



**ARTURO TOSCANINI MS 145: ACADEMY FOR CREATIVE
EDUCATION AND THE ARTS
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 09X145/14
ADDRESS: 1000 TELLER AVENUE BRONX, NY 10456
TELEPHONE: 718-681-7219
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS 145 **SCHOOL NAME:** Arturo Toscanini-Academy for Creative Education and the Arts

SCHOOL ADDRESS: 1000 Teller Avenue Bronx, NY 10456

SCHOOL TELEPHONE: 718-681-7219 **FAX:** 718-681-6913

SCHOOL CONTACT PERSON: Robert Hannibal **EMAIL ADDRESS:** rhannib@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Natalie Dexter

PRINCIPAL: Robert Hannibal

UFT CHAPTER LEADER: Brenda Preisner

PARENTS' ASSOCIATION PRESIDENT: Ms. Duverge

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** Empowerment

SSO NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Dolores Esposito

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
Robert Hannibal	*Principal/Faculty	
Brenda Preisner	*UFT Chapter Chairperson/Faculty	
Yvette Duverge	*PA/PTA Co-President/Parent	
Margaret Gantt	Title I Parent Representative	
N. Dette	Member	
Eleanor Ferguson	Member	
Erika Vega	Member	
Luz Lopez Gatón	Member	
Deborah Green	Member	
Rokia Kamara	Member	

Signatures of the members 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.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

We of Arturo Toscanini MS 145 intend to fulfill the meaning of our name by focusing on our community. We hope to forge a true union of teachers, parents, students, administrators, and support staff in the pursuit of academic excellence. We will create a community of individuals who will adapt their skills to the requirements of an ever-changing society. We will utilize standards driven instruction, a nurturing environment and the development of civic and social skills necessary to function productively in the world community. Our mission will allow us to share values and express the beliefs of our school family by providing an atmosphere that holds true to our school's vision of excellence in education.

We attempt to align our practices with our vision and mission. Specifically, we focus on the school as a community and find support among each other in all we do. Administration is supportive, staff and students are willing to learn and export that knowledge to others. An emphasis is placed on sharing best practices; the curriculum is enriching and engaging; there is a climate of mutual respect between students and staff that allows for a safe and orderly environment conducive to learning. Becoming a Peace Builder's School and adhering to the principles of Conflict Resolution create a positive environment and creates student leaders, reflective of the goals of NCLB and our diverse demographics. The school plans and sets goals for students in a meaningful way and in-place data systems provide the basis for focusing on the performance and achievement of all students (SQR, 08). Parents, staff and students share the belief that all can learn. We attempt to discover the best means that allow for differentiation of instruction, provide a love of learning in the hopes that our students will become life-long learners and provide opportunities to be able to function in an ever-changing society by providing cutting edge practices in technology for our school community. Students participate in motivating, academically rigorous programs and activities such as Poetry Slams (5 time borough winner), Robotics/Future City Simulation (citywide honorable mention), Mock Trials (6 time borough winner), Authors' Celebrations (primarily for special education and ELL students), university campus visits and social causes (e.g., "One Million Trees" whereby students greeted Mayor Bloomberg and Bette Midler with song). Technology is infused into the curriculum through mobile computer labs; students engage in research, word processing skills, G-mail accounts allowing for access to collaborative websites via Google Documents, allowing the curriculum to come alive. Standards-driven instruction is required, as are high expectations for all. Our Quality Review states, "The principal constantly emphasizes the vision that every child can achieve the grade level and this drives the school development cycle...The school enhances students' personal and social development through the very good partnerships it has with outside groups. In particular, the school focuses on working with organizations that provide social work and mental health support (so necessary for our middle school age group). This has greatly enhanced the engagement of those at greatest risk of underachievement."

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Arturo Toscanini MS 145X: Academy for Creative Education and the Arts				
District:	O9	DBN #:	09X145/14	School BEDS Code #	320900010145

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	X 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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					91.3	91.4	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					92.8	93.3	TBD		
Grade 4									
Grade 5	126	91	97	Poverty Rate: % of Enrollment					
Grade 6	93	152	112		2006-07	2007-08	2008-09		
Grade 7	126	110	157		83.8	87.3	89.4		
Grade 8	161	120	104						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					12	10	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	508	475	472		30	11	12		
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		
Number in Self-Contained Classes	23	52	66						
No. in Collaborative Team Teaching (CTT) Classes	21	10	11	Principal Suspensions	0	0	TBD		
Number all others	28	32	29	Superintendent Suspensions	1	1	TBD		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	27	29	21	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	49	44	47	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	0	13	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	39	40
				Number of Administrators and Other Professionals	10	10	11
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	N/A	4	4
(As of October 31)	2006-07	2007-08	2008-09				
	7	6	4				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.4	.4	.4	Percent more than two years teaching in this school	84.6	79.5	77.5
Black or African American	38.4	39.2	38.3	Percent more than five years teaching anywhere	84.6	82.1	75.0
Hispanic or Latino	58.5	56.8	57.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	2.7	2.5	Percent Masters Degree or higher	85	82	85
White	1.0	.8	.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.6	94.4	100
Multi-racial							
Male	50.2	48.4	49.2				
Female	49.8	51.6	50.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input checked="" type="checkbox"/> Restructured – Year 2 and 4	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	Restructuring Y 4	ELA:	
	Math:	Restructuring Y 2	Math:	
	Science:	IGS	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	✓	✓	✓			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	✓ sh	✓	-			
Limited English Proficient	✓ sh	x	-			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	6	5	4	0	0	0

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry 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?
-

According to the **2008-2009 School Progress Report**, we are presently at an A level. Our school's overall performance is 100.9 out of 100. This score places our school in the 97th percentile of all middle schools citywide. We did score an A (12.7 out of 15) in School Environment, related to our vision of a nurturing and safe environment. Academic Expectations was 8.1, Communication, 7.2, Engagement, 7.4 and Safety and Respect, 7.8. Additionally, Attendance at 91.1 % provided 5 points. We scored an A in Student Performance (23.4 out of 25). In ELA, the percentage of students at Proficiency was 53.4, and in Mathematics, 60.2. We scored an A in Student Progress (52.8 out of 60): In ELA, 70% of students made at least 1 year of progress, and in Math, 78.1%; in ELA, 91% of students in school's lowest 1/3 made at least 1 year of progress; in Math, 81.6%. In ELA, the average change in student proficiency for Level 1 and 2 students was 0.36 and for math, 0.50, while in ELA, the average change in student proficiency for level 3 and 4 was (0.3), and in Math, 0.9. Additional Credit was given (12 out of 15) for exemplary gains among high needs students. Specifically, +1.5 credit was given for gains by English Language Learners (40.3%) in English Language Arts, +1.5 credit was given to Special Education Students (47.2%) in English Language Arts and +1.5 credit was given to Special Education Students (48.4%) in Mathematics. In Math, English Language Learners scored an additional 1.5 (38.4%). Additionally, +1.5 was given to Hispanic students in the lowest third citywide in both math and ELA. Exemplary proficiency gains were 47.9% in ELA and 44.8% in Math. Black students in the lowest third citywide also received additional 1.5 credit in both math and ELA. For ELA, it was 37.7% and in math, 46.5%. We are aware of our progress along the road to meeting our mission and vision, yet cognizant of the distance left to travel. Closing the Achievement Gap by our high needs students and gaining proficiency for all is at the forefront of our vision.

According to the **New York State School Report Card; Accountability and Overview Report 2008-2009**, we made the Adequate Yearly Progress for All Students in ELA, math and science. Black, Hispanic and Economically Disadvantaged students also met the AYP in ELA and math. Students with Disabilities and Students with Limited English Proficiency made the AYP under Safe Harbor in ELA. Students with Disabilities had a PI of 127 with an AMO of 133; the SH was 110. LEP students had a PI of 131, with an AMO of 133; the SH was 111.

The **Quality Review (2007-08)** recommended improvements that are of continuing importance: Included are ways to help teachers to use the data to adapt their lessons; further improve instruction by providing more student-centered learning opportunities; improve the differentiation in lessons so that the highest performing students are fully challenged; ensure that teacher improvement plans contain measurable goals with specific time scales and provide suitable opportunities for parents to become familiar with Engrade and Acuity. Periodic Assessment results, from Acuity, and the results of the Inquiry Team's mathematics pre-test allow for the target group selection that includes students from the LEP population as well as students with disabilities.

Targeting persistently failing students is accomplished by viewing and analyzing data from the above systems. Additionally, the school collects multiple sources of data for each student (biographical, demographic, summative ELA, math, social studies, science and NYSESLAT data, periodic and formative assessment data from DRA, Acuity, simulated State assessments, teacher conferencing notes, and student work. SES and AIS programs and materials from Kaplan, Wilson Reading, Spell/Read also produce data sets. Teachers use comprehensive assessment binders to house student data in each of the subject areas with the expectation that these data be used to inform instruction and target students in need. Approximately 100% of teachers managed their data electronically on spreadsheets last year. The data specialist disaggregates data by gender, ethnicity, and LEP status to create greater school-wide awareness of performance and progress. Attendance data from Daily Class Attendance Sheets and ATS is analyzed on a daily basis by principal and attendance coordinator. The attendance teacher makes home visits to reinforce the phone system, which informs the parent of a child's absence. Team meetings are held to discuss strategies to be enlisted for those who have persistently failed, are over-age and are in jeopardy of failing subjects. Teachers and support staff collaborate upon Personal Instructional Plans for these students. Both students and parent need to be involved in this process as well.

For our **Inquiry Team Target Students**, there are two sets of data per student. The first Set administered at the beginning of the school year is composed of an initial document that tests verbal math problem solving skills, and a second document that is a computational translation of the identical numbers and operations presented in the first verbal test. The second set of data duplicates the principle of the first set. It was conducted as exit testing at the end of the school year. Questions posed on the exams were derived from prior New York State Tests. Verbal and computational skills are tested. The value of inquiry is evident in this presentation. What can be inferred from the data acquired? Are successful students representative of a desirable curriculum based learning curve, gaining proficiency in both language and computation? Is it possible that progressive language demands in turn hamper the acquisition of greater computational skills for students not making sufficient gains? What role does language play as a conceptual trigger in math performance skills? The questions are by no means inexhaustible and the concentration here is on the LEP population whose AYP was not met in mathematics. The documentation may be an indicator of one of the schools primary strengths: Conveying the standard curriculum at a high level to the traditional learner. Less successful students were exposed to the exact same teaching methods, yet failed to make any gains as posted by this data. This may be indicative of a weakness in the school's ability to address the special needs learner, as yet perhaps unidentified. The primary definitive assertion that we can judiciously argue for is the need for further inquiry. The primary value for this inquiry is to develop and implement superior teaching strategies that meet the needs of all students, with emphasis on the LEP and special needs populations. A new cohort of fifth grade students will become target students this year, and will continue to work with last year's fifth sixth and seventh grade target populations.

We provide strong AIS programs, Saturday Academies and summer school that will target our ELLs, and plan for necessary professional development that will lend itself to our needs, including strategies for teaching the ELL students. We will plan out strategies and set up strong portfolios for new grade 8 promotional policies so that our over-age, repeat 8th graders and persistently failing students will have a chance to see success. It is a known fact that middle school adolescents are in need of raising self-esteem and learning the value of education. We need, to continue our Digital Learning Program that provides a tool to motivate and empower students, providing them with a personal success plan and allows students to be self-assessors of their own work based on data, setting and charting goals and strategies and planning for the future, as well as, providing professional development to school support leaders and teachers in accelerating the achievement of all students. To provide for a home-school connection, Engrade and ARIS provides us with data on student progress and allows us the time and means to identify students in need and gives us the available resources to move them forward. To this end, we need to increase our parent participants and therefore strengthen the home-school connection thus allowing our students a better opportunity to succeed.

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.

Goal 1:

The school is committed to improving academic outcomes for all students by having 50% of students scoring at Performance Levels 1 & 2 move to the next level on the NYS ELA exam by April, 2010. Within this goal is a particular priority to raise scores on the NYS ELA assessment with emphasis on moving ELLs and Students with Disabilities out of Safe Harbor to the level of English proficiency. Our goal is for an increase of 50% of the students performing within these sub groups to make one year's progress as measured by the NYS ELA exam. Implicit in this goal is the recognition that data driven differentiated instruction will be the engine that propels student progress, while simultaneously ensuring that students already functioning at a high level do not regress.

Goal 2:

The overall results between entry and exit testing for the 2008-2009 school year largely mirrored the prior school year's accomplishments. Performance competency in computational mathematics continued to exceed language based functioning within a nine to fifteen percentile range among all groups tested. Conceptual testing indicated a general tendency towards higher percentile levels of competency, in some cases matching the student's success with computation. In most test cases language based questions yielded lower test scores. The projected gain of 25% overall improvement was reflected by elevated scores on most exit testing. The data derived from the Inquiry process from the 2008-09 school year exploring the relationship between language based and computational problems in mathematics will be expanded for the current school year. Data will be gathered monitoring student progression for both incoming 5th grade students and the previous 2 years' target populations, now in 6th and 7th grades. The goal will be to achieve at least a 25% overall improvement rate between entry and exit testing on language-based and computational problem solving, reflected in the first vs. fourth quarter of the school year. A conceptual component will be added and measured in keeping with recommendations following the 2007-2008 School Quality Review.

Goal 3:

Last year our goal of increasing the number of parents using Engrade was not met. An increase of approximately 15% was met. We realize that we need to be stronger in promoting this Home School Connection this year. At the end of the last school year, 100% of teachers were utilizing Engrade. Using Engrade.com to increase parental involvement in students' academic progress and achievement at the school level by 50% by June 2010 remains our goal.

Teachers will administer Instructionally Targeted Assessments (ITA) three times a year. Data provided by these assessments will identify student proficiency with the curriculum content, and will be utilized to enhance and fine-tune curriculum design.

A Curriculum Planning Team, with representatives drawn from each grade and subject area, will meet monthly to develop a curriculum aligned with New York State standards and has at its core clear and accessible avenues for teachers to differentiate lessons.

Saturday Academies, in which supplemental/intervention-based instruction will occur.

Intervention program for ELLs; in particular, an Extended Day program 3x/week in ELA and math.

Technology will continue to inform every aspect of instruction and learning at 145. Students and parents will have 24 hour access to teacher grades and assignments via Engrade. Students, parents and teachers will be able to access student results for the Predictive Assessments, Scantron Assessments and Instructionally Targeted Assessments via the Acuity web site, which will allow them to identify areas of weakness (and strength) in Math and English. Acuity will be utilized to break down skill sets in both subjects and guide the student to practice exercises designed to strengthen those specific areas. Laptop computers are available to all students, and teachers will continue to utilize them for instruction through web quests tailored toward specific learning objectives. Students will continue to collaborate on assignments via Google Documents, which enables classmates to access the same piece of text, add to and edit poems and stories, and comment on one another's work.

ESL pull-out program giving targeted students skills and strategies aligned with the ELA and ESL state standards, necessary to reach proficiency on the NYS ELA exam.

Professional Development by a certified BL/ESL teacher will provide strategies for improving ELL success in reading, writing, speaking and listening and using differentiated instruction. Information on understanding the ESL State Standards for Learning will be shared, as will be LAP, A1a Narrative, IEP's, and other documents applicable to Students with Disabilities and the ELL population.

Best Practices will be shared at common conferences and professional development sessions by teachers who have had success in raising performance to the next level

	<p>An Extended Day program will continue into its fifth year, providing English and Math instruction to a mandated segment of the student population (those scoring at Level 1 or 2 on the state exams in English and/or Math). It should be noted, however, that these Extended Day sessions are available to all students, and that every student is encouraged to attend.</p>
<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>Professional Development by a certified BL/ESL teacher and Lead Teachers will provide strategies for improving ELL success in reading, writing, speaking and listening and using differentiated instruction. Information on understanding the ESL State Standards for Learning will be shared, as will be LAP, A1a Narrative, IEP's, and other documents applicable to Students with Disabilities and the ELL population.</p> <p>Best Practices will be shared at common conferences and professional development sessions by teachers, lead teachers who have had success in raising performance to the next level</p> <p>Scheduling----weekly common conferences and monthly faculty conferences will allow time for the above.</p> <p>Funding for Lead Teachers provided by 40% Tax Levy Lead Teacher and 60% TL FSF and Contract for Excellence.</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>Interim Predictives, ITA's, Scantron, Baseline exams will provide necessary data for teachers to assess individual student progress and allow for the necessary differentiation of instruction.</p> <p>On-going Teacher observation and conferencing</p> <p>Projected Gain: 50% of the students will move to the next level. Parents will monitor student progress on Engrade.com.</p>

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 2008-09 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 (SINI/SRAP/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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>.</p> <p>The Inquiry Team population, including the LEP population, will achieve at least a 25% overall improvement rate between entry and exit testing on language-based and computational problem solving, reflected in the first vs. fourth quarter of the school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Introduced and expanded are initiatives to sustain progress and growth:</p> <p>The 5th grade target population as identified by 2007-2008 school year testing will participate in follow-up inquiry testing as 6th graders in the 2008-2009 school year. The 5th and 6th grade target populations as identified by the 2008-2009 school year testing will participate in the follow-up inquiry testing as 6th and 7th graders in the 2009-2010 school year. A new 5th grade target population will be added.</p> <p>Testing data results will be utilized to inform instructional planning and intervention.</p> <p>The Inquiry Team will expand membership interested and responsible staff to facilitate further ownership in the process and complete the data gathering and analysis as needed.</p> <p>Inquiry Team(s) will meet on a scheduled weekly basis throughout the school year.</p> <p>All entry and exit level tests will be custom designed by an in house committee. The conceptual components as well as the 7th grade follow up exams will be newly created.</p> <p>Team membership will collect additional student data to create portfolios of student work and analyze if difficulties continue to occur in language, computation or conceptualization.</p>

	<p>Low inference observation tools on students' task behaviors will be fine-tuned and used to record observations.</p> <p>The Inquiry Team members include the Principal, the mathematics and literacy lead teachers (the latter is a licensed ESL teacher), the literacy coach, teachers of target students, the testing and technology coordinators. The team utilizes Progress Reports and Excel files for data exploration, as well as results of the Predictive and ITA testing.</p> <p>Exit testing data analysis will take place for all targeted students in the final quarter of the current school year.</p> <p>Planning for the 2010-2011 school year will be influenced by the results obtained through the current Inquiry process.</p>
<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>Budgeting the use of Inquiry Team allocation funding includes: Teacher per session, TL Children First Inquiry Team, TL Data Specialist, TL Lead Teacher, Contract for Excellence, TL FSF.</p> <p>Use of staff contractual time for meeting purposes including common conferences.</p> <p>Recruiting interested staff to the inquiry process to further the role of inquiry and staff participation.</p> <p>Regular informed updates for all staff members via faculty conference, Weekly Bulletins, website postings and interpersonal e-mail and g-mail accounts.</p> <p>Transparency of the inquiry process will be made available to parents and students during parent conferences, student conferencing, e-mail and g-mail accounts and website postings.</p> <p>Identify and assign specific tasks pertinent and aligned to the Inquiry Team membership.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Two formal periods of testing and data analysis will take place in the first and final quarters of the 2009-2010 school year.

Instruments of measurement include a custom designed test measuring language based, conceptual and computational problems in mathematics.

Additional instruments of measure include Predictive and ITA Assessments in Mathematics, teacher observation and conferencing, NYS Math examination.

Projected goal of 25% overall improvement rate between entry and exit testing on language-based and computational problem solving, reflected in the first vs. fourth quarter of the school year anticipated for targeted school population.

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 2008-09 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 (SINI/SRAP/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): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Using Engrade.com to increase parental involvement in students’ academic progress and achievement at the school level by 50% by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A school account was created on Engrade.com the online grade book in August, 2008,</p> <p>All teachers will be on Engrade by October, 2008,</p> <p>All students and parents will establish accounts on Engrade.com by January, 2010,</p> <p>All parents are informed about the use of Engrade.com (notices sent home and an on-going agenda item at PTA meetings) by November, 2009.</p> <p>All teachers will utilize lap top computers at Parent Teacher Conferences in Fall and Spring sessions to show parents student achievement via Engrade,</p> <p>Data Specialist will hold workshops on a weekly basis to encourage parents to utilize Engrade.com: The Online Classroom Community. (A web based tool for educators allowing them to manage their classes online while providing parents with 24/7 real-time online class information.)</p> <p>Data Specialist will assist parents in understanding how to utilize Engrade .com tools during the weekly workshops (in conjunction with the Parent Coordinator):</p> <ul style="list-style-type: none"> • Online Grade Book—instant progress reports available at anytime • Online Private Messaging that allows communication via e-mails; teachers can answer questions and send notices to parents and students

	<ul style="list-style-type: none"> • Online Attendance Book where parents can view their child’s attendance report for each class • Online Assignment Calendar from Engrade that allows teachers to post homework/assignments and class events; attach files and worksheets so students can download them from home; students and parents can post comments, questions, and replies. <p>Data Specialist will hold workshops for teachers during scheduled weekly common conferences and on professional development days to allow them to:</p> <ul style="list-style-type: none"> • Understand how the grade book can become more transparent and available to parents. Parents are able to keep up with how their children are progressing and in what areas they need to improve • Understand how Engrade tools increase the responsibility, commitment and accountability of the parents; encourages conversations and increases dialogue between parents, their children and the entire school community (teachers, administrators, service providers and counselors) • Understand how parents can ‘stay tuned’ to what is going on in the classroom.
<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>Data specialist will have training sessions scheduled within program Data specialist funded by Tax Levy Data Specialist. Common conferences, professional development days will have scheduled times for home-school connection via Engrade</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Principal and Assistant Principal will monitor and observe teacher activity on Engrade on a daily basis. Communication with teachers through Engrade’s web-based messaging system will allow for timely comments by administration to individual teacher or whole staff,</p> <p>Administrators will view grades and progress of all students on an on-going basis,</p> <p>Administrators will monitor and observe student and parent activity on Engrade on an ongoing basis,</p> <p>A monitoring system was created in February 2009 and was put in place allowing for the</p>

	assessment of student achievement based upon parent and student activity in the Engrade system when NYS ELA and Math results are available.
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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	28	25	10	10	23	6	35	2
6	77	65	15	15	37	9	26	10
7	115	78	15	15	22	11	31	16
8	28	19	12	11	25	15	27	15
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:	<p>AIS in ELA is being implemented in a variety of ways:</p> <ul style="list-style-type: none"> • 45 minute periods per week as programmatically available • Differentiation of instruction within the ELA 90 minute blocks • Skills, strategies and comprehension work during small-group Saturday Academy sessions • SLAMS strategy for reading comprehension and writing instituted in certain classes during the school day <p>English as a Second Language:</p> <ul style="list-style-type: none"> • 45-90 minute periods per week as per ESL regulations—pull out program • Differentiation of instruction in ELA classes based upon the data • Scaffolding of instruction • Small group instruction on test taking skills during Saturday Academy • Co-teaching with BL and general education teachers by certified ESL/ELA Lead Teacher
Mathematics:	<p>AIS in math is being implemented in several ways:</p> <ul style="list-style-type: none"> • Differentiate instruction based on data • Use of manipulatives and hands-on instruction in small groups • Skills and strategies for test taking during Saturday Academy <p>Inquiry Team Target Group for computational, conceptual and language based math skills and strategies</p>
Science:	<ul style="list-style-type: none"> • Science teacher works with students on topics covered in class during the day <p>Research assistance by teacher for inquiry based projects</p>
Social Studies:	<ul style="list-style-type: none"> • Social Studies teacher in collaboration with the ELA teacher work with a small group of students to increase vocabulary and comprehension in the content area. <p>Small group intervention for projects</p>
At-risk Services Provided by the Guidance Counselor:	<p>School counselors work with all subgroups, including Students with Disabilities, Black, Hispanic, LEP and Economically Disadvantaged during the school day, on an as needs basis in small group or one on one sessions. Services offered in English and Spanish. Students are taught how to deal with personal issues including school, family, bullying. Family outreach, peer counseling, peer</p>

	mediation also available.
At-risk Services Provided by the School Psychologist:	The School Psychologist will test at-risk students to identify emotional, social, neurological factors that impede student performance and provide prescriptive measures that address student needs by suggesting additional student support services as student counseling, family counseling and medical outreach. Agency referrals, educational, social and personal services during the school day are provided to all subgroups in grades 5-8 on an as needs basis. The services are offered in English and Spanish.
At-risk Services Provided by the Social Worker:	Social Worker provides counseling services to at risk students, especially those in SWD, LEP, Black and Economically Disadvantaged subgroups and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services:	Speech —The Speech professionals utilize the curriculum maps that the students' teachers utilize in the ELA classes, including ELLs and students with disabilities. Language and auditory processing activities are based upon curriculum. Speech teachers also utilize the present levels of performance to determine the best objectives and strategies to access curriculum. Consultation with classroom teachers is ongoing and thus speech is not an entity unto itself, but a part of the whole education of the children involved, including those in general, special and BL education.

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.

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): 5-7 **Number of Students to be Served:** 108 LEP _____ Non-LEP

Number of Teachers: 4 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

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.

A Language Allocation Policy (LAP) is a systematic plan for language development that guides programmatic and curricular decisions for students until they acquire proficiency in English (Freeman, 1993). Our goal at MS 145X is for English Language Learners (ELLs) to develop their Cognitive Academic Language Proficiency (CALP), as well as their Basic Interpersonal Communicative Skills (BICS) to ensure academic, linguistic and social success. The ELL's previous schooling, level of language proficiency and parental choice will impact on the Program Model, as mandated by CR Part 154. Furthermore,, the three language proficiency levels: Beginning, Intermediate and Advanced determine the amount of English used in Bilingual/ESL classrooms, whereby the New York State English as a Second Language Achievement Test (NYSESLAT) is used as a criteria for assessment and proficiency.

In 2009-2010, The Academy for Creative Education and the Arts, Middle School 145X is comprised of approximately 496 students in grades five through eight, whereby app. 108 students have been identified as English Language Learners, or 5% of the total population. **We use Home Language Surveys, parental interviews and/or parent choice letters, LAB-R (English and Spanish versions) scores for New Arrivals, as MAY 2009**

well as NYSESLAT scores (2008-9) to determine eligibility or continuance of Bilingual/ESL services. On Curriculum Night in September, parents had orientation concerning the ESL and Bilingual programs at MS 145. At parent-teacher conferences, parents will have additional opportunities to meet with the ESL and BL teachers. We will have available translators for our parents and all notices are sent out in English/Spanish and when necessary, in Bengali or French. The ESL/Bilingual teachers ensure that entitlement letters and notices are returned. The Parent Coordinator also has an outreach for parents of ELLs. There are approximately 32 ELLs in the fifth grade, 27 ELLs in the sixth grade, 23 ELLs in the seventh grade and 26 ELLs in the eighth grade. There are also 12 ELLs in an eighth grade bilingual special education class, as determined by the students' Individualized Education Plans (IEP). Moreover, there are 27 students in a fifth/sixth grade bilingual class. Demographically, our English Language Learners are linguistically diverse; languages include Spanish, Bengali, Urdu, Fulani, French, Mandingo, Hausa, and Twi. As a result, the beginning ELLs or new arrivals are placed in a Transitional Bilingual Education class (TBE), whereby instruction is provided in the students' native language (Spanish) with intensive scaffolding in English language development using ESL methodologies. Moreover, teachers serving ELL students in a TBE program are certified or hold a Bilingual Extension to their common branch license. Furthermore, in a TBE program, first language (L1) and target language (English) or (L2) are differentiated for instruction, and usage is aligned with the CR Part 154 mandates. For example, beginners will receive instruction in the native language in a ratio of 60:40; i.e. 60% native language instruction with a minimum of two periods of English language development through ESL, or 40%, which is 360 minutes per week. The intermediate ELL students will also receive ESL 360 minutes per week in a ratio of 50:50 (NL instruction).

The advanced ELLs will receive 180 minutes of ESL per week in a ratio of 75:25 (NL instruction). Ninety five percent of the students in our one fifth/sixth grade Transitional Bilingual Education class are from the Dominican Republic while 5% are from Mexico and Central America. The 10 SIFE students in our school, who have had interrupted formal schooling in their country of origin can also receive Academic Intervention Services through extended day literacy/math programs, as well as, the Saturday Academy. They can also receive small group instruction and peer tutoring. In addition, MS 145X also has an eighth grade Transitional Bilingual Special Education class which is self-contained and taught by a certified bilingual special education teacher; moreover, the sixth/seventh grade bilingual class is taught by a certified bilingual/ESL teacher. Content areas, such as, math, science and social studies are taught in an interdisciplinary modality vis-à-vis ESL methodologies and differentiated instruction using the Workshop Model and Balanced Literacy. Scaffolding is also utilized through the use of accountable talk, graphic organizers, audiovisuals and cooperative learning techniques. At MS 145X, ELLs in monolingual and/or bilingual Special Education classes (as Language Allocation Policy indicated by IEPs) are provided with an ESL pullout model, whereby a certified ESL teacher works collaboratively with the literacy teacher to increase the ELLs' language proficiency through small and/or heterogeneous grouping, scaffolding, implementation of Readers'/Writers' Workshop, portfolio assessment, use of multicultural leveled classroom libraries, technology, as well as thematic team teaching strategies. Additionally, Parent Survey letters indicate that most of parents prefer that their children remain in bilingual or freestanding ESL classes. They also prefer that ELLs in monolingual classes continue to receive ESL Services. Moreover, a plan for alternative placement in Special Education entails recommendations to assist the student utilizing a Personalized Intervention Plan (PIP) for ELL holdovers, if necessary, before making a referral. The students' progress would be monitored in 6-11 week cycles to ensure the promotional standards are met. Additionally, the ESL pull-out program also inculcates the arts in the ESL curriculum aligned to all five ESL Standards.

The student results in the four modalities across proficiency levels and grades indicate that the ELLs meet the standard in the Listening and Speaking portions, yet scored below the standard in the Reading/Writing segments. Moreover, across all grades, the writing scores were the lowest, which indicates that ESL, Bilingual, and Monolingual teachers need to focus on the writing process in an interdisciplinary manner across all content areas. At MS 145X in 2008-9, NYSESLAT test results indicated that 25 ELLs scored at the Beginners level, 39 at the Intermediate level, 42 at the Advanced Level. Thus, 6% of the ELLs passed the NYSESLAT. Furthermore, ELLs at MS145X received the ESL Interim Assessments,

and bilingual students also take the ELE (Spanish Reading Test). **Moreover, 16 long-term ELLs have remained at the same advanced level for 3 years (2006-2009) and need to enhance their CALP (Cognitive Academic Language Proficiency) in order to advance from advanced to proficient.**

MS 145X's Language Allocation Policy has instructional implications. For example, teachers need to use the assessment data such as Baseline Writing samples, Developmental Reading Assessments using ARIS, Acuity, and ESL Periodic Interim Assessments, as well as Data Analysis in September, in order to plan for differentiated instruction more effectively. Using the Workshop Model, encompassing scaffolding and academic rigor, as well as cooperative grouping heterogeneously is recommended. Additionally, utilizing content, as well as language objectives in our lessons will enhance the ELLs linguistic skills. Furthermore, we need to include Balanced Literacy, Readers'/Writers' Workshops as well as portfolio assessments. The ESL Standards can also be aligned to the ELA Standards using differentiated instruction and ESL methodologies. It is also recommended that TBE/ESL classes should not exceed 25 students since ELLs have diverse language proficiency levels and/or interrupted formal schooling. Professional development will be given by Lead Teachers/Literacy Coach focusing on professional teaching standards, as well as, the infusion of ESL strategies across the content areas. The Lead/ESL teacher will also engage in team teaching activities using multi-cultural texts.

Furthermore, in order to address the needs of the 10 SIFE (students with interrupted formal education) students and/or beginning ELLs, we also have various after-school programs such as Bell and Newton (Edison) to assist ELL students with literacy and math. In addition, we have the Early Stages Music Program that is a culturally enriching program for ELLs. According to the IEPs of Special Needs students, they will receive support services during the school day which entails BL counseling, guidance, speech and SETSS. (Special Education Teacher Support Service) We also practice test-taking strategies in reading and math during the extended day in grades five through eight. The Saturday Academy will focus on technology and test taking strategies in literacy and math. Furthermore, MS 145X also offers adult ESL classes on Saturdays for parents so they can enhance their literacy and verbal skills in English. Additionally, the data specialist offers a computer class for parents during the week and ELL students are offered ESL and soccer on Saturdays. The Lead Literacy Teacher plans to implement a study group on Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become familiarized with the needs of the ELL population. **Due to the changing demographics and an influx of new arrivals, approximately 15 in 2009, from the Dominican Republic, the trend is that parents have opted for the TBE program whereby the additive bilingual, or enrichment model is used. However, we have 75 ELL students in the pull out program from diverse linguistic program since they have not tested at proficient on the NYSESLAT.**

At our school, teachers are also encouraged to enroll in courses for credit at various colleges including Fordham University, which offers scholarships in TESOL; Teachers College at Columbia University that offers reading/writing workshops for teachers. Our mission at MS 145X is to surpass our high expectations concerning the academic, linguistic, and social progress of our English Language Learners.

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.

In order to enhance our staff’s instructional practices regarding the ELL students, professional development workshops will be held on professional development days to ensure that ELL strategies are shared with all teachers. Our PD sessions have included aligning ELA Standards to the ESL curriculum, focusing on ESL methodologies and best practices. Our Lead Literacy Teacher is also a certified ESL teacher so that professional strategies will be demonstrated on an on-going basis. Topics for professional development will include the Santa Cruz Model for Professional Teaching Standards, scaffolding, writing process, writing in the content areas, problem solving strategies for math and science, using media in the classroom and multicultural education as well as cultural sensitivity. PD sessions will also include using data from ACUITY, ARIS, ESL Periodic Assessments and the NYSESLAT to differentiate instruction, whereby academic rigor will be stressed. In addition, the BL students will develop their cognitive academic proficiency in their Native language so that they can more readily transfer concepts to their second language. Teachers will have the opportunity to present workshops as well as select topics based on their professional needs. Expert BL/ESL teachers will be available to model lessons and share ideas, best practices and effective teaching strategies in their content areas and/or grade levels. The Data Specialist will conduct computer workshops for parents twice a week. The Professional Teaching Standards will be incorporated during the professional development for teachers at MS 145.

The Literacy/ESL teacher and Literacy Coach will address issues of levels of language proficiency, differentiated instruction multicultural leveled class libraries and reading/writing strategies for ELLs during common preps throughout the year. ESL and Bilingual teachers will attend Professional Development conferences related to English Language Learners and will transmit information during Staff Development days. The ESL/Literacy Lead Teacher and the Literacy and Math Coaches along with the Math Lead Teacher work with other teachers throughout the year through peer coaching, focusing on differentiated instruction for the ELL students. The Literacy Lead Teacher, additionally, plans to discuss Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become familiar with the needs of the ELL population. Staff is also encouraged to enroll in courses for credit at colleges as Fordham University that offer scholarships in TESOL.

A Saturday morning technology/reading/writing/math program is funded to assist the ELL population to increase English language skills and test taking strategies in accordance with performance standards and to help raise the proficiency levels of these students. Additionally, a Saturday morning ESL class is provided for parents to increase their communication skills in English. Our goal at MS 145 is to surpass our expectations concerning the academic, linguistic, and social progress of our English Language Learners.

The LAP Team is comprised of Mr. Hannibal, Principal, Ms. Gonzalez, Assistant Principal, Ms. Freeland, Parent Coordinator, Ms. Ramirez, ESL/Lead Literacy Teacher, Ms. Beltre, Bilingual Teacher, Mr. Polanco, BL Sp Ed teacher, Ms. Leonce, Speech teacher, Mr. Moss, Data Specialist.

Form TIII – A (1)(b)

School: MS 145 BEDS Code: 320900010145 05BDS 209145

Title III LEP Program

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 01/09	School MS 145 X Arturo Toscanini
Principal Robert Hannibal	Assistant Principal Ms. Nelida Gonzalez
Coach Lisa Primus	Coach
Teacher/Subject Area Ms. Ramirez/ESL	Guidance Counselor Ms. Rodriguez
Teacher/Subject Area Ms. Beltre/BL	Parent Ms. Duverge, PTA President
Teacher/Subject Area Mr. Polanco/BL Sp Ed	Parent Coordinator Ms. Abigail Freeland
Related Service Provider Ms. Leonce	SAF
Network Leader Bob Cohen	Other Mr. C. Moss/Data Specialist

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	5	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	496	Total Number of ELLs	108	ELLs as Share of Total Student Population (%)	21.77%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the

native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)								27		27
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In						4	4	3	3	14
Total	0	0	0	0	0	4	4	30	3	41

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	108	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	35
SIFE	10	ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	26

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

ELLs by Subgroups		
ELLs	ELLs	Long-Term ELLs

	(0-3 years)			(4-6 years)			(completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE		4	0		5			0	0	0
Dual Language										0
ESL		6	11		1	10		0	14	0
Total	0	10	11	0	6	10	0	0	14	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							12	15		27
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	0	0	0	12	15	0	27

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

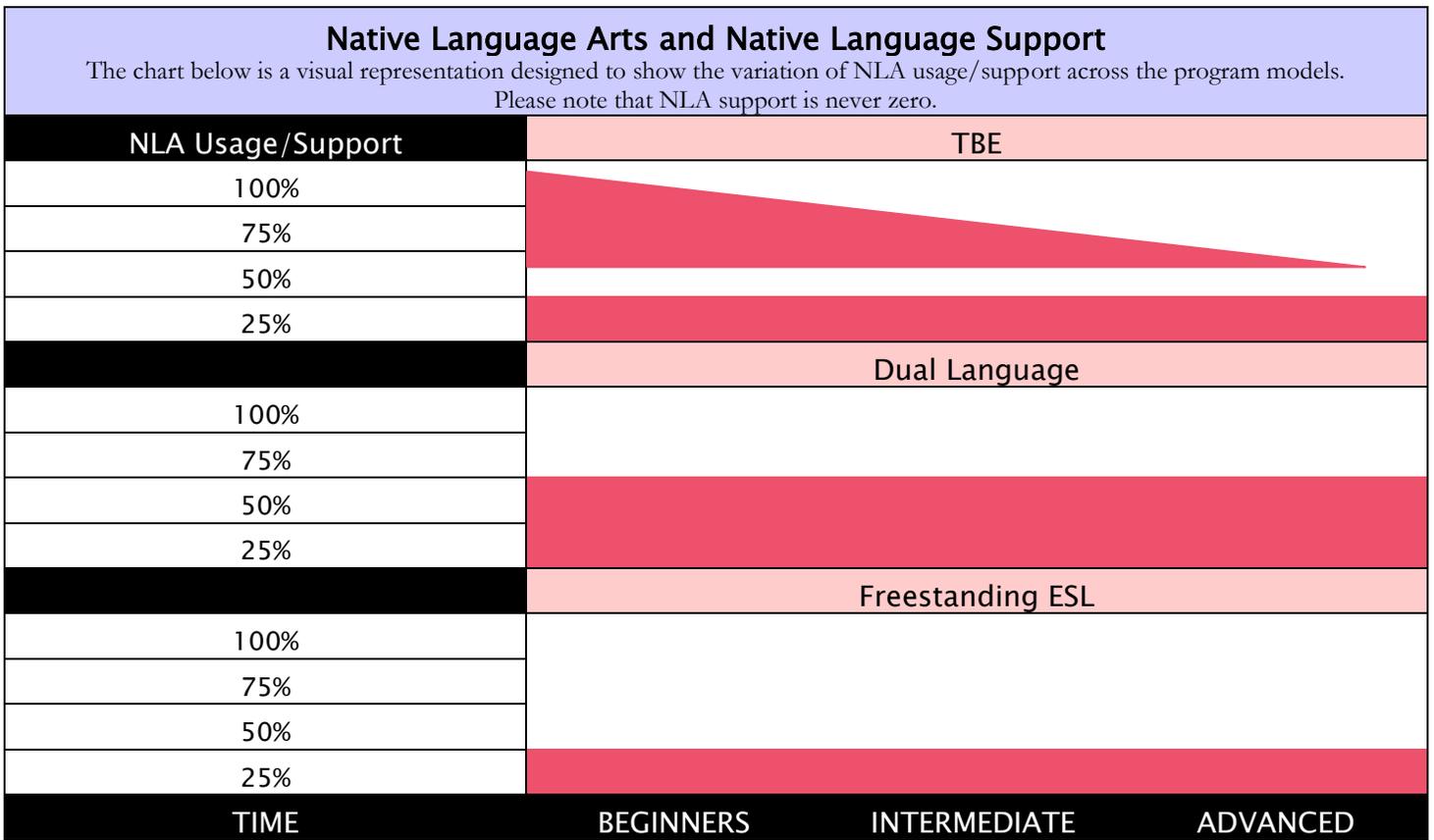
Number of third language speakers: _____

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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						21	13	14	23	71
Chinese										0
Russian										0
Bengali						3	2	1	2	8
Urdu										0
Arabic										0
Haitian Creole										0
French						1	2	1	0	4
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other						4	3	0	0	7

Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>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)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	0	0	0	0	0	29	20	16	25	90

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

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)						6	4	7	8	25
Intermediate(I)						11	11	5	12	39
Advanced (A)						15	12	9	6	42
Total	0	0	0	0	0	32	27	21	26	106

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B						2	1	1	0
	I						3	5	6	5
	A						11	16	12	18
	P						12	2	0	2
READING/ WRITING	B						4	5	8	5
	I						10	13	5	17
	A						5	11	10	5
	P						0	2	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	6	9	6	0	21
6	0	21	4	0	25
7	2	12	5	0	19
8	0	20	3	0	23
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	9		2		13		0		24
6	2		9		13		0		24
7	4		8		5		0		17
8	5		11		9		1		26
NYSAA Bilingual Spe Ed									0

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

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

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?

5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Rev. 10/7/09

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)
Ms. N. Gonzalez	Assistant Principal	<i>N. Gonzalez</i>	
Ms. A. Freeland	Parent Coordinator	<i>A. Freeland</i>	
Ms. Ramirez	ESL Teacher	<i>Ana Ramirez</i>	
	Parent		
Mr. Polanco/BL Sp ED	Teacher/Subject Area	<i>Mr. Polanco</i>	
Ms. Beltre/BL	Teacher/Subject Area	<i>Ms. Beltre</i>	
	Coach		
	Coach		
Ms. Rodriguez	Guidance Counselor	<i>Ms. Rodriguez</i>	
	School Achievement Facilitator		
Bob Cohen	Network Leader		
Mr. Moss	Other	<i>Mr. Moss</i>	
	Other		
Signatures			
School Principal		<i>[Signature]</i>	Date
Community Superintendent			Date
Reviewed by ELL Compliance and Performance Specialist			Date

School Building Budget Summary

Allocation Amount: not allocated as of 6/3/09		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Part B: Strategies and Activities

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

Translation of Services: At MS 145, ELL students come primarily from the Dominican Republic, Mexico, Africa and Bangladesh, although other countries are represented. Information is gathered from Home Language Surveys, ATS and admittance forms. The Assistant Principal reports on the findings from the data and informs the school community of the results at faculty or common

conferences. The school, therefore, offers in-house translation services in Spanish by school staff for written documents and Home Language Surveys. Interpreters are also provided for parent interviews and conferences. The interpreters are from school staff and school aides. Additionally, MS 145 has the option to hire outside translators to meet the needs of our French speaking new arrivals. Thus, specified standardized exams in content areas (i.e., math) were translated into French for two English Language Learners last year. The Office of English Language Learners also has an online website, whereby documents can be translated into various languages and help parents other than those who need Spanish translation. In addition, the ESL teacher, as well as the school librarian, has dictionaries available in the first languages of our diverse student population. Our Parent Coordinator also has all letters pertaining to meetings and workshops translated into Spanish as the majority of students are from the Dominican Republic, Mexico and Central America.

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:	490891	120627	611518
2. Enter the anticipated 1% set-aside for Parent Involvement:	4909		4909
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1206	1206
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24545		24545
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		6031	6031
6. Enter the anticipated 10% set-aside for Professional Development:	49089		49089
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		12063	12063
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. N/A			

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.

MS 145 Parent Involvement Policy

October, 2009

In compliance with Title I/PCEN mandates, MS 145 has implemented a parent involvement policy to strengthen the link between the school and the community. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole. This policy encompasses all parents including parents of English Language Learners and special needs students. The policy is designed based upon an assessment of parents’ needs and the effectiveness of the Title I/PCEN Parent Involvement Program.

The parents and guardians of the students attending MS 145 are encouraged to volunteer in classes, escort classes on trips, participate in the PTA, ESL and ELL classes, literacy workshops and any other workshops that will enable them to better understand the curriculum and the promotional policies of the school. In order to attempt to implement these policies, MS 145 will do the following:

- a. Send all school related information in English, Spanish and French,
- b. Hold workshops to inform the parents of the current issues that impact their child’s everyday school life, i.e., gangs, homosexuality, peer pressure, etc.,
- c. Conduct workshops and provide materials to assist the parents in understanding their child’s work and be able to help their child with their homework,
- d. Encourage the parents to become active participants in the school community on a daily basis by offering them the opportunity to become school volunteers,

- e. Provide ESL and ELL classes to parents so they will be comfortable in discussing their child's progress and help their child academically,
- f. Hold a Curriculum Night to have staff members explain the curriculum to the parents and to discuss general expectations,
- g. Have parents of eighth graders come to a meeting to help them understand the high school application process,
- h. Through the SLT, involve parents of children served under Title I in the use and disbursement of the parent involvement funds,
- i. Hold Cultural Sensitivity workshops to help the staff to more effectively interact with the parents of our culturally diverse population.

This school Parental Involvement Policy and the School-Parent Compact has been developed jointly with and agreed on with the parents of children participating in Title I, Part A programs, as evidenced by the CEP. Assessment and acceptance of Policy—January 2010.

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.

**School Parent Compact
Academy for Creative Education and the Arts
MS 145**

We, the school and parents/guardians, in order for our children to succeed, have agreed on the following compact that allows for school and parents to work cooperatively to provide for the successful education of our children:

School:

- To hold meetings for Title I parents and inform them of the Title I program and their right to be involved,
- To make meetings flexible and seek funds to provide transportation or childcare when possible, To actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines,
- To provide performance profiles and students' assessment results for each child and other pertinent education information,
- To provide quality curriculum and instruction,
- To deal with communication issues between teachers and parents by way of parent-teacher conferences, progress reports, reasonable staff access,
- Encouraging parents to participate in professional development activities.

Parent/Guardian:

- To become involved in the strategies designed to encourage my participation in parent involvement activities,
- To participate or request technical assistance training on child rearing practices and teaching and learning strategies,
- Work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day,
- To monitor my child's attendance at school, homework, television watching and health needs,
- To share in the responsibility for my child's improved academic achievement,
- To communicate with my child's teachers about his/her educational needs,
- To ask parent and parent groups to provide me with information on any training or assistance I would like or need to help me be more effective in assisting my child in the educational process.

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

All of the above components are answered in the Action Plans, Section VI, Appendix 1—Academic Intervention Services Summary Form, Program Delivery for ELLs, Appendix 2, Appendix 9, Support for STH
3. Instruction by highly qualified staff. Appendix 4—NCLB Requirements for Title I Schools

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.
Section VI Action Plans, Appendix 2,
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Appendix 2
6. Strategies to increase parental involvement through means such as family literacy services.
Section VI--Action Plans, Appendix 4
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Action Plans, Section VI
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.
Action Plans, Section VI, Appendix 2
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.
Appendix 1, Appendix 2, Appendix 3, Appendix 4

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: Restructured—
Focused/Holding _____ **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.
See Needs Assessment—Section IV
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.
See Action Plans

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.

10% Title IA Set Aside Money for Professional Development

The total amount for Title I money was \$490139. We utilized 10% of this money, \$49014, for professional development activities. Twelve and a half percent of Assistant Principal salary is devoted to professional development. This includes working to improve the overall quality of teacher performance and specifically to incorporate data bases for teachers to use to form flexible groups for differentiated learning in the various subject areas.

¹ School Under Registration Review (SURR)

Eighty five percent of Literacy Coach salary was dedicated from the School Wide Project Allocation to work as Literacy Coach. Ms Primus chairs weekly grade conferences, models strategies discussed, informally observes teachers in classrooms and reflects with them on their performance. She also works with teachers in the subject areas so that all teachers utilize reading and writing strategies in their lessons.

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

Lead Teachers mentor teachers (new and in need) according to weekly schedules. Logs are kept by Lead Teachers and Coach is mandated to log in hours of mentoring sessions to DOE/Region.

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.

Letter distributed describing the school's identification for school improvement approximately 10 days after beginning of school year. Letters available in English, Spanish French and Bengali, as needed. Curriculum Night also offers explanation of school's identification in both English and Spanish.

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.

A school-based committee consisting of the Assistant Principal, coaches, lead teachers, testing coordinator, parent coordinator, data specialist and expert teachers in ELA, science and social studies, and special education was formed to assess whether the findings of the Curriculum Audit was relevant to our school. The committee met at designated times over a two month period and assessed each area of the findings. The first meeting pertained to ELA alignment issues within the curriculum. Group members presented their findings to each other on assigned topics, discussed the findings and turn keyed the information during faculty conferences and common conferences. The SLT was also informed of the findings. It was determined that the Curriculum Audit findings were relevant to our school's educational program in the areas of curriculum mapping, taught curriculum and English Language Learners.

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

x 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?

While the Taught Curriculum is based on state standards, there is a disparity between what is taught and the depth to which it should be taught. There is little emphasis on speaking and listening, and writing is still a challenge to teach in depth and go beyond the simplest forms in many classes.

A curriculum team was created last year and Curriculum Maps were begun in ELA. However, the mapping was done on a topical level and does not incorporate what students should be able to do at certain benchmarks or grade levels. Skills and strategies for each topic need to be incorporated as do student outcomes.

The focus on ELLs in the ELA Taught Curriculum indicate that while lesson plans show that some of the NYS standards are being addressed, they are not being addressed consistently in all classes. The ESL teacher is highly trained in ESL standards and strategies, but teachers with ELLs in their classes do not match her ability to meet the needs of ELL students.

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.

The Curriculum Team must re-evaluate and re-design the existing maps and insure that each is aligned to the standards for all students, and that content topics, attainable student outcomes, strategies to utilize and skills to be mastered are indicated for each grade. When redesigning the maps, it must be kept in focus that the taught curriculum for all students including ELLs are closely aligned to state learning standards. Greater emphasis will be placed on the development of lessons that consistently address NYS learning standards including more rigorous writing standards, increased spoken presentations and increased opportunities for improving speaking and listening skills. This initiative will be for all students with a special focus on improving the taught curriculum for ELLs so that all teachers servicing our ELL students are fully aware of the State Learning Standards for ELLS.

The California Standards for the Teaching Profession includes the engagement of all students. As Lead Literacy Teacher, the ESL teacher will conduct a professional development workshop for the staff in order to introduce these standards and their implications in curriculum planning. In addition, the NYS Standards for ESL will also be discussed. An Action Research project will be presented to the staff during Professional Development. The focus of Action Research is on developing Reflective Educators and students encompassing both the ESL Standards as well as the California Standards for the Teaching Profession. The NYS ESL Standards include listening, speaking, reading, and writing in English for information and understanding (Standard 1); Listening, speaking, reading and writing in English for literary response and expression (2); Listening, speaking, reading and writing in English for critical analysis and evaluation (3); Listening, speaking, reading and writing in English for classroom and social interaction (4); and demonstrating cross-cultural knowledge and understanding (5).

No additional support is necessary.

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.

A school-based committee consisting of the Assistant Principal, coaches, lead teachers, testing coordinator, parent coordinator, data specialist and expert teachers in ELA, math, science and social studies, and special education was formed to assess whether the findings of the Curriculum Audit was relevant to our school. The committee met at designated times over a two-month period and assessed each area of the findings. A team meeting pertained to math alignment issues within the curriculum. Group members presented their findings to each other on assigned topics, discussed the findings and turn-keyed the information during faculty conferences and common conferences. The SLT was also informed of the findings. It was determined that the Curriculum Audit findings were relevant to our school's educational program in the area of mathematics curriculum alignment.

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

x 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 mathematics curriculum (Impact Math) is aligned to the NYS Standards and content strands. However, there is a lack of depth in what is being taught in the classroom as compared to what is required by the state standards. Process strands help give meaning to mathematics and help students to see math as more than a set of isolated skills. This is what must be focused on in all classrooms.

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.

The curriculum guides need to be re-visited and needs to indicate alignment to the process strands, as well as to state standards and content strands.

No additional support is needed.

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.

Principal, Assistant Principal, Coaches and Lead Teachers observe all teachers both formally and informally.

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

Applicable x 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?

These observations indicate that in approximately 90% of cases, the Workshop Model is used and is not conducive to direct instruction except for the mini-lesson. Students are actively engaged in their learning.

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.

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 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.

Principal, Assistant Principal, Coaches and Lead Teachers observe all teachers both formally and informally.

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 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.

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

x 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?

These observations indicate that in 90% of cases, the Workshop Model is used and is not conducive to direct instruction except for the mini-lesson. Students are actively engaged in their education, however other activities other than independent seatwork and hands-on learning are rarely used; the same for technology.

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.

Data specialist will work with math teachers on how to integrate technology into the math classroom. No additional assistance is required.

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.

Data from School Demographics and Accountability Snapshot will be used to determine finding.

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

Applicable x 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?

According to the data, 77.5% of teachers have taught more than 2 years in this school. Of this percentage, a high number of teachers have been at our school for 10 or more years. Turnover that exists is due to retirement.

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.

Administration will review professional development agendas to ascertain how many PD sessions contained ELL issues. Teachers will be surveyed to assess their awareness of ELL protocols.

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

x 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?

Although PD sessions have addressed ELL issues, more needs to be done. There is a desire by teachers to attend ELL training sessions but with limited budgets there is limited opportunity to do so.

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.

Our ELA Lead Teacher is a highly qualified certified ELL/BL teacher. She integrates ELL strategies into lessons she co-teaches with other teachers and is willing to address staff on ELL strategies to use with ELLs in their classrooms. Professional

Development must also center on ELL protocols, ESL State Standards, LAP, etc. for teacher awareness. No additional assistance is needed.

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.

. Data will be looked at in regard to testing, class placement and student proficiency and progress and AIS support.

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

Applicable x 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?

All ELL data is reported to teachers in a timely fashion and all testing data are in compliance and documented The data specialist disaggregates data by gender, ethnicity, and LEP status to create greater school-wide awareness of performance and progress.

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.

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,
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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.

Teachers will be surveyed to indicate awareness in IEP documents and purposes.

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

x 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?

100% of staff should be aware of the purpose of the IEP document. While documentation is entered in a timely fashion and is shared among special education teachers, there must be a shared knowledge among all staff.

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.

Special education expert teachers and SBST Team on IEP's and strategies that are geared toward the student with disabilities in special and general education classes will give professional development in-house. Best Practices will be shared by expert teachers in differentiated activities that are conducive to the child with disabilities in the content areas and in the management arena.

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.

Behavioral plans were discussed at Pupil Personnel Meetings on select students.

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

x 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?

Student behavioral issues have a huge impact on learning. Looking back at IEP's by the IEP team is relevant to insure that behavior concerns are noted and in place.

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.

Staff working with students that have behavioral concerns that impact on teaching and learning will meet with PPT and will receive advice on how to best work with children having these issues. These meetings will occur on an on-going basis to assess progress. IEP's will be reviewed to insure that behavioral modifications are noted.

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.)

Currently, MS 145 has 90 students in Temporary Housing.

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

At MS 145, Students in Temporary Housing are provided with bus passes, are given leniency in lateness policy when circumstances necessitate this action, and are invited to all programs, as the after-school program, extended day program and Saturday/Vacation 2Academies. Students are invited to partake in the breakfast and lunch programs, and are “awarded” holiday baskets for Thanksgiving and Winter holidays. Clothing, as winter coats, gloves and hats are available as needed. An important factor in dealing with these students is that all of the above are done in a fashion that does not allow them to be identified as living in temporary housing. Additionally, The Office of Temporary Housing, Region 1, with Children’s Aid Society will run an after school program for our STH.

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.