful connections while simultaneously increasing their exposure to academic English. Furthermore, the use of QTEL learning strategies will provide students with multiple opportunities to enhance their reading, writing and speaking skills and further their ability to achieve academic success in the classroom. Students will also strengthen their computer literacy skills, as they will conduct internet research and type all written assignments.

Finally, students will be expected to create a culminating project of their choice in order to demonstrate what they have learned over the course of the program. As part of the program, students will conduct interviews with family members and community members regarding the immigrant experience. Furthermore, students will learn how to design, layout and publish a newsletter to share with the school community. The goal of our program is to write and publish newsletters for our school community around the issue of the immigrant experience. Our school community is populated by children of immigrants or immigrants themselves, and we would like to have a regularly published forum to express the richness of that background. To create such an on-going project under Title III programs, we need 4 pc computers to create a station where students can write, edit and publish their work. This is exclusively an on-going Title III project.

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. INMSMS is dedicated to providing professional development to the staff in areas pertaining to quality education for ELLs and has formed an ELL Inquiry Team to Best Teaching Practices for ELLs to continue the work started under the ELL Success Grant. The team will turn-key findings to the rest of the staff during PD Mondays and lunch and learn days. The team consists of a math teacher, a Humanities teacher, two ESL teachers, and a science teacher. The inquiry team is focusing on Content-Area language acquisition for ELLs. Additionally, our ELL team meets with Humanities teachers bi-monthly to plan and strategize Q-Tel based teaching in the classroom and further push ELL students to become more successful in the classroom, on formal and informal assessments.

01/12/10 – *6+1 Traits of Writing* – Teaching Writing, Assessing Writing: Process and Rubrics in the 6 – 12 Humanities Classroom
 Offered at The Rockefeller University – to be turnkeyed by Patrice LoCicero for Humanities/ELL Department

02/09/10 – Revisiting QTEL Strategies: Jigsaw reading and The Mind Mirror, February, 2010, ELL Study Group/Afterschool

04/2010 – Building Literacy for ELLs in Science, April, 2010 ELL Study Group/Afterschool

05/2010 - Reading Strategies for Students Who Can't Read – Title III Study group around Kylene Beers book, *When Kids Can't Read*

Parental Involvement

Parents of students participating in the after-school program will be informed of all activities and invited to partake in interviews as well as visits to museums and other institutions. Parents will also be strongly encouraged to attend the final session where students will present their final projects.

Form TIII – A (1)(b)

School: Isaac Newton 04M825 BEDS Code: 310400010825

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,780.00	2 teachers X 49.89 x22 weeks x 4 hours
Purchased services - High quality staff and curriculum development contracts.	\$2,300.00	- 4 Big Onion Walking Tours @ \$425.00 per tour = \$1700.00 - 3 group tours to El Museo Del Barrio @ 200/visit = 600.00
Supplies and materials - Must be supplemental.	\$3,500.00 420.00	4 Dell PC Computers Class sets for Title III: Francisco Jimenez, “The Circuit”

<ul style="list-style-type: none">- Additional curricula, instructional materials.- Must be clearly listed.		Gary Soto, collection of short stories, Sandra Cisneros, "The House on Mango Street"
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Assessment – PTA, SLT, Home Language Survey, teacher and family survey, were all reviewed to assess our need for translations to families in written form, and for interpreters at face-to-face meetings.

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.

We found that all written materials being sent home must be translated into Spanish and that a translator must be available at all meetings. In some cases, when parents only spoke Arabic we called upon the interpretation services at the DOE.

Part B: Strategies and Activities

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

Assistant Principal, Nadine Kellogg, translates all short written materials into Spanish, and all long materials are sent to the Translation Unit. She also provides oral interpretation (Spanish, French, and Portuguese) at all formal meetings with parents/guardians. Additionally, our school's secretary, guidance counselor and two school-aides are available for interpretation services. Longer letters are directed to Edgar Leon, our Spanish Teacher for translation.

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.

We found that a translator must be available at all times for individual interpretation in Spanish, and that someone must be available at all formal parent meetings to provide simultaneous translations. Spanish speaking parents stated that they felt welcome

when someone helped them to understand the conversations at the meetings. There are twelve members of the staff who speak Spanish fluently. We hire bilingual high school students to be available for interpretation at parent/teacher conference days.

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>.

When we are writing letters home, we send them to the Translation Service offered by the DOE. Otherwise, we translate in-house.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$206,072.	\$122,591.	\$329,463.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,068.		\$2,068.
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,226.	\$1,226.
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6,130.		\$6,130.
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	\$3,718.		\$3,718.
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. 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.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Isaac Newton MS for Math & Science Parent Involvement Policy

According to the National Middle School Association parental involvement is important to the educational success of young adolescent. Isaac Newton MS for Math & Science recognized this and has established six types of parental involvement that will foster Parental Involvement. They are parenting classes, communication, volunteering, learning at home, and decision making and collaborating with the community. Parent teacher’s conferences will be held four times a year. At the beginning of the school year a survey was given to all families and from the data that was collected the school then set a calendar as to how and when each of the six types of parental involvement would be implemented effectively. Here at Isaac Newton MS for Math & Science we maintain an “open door policy” At anytime parents are welcome to visit our school. We also provide school tours for all interested families to come and see our school and what we offer.

1. **Parenting:** Isaac Newton MS for Math & Science will offer Parenting classes through our **Family Academy**. These classes are designed to help families understand young adolescent development, and to provide level parenting skills. Enable families to establish home condition that is conducive to support learning at each grade level. This will also, help school to obtain pertinent information about students that might not otherwise be available. (i.e.) home situations such as domestic violence, homelessness, hunger or any other emotional issue that families are facing.
2. **Communication:** We have established different way for parents to communicate with the school and visa versa. Each child parent that has an active email is sent an invitation to Teachers ease. Once the parent logs in he/she will be able to keep track of his/her child

academic progress. Parents are also, sent progress reports. Every notice that is sent home is always done in both languages that are prominent to our school. English and Spanish.

Provide activities that will allow parents to be aware of activities that are taking place at the school. These activities include parent teacher's conferences but are not limited. Translators are available to our Spanish speaking families at our parent teacher's conferences. This is done through our partnership with Manhattan Center for Science and Mathamathtics.

Computer Classes: Introductory computer classes are being offered in our technology lab with collaboration with Humanities department and the parent coordinator. These classes will teach families basis information needed for them to be able to obtain and track their child's progress through teacher's ease.

3. **Volunteering:** Families are invited to attend Learners Leaders workshops. These workshops are being offered to all families interested in volunteering in any school. Once this training is completed they can then work in the classrooms with teachers. Parents are also, invited to chaperone their child class trip.
4. **Learning at home:** This is done by gold setting with the teachers and parents and interactive learning. (Teachers ease)
5. **Decision Making:** We recognized that when families take part in the decision making part of their child school they have a greater sense of ownership and are more likely to support the school's mission. We achieve this through our PTA and our SLT. We seek to inform all of our constituents (families) of all the decision that are made through our PTA meetings and distribution of our minutes to our general population.
6. **Collaborating with the community:** We are very proud of our collaboration with **Urban Advantage, New York University, Children's Aid Society, GE Scholars and Citizen Schools.** Every year Urban Advantage offers vouchers for all of our families. They can all visit six of New York's Science institutions free of cost. They also, provide a free bus for our family trip. They are also, instrumental in ensuring that all of our 8th grade students participate in the city wide exit project exhibit which is held at the Museum of Natural History.

Here at Isaac Newton we have a partnership with **New York University.** Students from NYU comes in as tutors through he program "America Reads" The university students come in and help students in the class who needs extra help. The staff also, benefit through this program because, they are able to acquire up to 30 college credits. This will enable many of our staff to acquire additional education that will not only benefit them but will benefit our school community at large.

Children's Aid Society has been a great partnership. Every year during our Spring break they host one week training for all Parent Coordinators. This is done in collaboratation of NYU. This is a dynamic oppourtunity for all Parent Coordinators to enhance their parental involvement technique and come back to their respectful schools and do an even better job. This can be seen in the quality of work shops that are being offered to families.

GE Scholars a program that is being offered to our student through our sister school- Manhattan Center for Science & Mathematics. Students from Manhattan Center mentor our high achieving students and help them to manage their school work and extra curricular activities. This relationship between the two schools have been a great way for our students to bridge the gap of to see how high school students are able to manage studies and also, find time to engage in community service.

According to the study done by the National Middle School Association research parental involvement accomplish many of the same things we see at our school.

- (a) Parent involvement leads to improvement on State and City standardized test
- (b) Student's behavior improved in and out of classroom.
- (c) Improves student's attendance. Students arrive to school ready to learn.
- (d) Improves students emotional well-being
- (e) Improves relationship between teachers, students

Our Mantra at our school is "BE SAFE, BE KIND, BE PRODUCTIVE" we try to encompass all of what that means when we set out to write our Parent Involvement Policy. Every day we come to work we are reminded how important each person role is at our school.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



for Math and Science
280 Pleasant Avenue
New York, NY 10029
(212) 860-6006

Lisa Nelson, *Principal*
Cheryl Forsyth, Parent Coordinator

Nadine Kellogg, *Assistant Principal*
Jane Novatt, *Assistant Principal*

HOME – SCHOOL CONTRACT

School year 2009-2010

Student's Name _____

We ask that you sign this pledge agreeing to work together as a team to ensure the continued success of all of our students. Below are our expectations for students and their families.

Family Expectations

Families will:

- Support Isaac Newton Middle School for Math and Science's mission of high academic standards and commitment to the community.
- Make sure your child shows up to school everyday on time and in uniform.
- Make sure your child has a nutritious breakfast.
- Support your child in doing his/her homework by making sure that you provide positive reinforcement for student's progress and success, and that students has a quiet place with no distractions and adequate lighting to complete all of his/her homework every night.
- Read, understand, and support the *New York City Department of Education Code of Conduct* in order to maintain a positive and safe school community.
- Work to ensure good attendance by phoning the school at the start of the day if your child is going to be late or absent.
- Volunteer if possible.
- Support other families.
- Offer input to the school on our annual surveys to assess how the school can better serve our students and families.

- **Attend workshops offered by the school.**
- **Attend PTA meetings to know what is going on in your school community.**

Students will:

- **Abide by Isaac Newton Middle School for Math and Science New York City Department of Education Code of Conduct**

The Isaac Newton Middle School for Math and Science will:

- **Use every resource possible to educate every student**
- **Keep our school safe.**
- **Encourage each child to practice good citizenship through New York City Department of Education Code of Conduct.**
- **Communicate regularly with families about students' progress.**
- **Seek out strength and talents of all students and their families.**
- **Provide outreach services that will support the needs of families.**

School Representative Date

_____ **Family Representative Date**

Relationship to child: _____

Title: _____

GRADUATING ARTICULATE SCHOLARS AND PRODUCTIVE CITIZENS

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Pages 11 to 15

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- 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.

Pages 5 to 6, 16 to 23, and Appendices I, II, and III.

3. Instruction by highly qualified staff.

We have a hiring committee who screen resumes, interview and evaluate demonstration lessons. We have close relationships with several teacher preparation programs who recommend highly qualified applicants.

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.

All teachers are provided extensive Professional Development both in the school and through outside workshops. Teachers participate as members of a supported planning team. Coaches are provided for all subject areas.

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

Teachers are supporting with curriculum development, teaching methodology, and promoting a productive classroom environment. All teachers are given the supplies that they need to be good teachers. Collegial relationships are systemically supported.

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

We have an open door policy to support families to support their children.

We provide classes in computer literacy, ESL, and citizenship.

We have several celebratory events during the year such as Family Science Night which engage families in productive ways.

We have a family room.

We encourage all families to share concerns.

We believe that all families want what is best for their child.

We work with Extended Learning Time partners to provide additional support to our students and their families.

We help families identify resources within the community.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All of these decisions are made by consensus in weekly content area meetings.

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.

Students' data and progress is reviewed monthly by teachers during grade level meetings.

Administrators and coaches review students' data and progress twice a month.

PPT and AIS committees develop plans to support students' success.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

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

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

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

Gaps in the written curriculum/curriculum maps/taught curriculum: The literacy coach involved humanities teachers in the writing and examination of curriculum maps in department meetings. ELA materials: The literacy coach examined classroom libraries and engaged humanities teachers in discussions about materials. In order to address the specific needs of ELLs and SWDs these specific in-house workshops were held: (1) Rewards Writing Program (Strategies for Written Expression)- All Humanities teachers were trained in Rewards Writing. Training was turn-keyed to ESL and Humanities teachers in November, 2008; (2) Scaffolding and Graphic Organizers for Content-Area for ELLs, January 2009; (3) Setting Language Learning Goals for the ELL Student, February 2009; (4) Building Literacy Skills for ELLs in Science, March 2009; and Making Content comprehensible for our ELLs with Effective Learning Strategies, April 2009.

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

Applicable Not Applicable

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

Gaps in the written curriculum/curriculum maps/taught curriculum: Our ELA curriculum was designed by selecting and adapting units from the Teachers College Reading and Writing Project curriculum that best fit in with the humanities framework our school has adopted. For that reason, we are confident that each unit is standards-based and that units emphasize depth of study in reading and writing. Over the past three years, we have spent time developing and refining curriculum maps for 6th, 7th and 8th grade humanities. We examined these maps to check for the balance of writing genres and reading skills covered. For instance, we have looked to see that each grade builds on the earlier one in terms of essay instruction and that each grade includes a mix of nonfiction and fiction reading and a balance of types of writing

genres. However, these curriculum maps do not yet have a sufficient amount of detail to indicate which specific skills and strategies are being taught in each unit. ELA materials: In terms of ELA materials, teachers have sufficient material for all learners in their classrooms, as this was a big focus in years past and the bulk of our ELA ordering last spring targeted building up classroom libraries to support the range of learners in our classes. The appropriateness of classroom materials was supported by classroom observations by the literacy coach, and discussions with teachers.

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

Gaps in the written curriculum/curriculum maps/taught curriculum: Our next step is to do some closer work examining the curriculum maps and being more specific in our maps about what specific skills and strategies are being taught in each unit. Over the past three years, teachers have been increasing their content knowledge in English Language Arts and in providing differentiated instruction through the common study of professional texts as a department, and instruction has improved and become more rigorous. What remains for us is to make our maps more accurately reflect what we are teaching. We expect to revisit our maps at the end of this year both as a department and as grade teams to continue this work.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

- **Familiarity (on the part of the math department) with the Content Strands' progress indicators and the Impact texts has indicated that there is a need for further alignment.**
- **Observation by both administration and the math coach indicate that the Process Strands are weakly aligned and the teachers are not incorporating enough of them into their math lessons.**
- **Teachers in the math department were sent to workshops and conferences with a specific focus on instruction for ELLs and SWDs.**

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

Applicable Not Applicable

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

- **The use of manipulatives has increased but some teachers are hesitant to devote time to using them.**
- ***Accountable Talk* has become a focus of department meetings and school wide Learning Walks. Although our students are more engaged in this, there is still too much teacher directed questioning and not enough student generated questions.**
- **There are more student centered activities versus teacher directed activities but students still rely too heavily on the teacher for direction.**
- **A variety of problem solving strategies are beginning to be used in some classes, but this is not universal.**

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

- **Professional Development was given on the Process Strands: Can teachers identify them; do they know what is included under each strand; can examples be cited that will highlight each of the problem solving strategies?**
 - **Support text books were purchased to fill the gaps left by Impact Math: *CMP* for grades 6-8; *Pre Algebra* by Glencoe for grade 8 students.**
 - **We have weekly interdepartmental meetings at which we explore how we can support each other's efforts. Connections to other curriculum areas are made. In particular, there is a focus on vocabulary review and instruction to assist different types of learners, including ELLs and SWDs.**
-

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

- **Learning Walks, administrative observations, Math Coach observations and inter-visitations with the following focus: teacher's role; student engagement; group/pair/individual explorations; the share; visual aids; and vocabulary usage.**
- **We discussed ways to improve instruction for ELLs and SWDs after professional development on these topics were shared.**

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

Applicable Not Applicable

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

Humanities teachers use the workshop model as a basis for ELA instruction. This model involves a brief mini-lesson followed by partner, group and/or independent work. As a result, teachers do not rely heavily on direct instruction for ELA instruction. This has been confirmed by classroom observations by the literacy coach, assistant principals and principal.

However, we continue to work on improving the following instructional issues:

- Too many teacher dominated lessons.**
- **Teachers forgetting to consider gender in there planning (we have almost twice as many boys than girls in many classes).**
- **Students not given ample time and/or encouragement to explore with a partner(s)**
- **Classes often end without enough time left for students to summarize in their own words what they learned or questions they still have.**

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

- **Model lessons where students are engaged in higher order thinking and sharing.**
- **Encourage inter-visitations to classrooms where there are fewer teacher dominated lessons and more opportunity for students to explore and learn from each other.**

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Classroom observations by the literacy coach, assistant principal and principal have been used to investigate whether or not teachers are relying too heavily upon direct instruction. Reviews of lesson plans and materials used by teachers suggest that more planning to meet the needs of ELLs and SWDs is necessary.

Technology use in mathematics classes is somewhat low, and therefore we have assigned two mathematic teachers to instruct technology. We also applied for a computer lab upgrade. Although our grant was approved, we still have not received a new technology lab.

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

Applicable Not Applicable

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

The technology lab was not being reserved for class visits from mathematics teachers, only by humanities teachers and science teachers for whole class lessons.

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

- **Model mathematical lessons where students are engaged in higher order thinking and sharing.**
- **Model lessons where manipulatives are used.**

classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

- **Encourage inter-visitations to classrooms where there are fewer teacher dominated lessons and more opportunity for students to explore and learn from each other.**
-

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

There is very little turnover of staff at Isaac Newton. If we find evidence to this in the future, we will examine if the position was given enough resources, professional development, and support to give us insight to why this is a reoccurring issue. We would also institute more team collaboration.

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

Applicable Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Our highly qualified and highly experienced ESL teacher pushes in to our humanities classes (with ELLs) in all grades. She supports student learning and models best practices for the teachers. She actively participates in our bi-weekly humanities meeting for curriculum and instructional planning. In addition, she participates in our vocabulary study group whose membership includes teachers from all our academic disciplines.

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

Applicable Not Applicable

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

NOT APPLICABLE

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

NOT APPLICABLE

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Early in the school year (September) student data for ELLs is reviewed carefully by our ESL teacher, and assistant principals. We have created cohort binders (subject teachers who teach the same students form a cohort) where standardized test scores and teacher anecdotal information is provided for every student in the class. These binders include home language data and NYSESLAT

test history. Teachers required last year to meet at least monthly with their cohort colleagues and to update information in the binder. Wherever needed additional academic support is provided through our Academic Intervention Services program.

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

Applicable Not Applicable

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

Common planning time, and preparation periods are used to review information on ARIS. Teachers are reminded to stay informed and to communicate with families regarding student achievement.

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

Not Applicable

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Common planning time is assigned for teachers who work with the same students to review I.E.P.'s. They strategically plan to meet the goals of the I.E.P. and to discuss the needs of their SWD and GE students. They discuss plans to differentiation instruction.

To increase communication, last year we instituted cohort binders, making information on special education students' progress transparent; and we held bi-monthly special education teacher meetings where strategies and concerns are discussed.

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

Applicable Not Applicable

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

- **GE teachers are struggling to differentiate for all students.**
- **GE teachers are not fully versed in how to read the I.E.P.**
- **SE teachers are working on keeping up with recent changes to writing the I.E.P. and some changes in Sp Ed mandates.**

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

Classroom observations, teacher dialogue, mentoring, professional development – these supports are provided by our network, experienced teachers and administrators.

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

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

Please respond to the following questions for Key Finding 7:

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

We referred to classroom observations, data on student removal forms, data on assessment tests, review of I.E.P's to ascertain behavioral plans and decide if changes are necessary. In addition, our teachers were encouraged to make use of our positive reinforcement system, know as "Newton Dollars" to support students who struggle to maintain appropriate behaviors in school.

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

Applicable Not Applicable

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

The evidence that supports this finding is that frequently our students with an IEP are still failing classes, what dispels it are the students who are making steady progress and in some cases out-performing students in the GE population. Although we are continually working to improve the alignment between the goals, objectives, and modified promotional criteria, some initiative has already been taken. Accommodations to support learning are made through extended time allotments in classrooms, including tests; extra teacher support (push-in model for related services and by regular education teachers where possible); abundant use of visuals and technology; and classroom seating arrangements. Modifications to instruction and testing are made in most but not all classes, as per our observations. Please refer to answer 6.1 for details of how we attempt to improve modifications for students with an IEP in every classroom.

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

Here are some of the ways we will continue to address these issues:

- 1. During all triennials re-write I.E.P.s to include a behavioral plan where needed.**
- 2. We arrange meetings between the school psychologist, SP ED teachers, and GE teachers to discuss and plan how to create accommodations /modifications in the classroom.**
- 3. Formal and informal observations by administration, special education teachers, and school psychologist help to determine where changes need to take place.**
- 4. PPT referrals-the committee convenes weekly to discuss existing concerns about students' behaviors, and to provide interventions as needed.**

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

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Six students
2. Please describe the services you are planning to provide to the STH population.
Students and their families meet with Guidance Counselor for at-risk counseling and intervention services. Guidance Counselor attends all PD regarding the McKinney Vento Act and ensures that students are receiving all current resources that are available. If attendance is a problem, students are referred to Attendance Court which provides additional support. Guidance Counselor facilitates connection with Bo Diaz who provides additional support including school supplies and transportation for parents and expedited paper work for city supports such as Food Stamps and housing. School pays for all trips and other extra curricular activities.

Part B: FOR NON-TITLE I SCHOOLS

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

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

Isaac Newton Middle School LAP Narrative 01 05 2010

Part 1: School ELL Profile

The following people constitute the LAP team: Ms. Lisa Nelson, Principal, Ms. Nadine Kellogg, Assistant Principal, Ms. Cheryl Forsyth, Parent Coordinator, Patrice LoCicero, ESL Coordinator, Mr. Dennis Ortiz, Bilingual Guidance Counselor, Dr. Verneda Johnson, Science Coach, Ms. Charlene Jenkins, Related Services Provider and Ms. Jacqueline Roman, PTA President.

ISMSMS has a student body of 369 students, of whom 34 students are ELLs, or approximately 10% of the population. The ELLs at Isaac Newton are served by a push-in/pull-out Free-standing ESL program. These students are generally Spanish speaking, although there are several students who speak Arabic, African languages or French/Creole. ELLs are serviced by one full-time ESL teacher who coordinates the program and teaches the ELL students. There is also an F-status licensed ESL teacher who pushes into the Humanities classroom to provide additional academic support to ELLs.

Part II: ELL Identification Process:

Because INMSMS is a Middle School Choice program, most students are accepted during the Middle School Choice process in the spring. For those students who register at INMSMS during the year, and/or are new to the system, the family is given the HLIS form by Ms. LoCicero, a licensed ESL teacher, and an interview is conducted. If it is determined that a student is LAB-R eligible, our full-time ESL teacher administers the LAB-R exam within five days of admittance and hand scores the exam to determine if the student is eligible for ESL services. Additionally, the ESL teacher also reviews the data on ATS to identify all ELLs new to the school (mainly they are in the incoming sixth grade class). NYSESLAT scores are generated from ATS to determine the mandated scheduling of ESL instruction. Furthermore, we use the RYOS report from ATS to determine how many years of service ELL students have.

In almost all cases, INMSMS students are accepted in advance during the Middle School Choice process. However, for those families who register at INMSMS during the year and are new to the system, are given the HLIS form. If it is determined that the family speaks another language at home, parents are informed of the three program choices available and are shown the DOE's DVD on Second Language Learner's and their school choice options by the ESL Coordinator, Ms. LoCicero.

Parents are shown the DOE DVD on Second Language Learner's educational options upon registration. The families have all requested ESL and not bilingual programs. If translation is necessary, Ms. Kellogg, the Assistant Principal, speaks Spanish, French, Portuguese and Ms. LoCicero speaks Italian and Spanish, as well as the Guidance Counselor, Mr. Ortiz who speaks Spanish and English fluently.

Once it is determined that a student is eligible to receive the Lab-R, Ms. LoCicero, the ESL Coordinator administers the test to establish if a student is eligible for ESL-mandated services.

If students are eligible for ESL, entitlement letters are sent home by the efforts of the ESL teacher and Parent Coordinator. If the parents do not return Parent Survey and Program Selection, the Parent Coordinator follows up with a telephone call and a letter.

Isaac Newton offers a freestanding ESL program. If a parent were to express interest in a bilingual program, we would make a note of it, and they would be referred to MS 45 which has a Spanish language bilingual program in place, as does MS 117. We have one new arrival from Africa who speaks French, and that family specifically wanted their child enrolled at Isaac Newton receiving ESL instruction. This year we also have a student from Yemen, whose family specifically requested our school and chose ESL freestanding program.

Additionally, the Assistant Principal, Ms. Kellogg, speaks Spanish, French, Portuguese and English and translates and communicates with most families who are registering at Isaac Newton.

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?

After reviewing the Parent Survey and Program Selection form over the past three years, the trend indicates that there were only six parents who were new to the New York City School System and enrolled their child in Isaac Newton.

Presently we have three new arrivals, and the families specifically requested ESL Free-Standing program and chose Isaac Newton Middle School for their child. However, should we have parents select Bilingual or Dual Language programs; we would make a note of it and take the appropriate steps to align our program to their requests. Should we have 15 or more students of the same language group within a two grade span, we would form a bilingual bridge class.

Programming and Scheduling Information

INMSMS has a student body of 369 students, of whom 34 students are ELLs, or approximately 10% of the population. The ELLs at INMSMS are served by a push-in/pull-out Free-standing ESL program. These students are generally Spanish speaking, although there are several students who speak Arabic, Bengali, African languages or French/French-Creole and Turkish.

ELLs are serviced by one full-time licensed ESL teacher who coordinates the program and teaches the students. There is also an additional licensed ESL teacher who pushes into the Humanities classes to provide additional academic support to ELLs, as a part time F-Status position.

Together, our full-time and part-time ESL teachers coordinate a comprehensive ESL program that includes Push-In and Pull-Out services to meet the needs of all ESL students as determined by the NYSESLAT Exam and teacher observations. Our program is structured for effective articulation between regular classroom teachers, our ESL teachers, and the families of the students. The ESL teachers also work with classroom teachers to develop lesson plans that provide appropriate support, multiple points of entry, and scaffolding to meet the needs of both ELLs as well as other students. ESL teachers administer the NYSESLAT every spring.

The Push-In/Pull-Out model is used for beginner, intermediate and advanced students. The ESL teacher provides small group instruction which is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient Learners.

Our ELLs fall into the following categories based on ATS report, RYOS:

	General Ed.	Special Ed.
Newcomer:	8	1
4-6 years:	13	4
Long-term:	13	4
SIFE	0	0

ELLs at INMSMS usually come to our school from the Middle School Choice process, and as a result we are able to program cluster them into an ELL class per grade.

Humanities classroom teachers and ESL/AIS teachers use Balanced Literacy Approach including strategies such as jigsaw reading and writing projects, scaffolding, semantic mapping, predicting, graphic organizers and opportunities for Accountable Talk. The Humanities Department and ELL team meets weekly to discuss curriculum mapping, lesson planning and individual students' progress.

Materials used: Leveled Classroom Libraries

Time for Kids: Reading and Writing

The History of Us

History Alive

You Wouldn't Want to Be A....Series

If You Lived in the Time of...Series

Escape from Slavery: The Boyhood of Frederick Douglass
Orca Book Series
Bluford Series
AMP Reading Program published by Globe Fearon
Achieve 3000 Differentiated Web-based Reading Program

Additionally, the Science Department uses a “Project Based Inquiry Science” curriculum which promotes hands-on approach to learning science. The Department hosts a Science Fair each year in which students work on group projects and present a report and project both individually and as a group. This fosters language development and content-area vocabulary which ELLs must develop to succeed academically. The Humanities teachers and ESL teachers work with students and teachers to provide support in the writing and presentation of projects. Additionally, INMSMS uses Impact Math curriculum using manipulatives and group work to teach math concepts.

In the ESL classroom, as in the general education classroom, students are exposed to read-alouds, shared reading, guided reading and the Reading/Writer’s Workshop model. In addition, ESL students listen to books on tape, work on content-area reading and writing, specifically in Humanities and Science. ESL students continue to have the Achieve 3000 Program through the ELL Success Grant awarded to Isaac Newton for 2009/2010 school year. The ESL teacher pushes into the Humanities classroom at least 50% of the time, and also pulls students out and tailors the instruction to follow Humanities curriculum.

Beginner and Intermediate students receive 360 minutes of ESL per week while Advanced students receive 180 minutes of ESL per week, as mandated by the CR Part 154. Students who have achieved proficiency are offered ESL support in order to transition from ESL to general education successfully. These students are invited to attend ESL several times a week to develop essay writing skills and continue to develop Tier II vocabulary. They also have the opportunity to work with Achieve 3000, a differentiated computer-based reading program.

Currently, there are no SIFE students at Isaac Newton, however should we admit a SIFE student we would program beginning ESL for 360 minutes, have the Speech and Language teacher see them on an “at-risk” basis, provide counseling and life/study skills curriculum, provide family with after school programs and community services to assist in transition.. Additionally, we have Citizens School After-School program on-site and that program has been noted as an exceptional program providing homework help and helps students to develop connection to the community and beyond.

Newcomers receive 90 minutes of pull-out ESL four times per week and benefit from push-in model with an ESL teacher in Humanities classes 50% of the time. Materials include Side-By-Side CD Level 1 and 2 by Prentice Hall and ESL vocabulary and grammar activities. New arrivals also have access to Achieve 3000 to assist in building up

content-area, non-fiction articles to prepare them for the ELA exam which is required under NCLB. Additionally, through our partnership with NYU, we receive tutors who can assist in the classroom, by providing additional one-on-one tutorial services.

ELLs who receive service under the 4 to 6 year category receive mandated ELL services within the push-in/pull-out model. These students benefit from a curriculum tailored to Humanities and have shown considerable growth in their ELA scores as seen by Isaac Newton Middle School's progress in ELA scores.

Our Long-term ELLs are fluent speakers of English and require instruction which develops vocabulary and stronger writing skills. We use *Wilson Reading Program* in the extended-day morning time for those who need help with decoding, and Achieve 3000 for those who need deeper vocabulary building and content-area reading. We also use *Rewards Reading Program* and *Time for Kids Reading Program*. It is our philosophy to offer a variety of intervention throughout the year, to meet the needs of every student at INMSMS.

Additionally, ELLs who have reached proficiency on the NYSESLAT are programmed with three periods of ESL per week in order to develop their writing skills and higher level comprehension skills. Additionally, these students are encouraged to make appointments with the ESL teacher for help completing extensive projects, such as the end of year science fair/exit project. Moreover, the push-in model allows for additional support in the classroom for former ELLs. They are also given extended time on tests for two additional years, as mandated by New York State.

Our ELLs who have special needs are also fluent speakers of English and are often struggling readers. We have programmed the with Wilson Reading Program, Rewards Reading and Achieve 3000 reading program. We have found that along with SETTS or CTT setting, ESL support and Extended Day/37 ½ minutes, these students have moved from 1's to 2's and 3's. We currently have no ELLs performing at Level 1 in ELA or Math.

INMSMS is committed to fostering a community of on-going learning and as a result teachers are sent to professional development programs to encourage Best Teaching Practices. We have attended QTEL training and All Kinds of Minds workshops provided by the Network. This year we will be able to continue the work we began last year with QTEL at INMSMS in pushing our work further. Additionally, we have an ELL Inquiry Team meeting after school to study how the ELL population more deeply.

We have also been able to purchase a computer laptop cart and 14 computers so that ELLs may use the Achieve 3000 and do independent research on the computers. We continue to hold "Lunch and Learn" sessions regarding differentiated instruction, vocabulary study groups with teachers across the curriculum.

We look forward to increasing the gains made by our ELL population and continue to look for ways to better scaffold instruction across the curriculum. .

B. Assessment Analysis

Our instruction is geared toward pushing students to become proficient readers and writers of English through exposing them to rich, academic language in ESL and in the Core Curriculum. We use ELA, NYSESLAT and informal assessments, such as Fountas and Pinnell, TCRWP and Orbit Wrap to determine students Independent Reading Level. We focus our instruction around Reader/Writer Workshop method and each student is required to read on their Leveled Library book both in school and at home each night. Logs are monitored to ensure that students are moving through the levels at an appropriate rate.

Proficiency level by NYSESLAT shows that the majority of our ELL population is scoring at the Advanced level with 23 out of 34 students, 8 are at the Intermediate level and only four students score at Beginning level, as they are new arrivals. Currently, the ELL students testing at Intermediate level require assistance in developing their reading and writing skills. Additionally, there are three new arrivals, who receive 90 minutes of ESL pull-out each day to help them to speak, read and write English.

Our ELLs who are performing at Advanced level on the NYSESLAT are not testing proficient on the Writing test. All students score proficient on the Speaking test and most students are scoring within several points of Proficient on the Reading and Listening sections.

Reviewing the data, we can say that ELLs at INMSMS require instruction that is geared toward high level vocabulary or Tier III and IV vocabulary to increase higher level comprehension in reading, as well as push their writing to a more sophisticated level. All ELLs at INMSMS are scoring Intermediate or Advanced level and have been in the United States for three or more years based on the RYOS ATS report. As a result, we push our teachers to use higher level questioning and differentiated reading materials to help ELLs develop core curriculum knowledge, as well as academic skills in the general education classroom. We encourage group projects, and presentations to advance oral language skills. Our daily instruction focuses around promoting “Accountable Talk” to develop higher level thinking skills.

Examining the pattern of ELLs performance on the ELA we see growth. After two years of instruction, there are no ELLs performing at Level 1 in Isaac Newton. We have shown consistent growth, Level 1’s have moved to Level 2’s and Level 2’s moved up to Level 3. Data indicates that we have addressed the lowest level’s needs and received 1.5% extra credit for exemplary growth in ELA on our Progress Report in school year 2007/08. Additionally, ELLs scoring Proficient on the ELA jumped from 3% in 2006 to 15% in 2007. In 2008, 44.5% ELLs scored Proficient in ELA.

In 2008/09, of ELLs in Grade 6, 11 ELLs scored at Level 3 and 1 scored Level 2. In Grade 7, 4 ELLs scored at Level 2 and 3 ELLs scored at Level 3. In Grade 8, all 10 ELLs scored at Level 2.

Currently, there are no ELLs performing at Level 1 on the ELA. However, all ELLs performing on Level 2 on the ELA receive AIS reading intervention during 37 ½ minutes during morning Extended Day. Data shows that many ELLs are performing on Level 3 in both math and ELA.

Our pattern shows that we are moving students toward proficiency. However, in order to accelerate ELLs academic growth, we purchased Achieve 3000 this year as a way to enhance our curriculum.

Our NYSESLAT scores are as follows: Grade 6, 12 Sixth grade ELLs are scoring at the Advanced Level on the NYSESLAT, 6 students who score at Intermediate, and only two that score on Beginning level.

Data on the New York State Math Exam shows the ELLs are performing slightly higher than on the ELA. In Grade 6, there are no students at Level 1, ten student at Level 2, 9 students at Level 3 and no students at Level 4 in ELA. In Math, 6th graders perform as follows: There are two students at Level 2, 14 at Level 3 and 3 students on Level 4.

In Grade 7, all ELLs are performing at Advanced level on the NYSESLAT, except for one student who is Intermediate. There are two students performing at Level 2 and six students scoring at Level 3 on the ELA. Additionally, there are two on Level 2 and five on Level 3 in Math.

In Grade 8, two ELLs scoring at Intermediate Level on NYSESLAT are scoring at Level 2 and Level 3 in Math. The remaining students are scoring at Level 3 in Math are Advanced on the NYSESLAT.

We do not use translated tests at Isaac Newton because all students are receiving instruction in English.

We use periodic assessment before the ELA to target areas of weakness for students and devise lessons to attack those areas of weakness prior to the ELA exam. Not only do we look for areas of strength and weakness, we also look for clustering of wrong answer to better understand and address areas of confusion. We do the same for the Math test, in particular, look at language needed to understand word problems and deepen mathematical understanding. Students at Isaac Newton do not receive instruction in native language, however we started a native language after-school program under the ELL Success Grant that develops reading and writing skills in Spanish for ELLs who choose to participate.

We use multiple assessment for grade-level spans including teacher observations, analysis of student work, periodic assessment, scantron assessments, and teacher made assessments.

We evaluate the success of our ELL program by several different criterion. We look at trends in the New York State standardized test scores and how they move. For example, how many ELLs test as proficient at the end of each year. Additionally, we look at student work and informal assessments have progressed. We look at the number of ELLs who have passing grades in content area class. Finally, we look to see that many of our ELLs are testing Proficient on the NYSESLAT and have found significant growth in that area. The percentage of ELLs at proficiency in 2008 was 45% and 52% made AYP. That is up from 3% of ELLs scoring at proficiency in 2006 on the ELA. A high number of ELLs at INMSMS test proficient on the NYSESLAT between 6th grade and 8th grade, showing our program to be effective in moving students academically.

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