



**THE CHRISTA MCAULIFFE SCHOOL
INTERMEDIATE SCHOOL 187**

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

**SCHOOL: 20K187
ADDRESS: 1171 65TH STREET, BROOKLYN, NY 11219
TELEPHONE: 718 236-3394
FAX: 718 236-3638**

TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20K187 **SCHOOL NAME:** The Christa McAuliffe School I S 187

SCHOOL ADDRESS: 1171 65th Street, Brooklyn, NY 11219

SCHOOL TELEPHONE: 718 236-3394 **FAX:** 718 236-3638

SCHOOL CONTACT PERSON: Justin Berman **EMAIL ADDRESS:** Jberman3@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jeffrey Feil

PRINCIPAL: Justin Berman

UFT CHAPTER LEADER: Jeffrey Feil

PARENTS' ASSOCIATION PRESIDENT: Yolanda Cartusciello

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 609/Custer 6

NETWORK LEADER: Debra Van Nostrand

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Justin Berman	*Principal or Designee	
Jeffrey Feil	*UFT Chapter Chairperson or Designee	
Yolanda Cartusciello	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Betty Bonura	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosemarie McGarr	CSA Representative	
Eileen Cullen	Teacher	
Lynne Ferrier	Teacher	
Mary Anderson	Parent	
Diane Bruno	Parent	
Virginia Cantone	Parent	
Minnie Chan	Parent	
Marie Patanio	Parent	
Bob Sander	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Christa McAuliffe Intermediate School is a center for educational innovation and accomplishment. It is a school with a reputation for drawing the best from all its students. The mission of this school is quite simple. It is the responsibility of all the stakeholders in our school to encourage and foster high standards of excellence in the areas of academic and social growth.

In order to achieve this mission, we have forged new and exciting strategies. Our school is a three-theme-based school that fosters the middle school philosophy. We believe that this model provides all of our students with an environment which is nurturing and supportive. It is our intention and goal to welcome students of all achievement levels into the academy of their choice.

The school mission can become a reality only if all members of the school community – parents, teachers, administrators, and others at all levels of the organization – focus their efforts relentlessly and effectively on enabling all students to meet high standards. Parents are crucial in shaping student attitude toward education and in improving teaching and learning in our school.

NARRATIVE DESCRIPTION OF THE SCHOOL

The Christa McAuliffe Intermediate School (I.S. 187) is located in Bensonhurst, Brooklyn. Our school serves a student population who reside throughout Region 7 in the western area of Brooklyn. The majority of our students live in the Bensonhurst, Bay Ridge and Sunset Park sections of Brooklyn.

Our student body for the school year 2010-2011 will be largely talented and gifted student populations. Thirty Three of the thirty six homerooms will be comprised of students who have been accepted into our school for our gifted program. Three classes of self-contained special education students will be an active part of our school community.

Special Education services are provided to 28 students in our innovative special education program and approximately 6 students receive supplemental mandated support services including counseling, speech, hearing, occupational and physical therapy services, and students receiving these services on an “at risk” basis” are yet to be determined since this is based on student need.

THE SCHOOL FOR CHOICE

Thematic Academies, to address students' individual needs, were developed and are fully implemented at the Christa McAuliffe Intermediate School.

The staff, parents and students of the Christa McAuliffe School are pleased with the successful implementation of our three academies. The three academies of the school are:

*Academy For Scientific Research

*Academy For Business & Law

*Academy For Arts And Humanities

Known as the school for choice, students are given an opportunity to choose the academy that they are interested in being affiliated with for their three-year stay on the intermediate level.

Each academy has a cross section of the student population including honor classes, and special education classes.

The subject disciplines in each of the academies is based on the required state and city curriculum, however, the manner of instructional delivery is different within each of the academies. Each academy has its own thematic approach to the delivery of instruction to the students within its academy. The teachers work on a weekly basis to deliver units of instruction that are multidisciplinary in nature. The teachers within the academies are given the instructional charge of selecting textbooks, instructional materials and equipment needed to provide this instruction to their classes.

Flexible scheduling will be implemented to provide the teachers with an opportunity to create 90-minute blocks of instruction as their curriculum demands require it to occur throughout the school year.

For the school year 2010-2011, our school community continues to have a waiver from the Comprehensive Mathematics Program and the Comprehensive Literacy Program.

We will provide some “90-minute” blocks of LA instruction. Our literacy coach will work closely with the students in our school.

We have been offering the following accelerated course in our school: Mathematics Integrated Algebra.

Our ELL Program will only service 16 special ed students and 2 general ed students for the upcoming school year.

Our English Language Learners have received the benefit of 10 45-minute periods of ESL during the six-day cycle and their course work will be provided by teachers who have been instructed in ESL methodology.

Our after-school programs have included literacy, mathematics, science, social studies and curriculum exploration for students not meeting the standards in these areas or for students who have shown a decrease in their performance on the Statewide Assessments. During our 50 minutes, a mandated program, as well as an enrichment program, will be in place.

We will provide opportunities for our gifted student population to participate in the test-taking strategies courses for high school entrance, city and statewide test preparation.

Our school is involved with the following organizations who have aided our school to develop the attached comprehensive educational plan. The list outlines those collaborations that are directly linked with our educational plan:

1. Ben-Bay Kiwanis Organization has aided our school to develop The Christa McAuliffe Builders Club. Through this collaboration, our school has become active members in helping the members in the community who would need the help. (In May, our Builder’s Club sponsored a Talent Show that raised funds for Relay for Life.)

2. NY Academy of Medicine – Junior Fellows Program – This program is collaboration between the NY Academy of Medicine, Maimonides Hospital and students from our school. Students choose medical research topics and are able to collaborate the doctors at the hospital and the Academy as resources in completion of their projects. Each student in this program will complete a research paper, Abstract, powerpoint presentation and 3-5 minute speech. A culmination of students presenting their projects to doctors at Maimonides and NYAM.
3. Classics on Tour – Create and perform theatre pieces as well as improvisational drama. Students will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.
4. Junior Achievement – personnel from Junior Achievement and Price Waterhouse come to our school and every class gets a lesson in business, economics and finance at their level. Eighth grade students also go to Price Waterhouse and spend a day working with their personnel on creating a business. Students create power points and present their projects to Price Waterhouse executives.

Each member of our school community is aware of the need for outside links to the community in which our school is located. The following organizations have been involved in community-based activities with our students: Mercy First.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Christa McAuliffe School (Intermediate School 187)				
District:	20	DBN #:	20K187	School BEDS Code:	332000010187

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					97.4	97.4	98.1		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					99.7	99.9	99.9		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	312	374	308	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	309	300	367		51.5	66.2	51.8		
Grade 8	342	299	293						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	0	0		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
	31	29	28	(As of October 31)	2007-08	2008-09	2009-10		
Total					0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes	35	28	28	(As of June 30)	2007-08	2008-09	2009-10		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	46	57	75		
Number all others	4	3	6	Superintendent Suspensions	7	3	3		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	12	7	2	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	5	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	60	60	60
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	12	12
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	8	6
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.1	0	0	Percent more than two years teaching in this school	81.7	81.7	81.7
Black or African American	0.9	0.3	0.6	Percent more than five years teaching anywhere	83.3	83.3	83.3
Hispanic or Latino	6.7	3.6	3.4				
Asian or Native Hawaiian/Other Pacific Isl.	60.9	66.8	66.0	Percent Masters Degree or higher	85.0	85.0	85.0
White	31.4	29.3	30.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	100	100
Multi-racial	0	0	0				
Male	49.9	48.6	48.5				
Female	50.1	51.4	51.5				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			✓
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	IGS	ELA:	
	Math:	IGS	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**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject							

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Exempt
Overall Score	84.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Exempt
School Environment (Comprises 15% of the Overall Score)	11.8	Quality Statement 2: Plan and Set Goals	Exempt
School Performance (Comprises 25% of the Overall Score)	20.9	Quality Statement 3: Align Instructional Strategy to Goals	Exempt
Student Progress (Comprises 60% of the Overall Score)	52.2	Quality Statement 4: Align Capacity Building to Goals	Exempt
Additional Credit	0	Quality Statement 5: Monitor and Revise	Exe,pt
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

In conducting our needs assessment, we utilized all available data from the Department of Education website and NYSTART.

Language Arts

Upon review of the 2010 ELA exam we can clearly see that although our students in each grade have not made progress compared to the preceding year, accurate comparisons and analyses are not possible resulting from changes to the way NYS has normed the test.

2009 ELA Exam (Students achieving Level 3 and 4

Grade 6	94	-6
Grade 7	98	-2
Grade 8	98	-1
Total	97	-2.7

Upon further analysis we see a movement of students from Level 4 into Level 3 on each grade level. We notice the following hotspots of our students in each of the grade levels:

Grade 6

- recognizing the author's use of literary devices (ex. simile, metaphor, personification)
- identify different perspectives presented in one or more texts
- identify ways in which character change and develop throughout a story
- compare and contrast information on a topic from multiple sources
- writing mechanics

Grade 7

- use of knowledge of structure, content and vocabulary in understanding informational text
- interpret characters, plot, setting and theme using evidence from the text
- condense, combine or categorize new information from one or more sources
- draw conclusions and making inferences based on explicit or implied information
- recognize the author's use of language creating images and feelings
- evaluate the validity and accuracy of information, themes, ideas, opinions and experiences in text to evaluate examples, details and reasons used in support of ideas
- writing mechanics

Grade 8

- evaluate the validity and accuracy of information, themes, ideas, opinions and experiences in text to evaluate examples, details and reasons used in support of ideas
- interpret characters, plot, setting and theme using evidence from the text
- determine the use and meaning of literary devices to convey author's message or intent (examples, symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing)
- identify poetic elements in order to interpret poetry
- writing mechanics

In addition to the analysis of the 2010 ELA exam, we have utilized the **INSTRUCTIONALLY TARGETED ASSESSMENTS** and the ELA predictives to assist in the development of instructional units to target weakness areas.

We have also identified vocabulary, writing mechanics and public speaking of areas of school-wide need. We are currently utilizing "Get A Clue," a web-based computer program to enhance the oral, written and expressive vocabulary of our students. In the area of public speaking, we are closely monitoring our student's participation in class to ensure that all students are audible and share their knowledge with their teachers and peers. In the area of writing mechanics, we have developed a school-wide writing mechanics rubric that closely mirrors the ELA exam.

We have purchased a web-based reading and writing program, Achieve 3000, which provides a differentiated instruction to all of our 6th, 7th, and 8th grade students.

Mathematics

Upon review of the 2010 NYS Math Test Analysis, we can clearly see that the students in each grade have made improvements in the preceding year or have maintained their level of success.

In June 2010 our eight grade students who participated in the integrated algebra regents program passed with a 100% rate.

2010 NYS Mathematics Test

Grade 6	-2.5	87 students in level 4
Grade 7	+3.3	98 students in level 4
Grade 8	+9.6	93 students in level 4
Total	+4.1	93 students in level 4

In each grade, we saw an increase of the students moving into level 4 from level 3 schoolwide.

Using the item skills analysis of the Spring 2010 NYS Math Exam, we have recognized the following hotspots in each grade:

Current Grade 6 students

- classify angle types
- find the common factors and the greatest common factor of 2 numbers
- classify quadrilaterals by properties of their angles and sides
- substitute assigned values into variable expressions and evaluate using order of operations

- measure and draw angles using a protractor
- create algebraic or geometric patterns using concrete objects or visual drawings
- find missing angle when given two angles of a triangle
- understand percents means part of 100
- write percents as fractions or decimals
- calculate the perimeter of regular and irregular polygons
- display data in a lined graph to show increase and decrease over time
- calculate elapsed time

Current Grade 7 students

- define absolute value
- identify radius, diameter, chords and central angles of a circle
- translate two step verbal sentences into algebraic equations
- evaluate numerical expressions using order of operations
- verify proportionality using the product of the means equals the product of the extremes
- identify and plot points in the first quadrant
- solve proportions using equivalent fractions
- define and identify the distributive property of x over addition
- read and interpret graphs

Current Grade 8 Students

- identify the polynomial as an algebraic expression containing one or more terms
- determine the probability of dependent events
- $+$ and $-$ monomials with exponents of one
- simplify expressions using order of operations
- solve multi step equations
- graph the solution set of an inequality
- determine the # of possible outcomes for a compound event
- interpret data to provide the basis for predictions and to establish experimental probabilities
- place rational and irrational numbers on a number line and justify the placement
- determine the tool and technique to measure mass
- determine validity of sampling methods to predict outcomes
- determine a given triangle is a right triangle by applying the Pythagorean Theorem
- record data
- determine prime factorization of a given number
- justify the reasonableness of answers using estimation
- determine surface area of prisms and cylinders, using a calculator and variety of methods

Former Grade 8 Students

- apply algebra to determine the measure of angles formed by or contained in parallel lines cut by a transversal and by intersecting lines
- multiply and divide monomials
- write an equation to represent a function from a table of values
- calculate the missing angle in a supplementary or complementary pair
- solve equations/proportions to convert to equivalent measurements
- draw the image of a figure under a reflection over a given line
- develop and apply the laws of exponents for multiplication and division
- compare unit prices
- determine whether a given triangle is a right triangle and apply the Pythagorean Theorem

- multiplication and division monomials
- convert money between different currencies with the use of an exchange rate table and a calculator
- draw the image of a figure under rotation of 90 and 180 degrees

We have also recognized the need for school-wide focuses in the answering of constructive responses, the understanding of the language of mathematics and the need for our students to show thorough and complete work. Keeping these areas in mind, we have developed a school-wide rubrics to be used for extended responses. This allows our students to self-assess their responses and recognize how they can make their responses more thorough and comprehensive. Each teacher has a list of grade-appropriate math language that is focused on daily in their classroom. We utilize the **INSTRUCTIONALLY TARGETED ASSESSMENTS AND MATH PREDICTIVES**, in class assessments, 2010 Book 1 Assessment, midterms and finals to focus on student's individual areas of need.

With constructed responses are our overall focus, we are developing a program to enlist the parents of our students to discuss and communicate the language of mathematics. We are enlisting our parents so that they will recognize what is expected in rubric writing and scoring. By adding this extra step to our previous year's focus, we are hoping to effect a positive outcome in the responses our students give for extended response questions. We will have 2 family math activities during the school year.

Smartboards and promethean boards are used in all of our mathematics classroom.

Science

As indicated in our 2010 Grade 8 science assessment we are pleased to announce that our students continue to show progress in science. Of our grade 8 students, 100% performed in Levels 3 and 4 in this assessment. We have maintained our increase of Level 4 students.

We have recognized that our hands-on approach to the teaching and learning in the area of science has proven effective as witnessed in our student's scores. The creativity of our staff and the dedication to presenting science in a concrete manner has been seen in our test results.

We have a fully functioning science lab which provides our students with an opportunity for hands-on laboratory experiences. The students are asked to complete a lab report for each laboratory exercise. The students are asked to collect data and base their conclusions on the data collected.

The use of science-based novels has increased from one novel to three novels read annually. This provides a great connection between literacy and science. Students have access to a web-based data base for research conducted in our school. All students will be required to write a report of information using IIM method of research this coming year.

Magazines, books and computers are available to students during the school day and during designated homerooms and lunch periods. Classes are scheduled to visit the library to learn about the technology available to assist them in compiling information for their research projects.

Parent Involvement

The Christa McAuliffe School is fortunate to have a well-informed parent-teacher association. Monthly PTA meetings are held that focus on themes that are relevant and timely based on school events. In September, the PTA organizes a survey of parent interests and topics that they would like to discuss throughout the year. Our parent coordinator creates a monthly newsletter with pertinent information for parents on upcoming events, assessments, calendar, minutes from PTA meetings and other topics discussed at school leadership meetings and executive board meetings.

During the 2010-2011 school year, the PTA has requested that all parents submit their email address so that communication between the PTA organization and all parents are timely and allow for parents' feedback. The PTA has also sponsored a book fair in November to develop the love of reading for all students.

During the 2009-2010 school year, an increase of 41% of our parents participated in the Learning Environment Survey for a total of 85% participation.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Smart Goal 1 By June 2011, 100% of students will demonstrate an average increase of at least 50 Lexile points beyond predicted gains of academic progress in non-fiction reading skills.

Each student will be administered a levelset (pretest) in September/October. In the Spring, each student will be administered a final levelset. The values from the final levelset published in the 2010-2011 Achieve 3000 Progress Report will be used to determine if the goal was achieved.

Smart Goal 2 By June 2011, 100% of all major subject teachers will post homework assignments and student performance indicators (tests, quizzes, homework, projects) online for easy internet access by parents and guardians thus creating a portal to connect families with our school.

Each major subject teacher will have posted online their current gradebook for individual students. Administrative reports showing gradebook use will determine whether the goal has been met.

Smart Goal 3 By June 2011, all 6th, 7th, and 8th grade students will have completed pre-tests, mid-term exams and final exams in all major subject areas (math, language arts, science, and social studies) that have been compiled by classroom teachers and have been standardized to match their curriculum maps

Core subject teachers will submit to their department supervisors the mid-term and final exams they have collaboratively created.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, 100% of students will demonstrate an average increase of at least 50 Lexile points beyond predicted gains of academic progress in non-fiction reading skills.</i></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><i>PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; problem-solving approaches to data interpretation developed as part of the decision-making framework. Instructional leaders will also learn how to interpret eProgress and other reports and use data to help teachers impact student performance. Teachers will gain more of an understanding of the role of literacy in the content areas and key supporting research. Teachers will also learn about Achieve3000 features that support literacy across the content areas and how to make use of formative assessment data available on Achieve3000 reports. Funding from NYSTL Software monies will be used to purchase required software licenses. (\$10,000 pending register confirmation)</i></p> <ul style="list-style-type: none"> <i>• Teacher per session for pd and collaboration – 40 total periods</i> <i>• Professional instructional materials to support interdisciplinary curriculum development during the regular school day.</i> <p><u>Target Population(s):</u> All 6th, 7th and 8th grade students. <u>Responsible Staff Members:</u> All assistant principals, Literacy Coach, Librarian, Staff Developers (internal and external) and Data Specialist, instructional team members, and Language Arts, Math, Science, Social Studies and Spanish Teachers. <u>Implementation Timeline:</u> Timeline for Achieve 3000 twice per week; LA classes entire academic school year 2010-2011. Pretest will be given in September 2010. Midterms given January 2011. Final exam June 2011.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Each student will be administered a levelset (pretest) in September/October. In the Spring, each student will be administered a final levelset. The values from the final levelset published in the 2010-2011 Achieve 3000 Progress Report will be used to determine if the goal was achieved.</i></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><i><u>Initial indicator September 2010:</u> Language Arts teachers will administer the levelset pretest during the month of September to determine baseline non-fiction reading levels.</i> <i><u>Projected Gains:</u> 50 Lexile points above predictions on average for each grade level.</i></p> <p>-----</p> <p><i><u>Semester 1 Midterm Progress Point – November 2010:</u> Teachers will share targeted students performance and how they are following the progress of the students based on the data sources and teacher survey results.</i> <i><u>Semester 1 End-term Progress Point -January 2011:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their targeted groups and teacher survey results.</i> <i><u>Semester 2 Midterm Progress Point – March 2011:</u> Teachers will share targeted students and how they are following the progress of the students based on the aforementioned data sources and teacher survey results</i> <i><u>Semester 2 End-term Progress Point -May 2011:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their targeted groups and teacher survey results. A final levelset will determine overall non-fiction performance.</i></p>

Subject/Area (where relevant): Parent Communications

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, 100% of all major subject teachers will post homework assignments and student performance indicators (tests, quizzes, homework, projects) online for easy internet access by parents and guardians thus creating a portal to connect families with our school.</i></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><i>PD will be given on the following topics: Teachers: Creating a teacher website, uploading EasyGrade Pro Grades, posting homework assignments, responding to parent emails. Parents: Accessing your child’s Edline Account, viewing and printing progress reports and assignments. Parent Coordinator: Supporting parents and staff to enhance school-home communications. Target Population(s): Volunteer subject area teachers, parent coordinators, all parents, administrators, coaches and parent coordinator. Responsible Staff Members: All assistant principals, Literacy Coach, Librarian, Staff Developers (internal and external) and Data Specialist, instructional team members Implementation Timeline: September 2010 through May 2011</i></p> <p>Funding: <i>A combination of school funds and PTA contributions will be used to purchase required software licenses. (\$4000 pending register confirmation). Tax Levy Fair Student Funding monies will be used for per-session professional development and staff for before and after school parent training. Teacher per session for pd and collaboration for pilot volunteers– 40 total periods (additional pd to take place during collaborative meetings)</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><i>Each major subject teacher will have posted online their current gradebook for individual students. Administrative reports showing gradebook use will determine whether the goal has been met.</i></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><i><u>Initial indicator September 2010: Pilot volunteers (~20) will create teacher pages and upload grades for their students and subjects. Parents of those teachers will receive login access information.</u></i></p> <p>-----<i><u>Semester 1 Midterm Progress Point – November 2010: All teachers will provide interim progress reports to families either via EasyGrade Pro printouts distributed by classroom teachers or printed by the student at home and signed by a parent/guardian.</u></i></p> <p><i><u>Semester 1 End-term Progress Point -January 2011: Instructional Team meeting to analyze results of using online grading</u></i></p> <p><i><u>Semester 2 End-term Progress Point -May 2011: Measures of student/parent usage as well as analyses of numbers of missing homework assignments and results of parent surveys will determine the efficacy of the program.</u></i></p>
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Subject/Area (where relevant): Math, LA, Science & Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, all 6th, 7th, and 8th grade students will have completed pre-tests, mid-term exams and final exams in all major subject areas (math, language arts, science, and social studies) that have been compiled by classroom teachers and have been standardized to match their curriculum maps</i></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><i>PD will be given on the following topics: Interim assessments to monitor and revise curriculum; using Examview to create effective assessments, use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of collaborative teams of teachers to help compact curriculum and provide more enrichment activities including expanded partnerships.</i></p> <p><i>The “Prosper Assessment System” will be used to quickly create student answer documents with the ability to include both multiple choice and extended response answers. The system will also score and analyze student test data, providing teachers with detailed item analyses, class performance statistics, individualized learner reports including specific prescriptions, class frequency distributions, test statistics including range, median, mode, and standard deviation, item statistics as well as comparative class analyses.</i></p> <p><i>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> <i>• Professional instructional materials to support interdisciplinary curriculum development during the regular school day.</i> <p><i>Tax Levy Fair Student Funding will be used finance school aide salary as well as scan sheets.</i></p> <p><u>Target Population(s):</u> All 6th, 7th and 8th grade students</p> <p><u>Responsible Staff Members:</u> All assistant principals, Literacy Coach, Librarian, Staff Developers (internal and external) and Data Specialist, instructional team members and all teachers of Math, LA, Science, Social Studies and Spanish.</p> <p><u>Implementation Timeline:</u> September 2010 through May 2011.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Core subject teachers will submit to their department supervisors the mid-term and final exams they have collaboratively created.</i></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><i><u>Semester 1 Midterm Progress Point – January 2011:</u> Supervision and support will be provided to teachers using the Prosper system for all exams.</i></p> <p><i><u>Semester 1 End-term Progress Point -January 2011:</u> Discussions and teacher feedback about their use of the above mentioned assessment tools. Initial examination of the student data from pretest to determine strengths/weaknesses and misconceptions.</i></p> <p><i><u>Semester 2 Midterm Progress Point – March 2011:</u> Supervision and support will be provided to teachers using the Prosper system for all exams.</i></p> <p><i><u>Semester 2 End-term Progress Point -May 2011</u> Discussions and teacher feedback about their use of the above mentioned assessment tools. Final examination of the student data from final exams to determine strengths/weaknesses of students and programs/curriculum.</i></p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	32	22	25	15	20	10	0	0
7	44	28	37	20	25	10	0	0
8	50	35	29	25	38	10	0	0
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>-50minute small group instruction for students at risk as part of their school day</p> <p>-after-school program 2 days for 3 hours total. Small group instruction to meet individual student needs</p> <p>-at risk services provided for students during the school day by a pull-out program to address specific student needs</p>
Mathematics:	<p>50-minute small group instruction for students at risk as part of their school day</p> <p>-after-school program 2 days for 3 hours total. Small group instruction to meet individual student needs</p> <p>-at-risk services provided for students during the school day by a blended model of instruction in which 2 teachers team teach students who are at risk</p>
Science:	50-minute small group instruction for students at risk as part of their school day
Social Studies:	50-minute small group instruction for students at risk as part of their school day
At-risk Services Provided by the Guidance Counselor:	Services are provided during the school day and during the 50 minutes for at-risk students. These services include social and emotional goals development, conversations about academic issues and strategies are discussed to improve students' academic standing
At-risk Services Provided by the School Psychologist:	Services are provided during the school day for students who are experiencing social and emotional issues. These services include one-on-one counseling, small group counseling and meeting with parents regarding students' emotional state
At-risk Health-related Services:	Services are provided during the school day to meet the physical and medical conditions of all students. These services include conversations with students and their family about the services available regarding their particular medical conditions.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6-7-8 Number of Students to be Served: 18 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain

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

We currently have 16 ELL students who are also NYSAA students. We recognize that the language development of these students is significantly delayed due to their disability. These students receive ten 45-minute periods of ESL instruction in a pull-out situation during our six-day cycle. The remainder of their instructional day is spent with teachers who have received training in using ESL methodology. We have two general ed students in grade 6 and one in Grade 7 who receive ESL instruction one period daily. This instruction is a combination of a blended model of instruction and a pull-out program.

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

The ESL content area specialist will attend all ESL regional/citywide/ISC/ICI meetings that are relevant to our population. The ESL and subject area specialist will participate in all school wide professional development that focused on differentiation with the class.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(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 - 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 - Must be supplemental.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)

- Additional curricula, instructional materials. Must be clearly listed.		
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.

Through the Learning Environment Survey, we realized that communication was an area in which we could improve – receiving a score of 7 out of a possible 10. According to the demographics report, 66% of our population are Asian. Our needs indicate that we have a staff member that is versed in oral, written and spoken in the Chinese language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have found that Chinese is a largely requested language by our parents. A notice was sent home, in English and Chinese, informing the community that we hired Mei Mei Ku as our Community Assistant. Her role is that of translator. Her role is that of translator in written, spoken and reading Chinese.

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.

As stated in Part A – we hired Mrs. Ku as our Community Assistant in September 2009 in order to communicate effectively with the majority of our parents, Mrs. Ku is fluent in speaking, reading and writing in Chinese. All notices, flyers, teacher communications are translated into written Chinese. We are also using the EdLine website for school information which will translate all school information into several written languages. We are currently using School Messenger to send home daily and weekly messages to parents regarding upcoming events.

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

. Mrs. Ku is available from 7:30-3:30, Monday through Friday to answer phones, parents that come to school with questions, and to translate conferences with guidance counselors, administration, deans, and teachers. She attends all parent meetings to aide the parents in keeping full informed about our programs and services to our children

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>.

All parental notifications are translated into Chinese and sent home, one side in English and the other side in Chinese. The EdLine website will also be able to immediately translate any information into several languages.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$882,750	\$882,750
2. Enter the anticipated 1% set-aside for Parent Involvement:		8,827	8,827
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

I.S. 187 Parent Involvement Policy/School-Parent Compact

I.S. 187 agrees to implement the following statutory requirement:

- a. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- c. The school will incorporate this parental involvement policy into its school improvement plan.
- d. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- e. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- f. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Component

1. I.S. 187 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents’ questions and concerns. The school will also continue to support our community assistant whose responsibility will continue to be the written/oral translations for our Asian population.

Training for parents and community members will include:

- Support for parents’ understanding of, and participation in instructional initiatives
- EdLine training for parents (This will include how to access the school website and the information pertaining to their child’s class, homework, school functions, etc.).
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc. Staff from Maimonides Hospital, and our school psychologists, will provide parents with a series of conferences on communication with their child(ren). Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meetings strategies, and parent and community engagement.

Our trained parent coordinator will continue to provide parents with an on-site liaison who was selected because of demonstrated skills in meeting school specific needs. The parent coordinator provides parental outreach on a consistent, ongoing basis as well as supporting the needs of the school’s parents at district-wide parent forums and training sessions. The community assistant will continue to provide translation services in every capacity that is necessary to support our parent community. Edline also has the capacity to translate school information by merely choosing the language the parent desires on the front page

2. I.S. 187 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

3. I.S. 187 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

I.S. 187 will continue to work with the PTA, SLT, PAC, parent coordinator, and community assistant to provide parents with workshops in any area requested during the day or evening.

4. I.S. 187 will coordinate and integrate Title I parental involvement strategies under the following other programs:

Parent/Student Communication Program

Acuity/Aris – interpreting the data (or) understanding your child’s data

Edline – providing parents with daily online updates from child’s teachers concerning child’s academic progress.

5. I.S. 187 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play).

The School Leadership Team of I.S. 187 will continue to monitor compliance with our CEP and evaluation of our parents’ involvement in order to improve and provide the best standards based education for our students. Along with the Parent Coordinator, the PTA and SLT will design an evaluation sheet to be distributed to all parents for suggestions and input into our current program and what we can do to improve it. The Parent Coordinator, PTA and SLT will then collaborate to design strategies that will improve our parental policies.

6. I.S. 187 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following by undertaking the actions described in this paragraph –

i. the State’s academic content standards

ii. the State’s student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators by conducting workshops, conferences, classes, and providing equipment or other materials that may be necessary to ensure success.

I.S. 187 will continue to provide assistance to parents through workshops in the new State Standards, assessments and content areas and other requested topics. During Parent Teacher conferences, and in reports sent home, parents are kept advised of student’s progress. Students who are

in danger of not being promoted have letters mailed to their homes advising parents of this potential outcome. Parents of Students in danger of failing, who are not attending extended day programs, receive telephone calls to discuss the problem and alternatives.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as using technology, as appropriate, to foster parental involvement.

Parent coordinator, literacy coach, teachers and administrators are available to work with any parent to explain how to effectively use and interpret data concerning their child's academic progress.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by conducting surveys of needs and work closely with the PTA/PAC and SLT.

I. S. 187 has a good working relationship with our parents and with our parent coordinator and community assistant and will continue to work closely with them. As previously stated, we will conduct a needs survey on how we can improve our communication, implementation and coordination of parent programs.

d. The school will, in partnership with the PTA, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with EdLine and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Our parent coordinator has a resource center that includes websites and booklets on how they can help their children in all different subject areas. In addition, there are also booklets on involvement, behavior and their rights. Our Parent Coordinator also works with parents and provided advice and assistance, workshops and programs for parents and children.

e. The school will take the action to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand in a timely manner to ensure that parents will be able to make arrangements to attend.

All material sent home in a timely manner in an understandable, uniform format. We have many families that have requested letters be in Chinese which is accommodated. All letters are sent home as one side in English and the other in Chinese.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signatures on original documents. This policy was adopted by I.S. 187 and will be in effect for the period of September 1, 2010 – August 30, 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2010

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

As stated in our school description, our thematic structure, 3 academies, allows us to better address the individual students' needs. Instead, of the typical large middle school, there are a third of the students in each academy. Each academy has a facilitator who meets with all the teachers, once per week. At these meetings, one of the items addressed are struggling students. Although all of our students are Level 3 & 4, some have specific needs to address, for example, organizational skills, help with completing homework properly, social needs, etc. Strategies are developed and we work closely with the guidance department, school psychologist, and youth development worker to aid the progress of these students.

We do offer after school programs in Math, Literacy, Chess Club, Homework, Study Skills, Robotics, and Test Preparation for Specialized High Schools, Mural Painting, Science Olympiad, Scrabble Club, Gazette Club (school newspaper), Keeping Fit Club, Basketball Club and Softball Club. These will meet academic, physical and social needs of our students.

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

Professional development this year will be ongoing for staff. The topics being offered are topics such as differentiated instruction, goal setting for students, the use of concept maps and/or outlets as a tool for teachers to evaluate students, knowledge and understanding in all subject areas. Through departmental meetings, scheduled professional development days, offerings from outside agencies, purchase of reference books, staff will be offered a multitude of ways to help their students meet and exceed academic standards as set by the State of New York.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
N/A
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
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.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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.

11. 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.

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

As stated in our school description, our thematic structure, 3 academies, allows us to better address the individual students' needs. Instead, of the typical large middle school, there are a third of the students in each academy. Each academy has a facilitator who meets with all the teachers, once per week. At these meetings, one of the items addressed are struggling students. Although all of our students are Level 3 & 4, some have specific needs to address, for example, organizational skills, help with completing homework properly, social needs, etc. Strategies are developed and we work closely with the guidance department, school psychologist, and youth development worker to aid the progress of these students.

We do offer after school programs in Math, Literacy, Chess Club, Homework, Study Skills, Robotics, and Test Preparation for Specialized High Schools, Mural Painting, Science Olympiad, Scrabble Club, Gazette Club (school newspaper), Keeping Fit Club, Basketball Club and Softball Club. These will meet academic, physical and social needs of our students.

13. Instruction by highly qualified staff.

All the teachers at I.S.187 are highly qualified.

14. 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.

Professional development this year will be ongoing for staff. The topics being offered are topics such as differentiated instruction, goal setting for students, the use of concept maps and/or outlets as a tool for teachers to evaluate students, knowledge and understanding in all subject areas. Through departmental meetings, scheduled professional development days, offerings from outside agencies, purchase of reference books, staff will be offered a multitude of ways to help their students meet and exceed academic standards as set by the State of New York.

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

N/A

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

In our attempt to increase parental involvement, our school has done the following:

- a. We have hired a community assistant that reads, writes and speaks Chinese to translate in writing all notices and newsletters that go home with the students. This will increase communication between the 67% Asian parents and our school. The community assistant is also answering phones and translating our weekly phone message that is sent out to all families on a weekly basis.
- b. We have purchased E-Chalk, an on-line school site that translates all the information into any of several languages at the click of the mouse. All newsletters, notices and school information will be posted on this site.
- c. Our parent coordinator and PTA have obtained numerous email accounts from parents and they are directly emailing many notices, school information and newsletters directly to their personal email accounts.
- d. A monthly newsletter is sent out to every family in our school on a monthly basis. The parent coordinator informs parents of upcoming events, important dates, PTA meetings, charity events, school trips and many other events that take place in our school.

17. 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

18. 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.

- a. Your child’s attendance is mandatory.
- b. Children enrolled because of ELA or Math test scores will attend sessions for the remainder of the school year.
- c. Children enrolled because of report card grades below 75 will continue until the report card period following an increase to a 75 or greater in the identified subject area.
- d. Teacher recommendation for the additional assistance.
- e. Children are enrolled in Spanish Proficiency Tutorial for the upcoming Spanish Proficiency Exam when his/her teacher has recommended him/her for this special tutorial.
- f. Children are enrolled in the Algebra Tutorial when his/her teacher has recommended him/her for this course of study.
- g. If your child is currently receiving bus service, that service will continue according to the new schedule.

We are confident that this program will help your child reach his/her potential and improve both grades in school and achievement on the state English Language Arts and Mathematics tests. Thank you for your cooperation.

Sincerely,
Justin Berman, Principal

20. 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.

Our staff works collaboratively with our guidance department, SAT, youth development personnel and dean to provide effective, efficient services to our students. Our pupil personnel conferences (PPC) are held on a regular basis and student information and strategies are shared with administration and all the above personnel are present as well.

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		✓				
Title I, Part A (ARRA)	Federal	✓			\$882,750	✓	
Title II, Part A	Federal		✓				
Title III, Part A	Federal		✓				
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			\$5,322,745	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

codes.

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

At the present time we do not have any Students in Temporary Housing.

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

In the event that we should service Students in Temporary Housing, our plan will provide the following:

- The guidance counselor and social worker will work together to provide any necessary agencies to support the families in need of health services (including mental health) with local agencies, such as Heart Share. Academically, we can provide special services, such as peer tutoring, as well as teacher tutoring as arranged by the subject area teacher.
- We would also offer an extra 50 minutes, two times a week where we can provide academic remediation.
- Our school psychologist will also work with the family and their child, specifically, during the academic year.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Christa McAuliffe School I.S. 187					
District:	20	DBN:	20K187	School		332000010187

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		97.5	97.5	98.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		99.7	99.8	99.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	309	374	308	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	303	299	367		51.5	67.4	67.5
Grade 8	302	300	293				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	1	1
Grade 12	0	0	0				
Ungraded	36	28	28	Recent Immigrants - Total Number:			
Total	950	1001	996	(As of October 31)	2007-08	2008-09	2009-10
					0	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	36	28	28	Principal Suspensions	46	57	75
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	7	3	3
Number all others	5	4	6				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	60	60	62
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	12	8
# receiving ESL services only	15	7	TBD				
# ELLs with IEPs	4	12	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	6	6	7
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	95.0	98.3
				% more than 2 years teaching in this school	81.7	86.7	93.5
				% more than 5 years teaching anywhere	83.3	81.7	85.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	80.0	83.9
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	94.4	95.5	87.2
Black or African American	0.8	0.8	0.6				
Hispanic or Latino	5.7	4.1	3.4				
Asian or Native Hawaiian/Other Pacific	62.6	65.5	66.0				
White	30.7	29.6	29.9				
Male	49.5	49.0	48.5				
Female	50.5	51.0	51.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	84.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	52.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 6	District 20	School Number 187	School Name Christa McAuliffe
Principal Justin Berman		Assistant Principal Mary T. Lane-Citlak	
Coach Diane Zizak		Coach	
Teacher/Subject Area Patricia Norton		Guidance Counselor Breena Kaplan-Ross	
Teacher/Subject Area Maryann Lane-Maloney		Parent	
Teacher/Subject Area Tina Loccisano		Parent Coordinator Carla Palumbo	
Related Service Provider JoAnne Gasser		Other William Nicoll/AP	
Network Leader Debra Van Nostrand		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	997	Total Number of ELLs	18	ELLs as Share of Total Student Population (%)	1.81%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here

ELL Identification Process

Due to the nature of our student population, we have no new-to-the-country arrivals (newcomers). The students who come to our school are students who have been tested for the Gifted and Talented Program. Students who enter our school from a private or parochial school are given the home language survey, and an interview of the parent and student is conducted by the ESL teacher (Lucy Lopez-Flores) or assistant principal (Mary Lane-Citlak) to determine if testing with the LAB-R is necessary.

1. Initial Identification

If a newcomer were to come to our school, the parents would complete a home language survey and an interview would be conducted to determine if the child was required to take the LAB-R exam within ten days of enrollment. They would be given the exam.

2. Parent Introduction to the ELL Programs

If it is determined that they are eligible for ESL services, the parents are invited to attend a parent meeting in which they view a DVD about the NYCDOE programs for ELL students. This parent meeting is scheduled with the parent to insure that they will be able to attend this most important meeting. Since the placement of the child is of critical importance, the meeting is scheduled for within two school days. Translators would be available to discuss the programs available and to answer parent questions.

3. Entitlement Letters

Students who have not received a Proficient Level on the NYSESLAT exam are given letters of continued entitlement. Parents are given a letter of entitlement of services if they do not receive a score on the LAB-R exam that shows proficiency. The parents are asked to complete a parent survey regarding their preference for their child's placement.

4. Placement Procedures

Placement would then be made for the student within our school, based on the parent's survey and the available programs. If the parent wishes their child to attend a program not available in our school, the ELL compliance officer (Mrs. Ascolese) would be notified to check the availability of programs in other local schools. It would be at the OSE level in which this movement would occur. This situation has not occurred.

5. Current Trends

Parents usually determine that they would prefer to remain in our school in a free-standing ESL program that includes a blended model of in-class support and a pull out program. The ESL teacher meets with the teachers of the ESL entitled students weekly to make sure that the necessary supports are in place to make certain that the children are making progress.

For the last four years, we have encountered the situation in which students are former DOE students who have left the public school system to attend private school. They were ELL entitled when they left the public school system. They do not take the NYSESLAT test while in the private school and they require the ESL services when they return to the DOE programs. These children are very fluent in English since they have been in the private school for as many as four years. These children receive the services upon their return to the DOE program until they receive a proficiency level on the Spring NYSESLAT exam.

During the past three years, we have received students into our school who have been in ESL or Bilingual Chinese programs who are still entitled to ESL services. These students are provided with ESL instruction by a licensed ESL teacher who also provided in-school support to the content area teachers of these students. When students are accepted into our school, the ESL teacher and the Assistant Principal meet with the parent to inform them of the ESL program within our school. It is explained that we do not have a bilingual Chinese program. The parent is asked if they would prefer for their child to continue in a bilingual program. In every case, the parent has decided that they want their child to stay in our school since they have been part of the Gifted and Talented screening process and want to attend our school.

The programs that we have in our school are aligned with the parent request for ESL instruction. We have not had a parent want to move their child from our school because we do not have a bilingual program in our school.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	16
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	3

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	7	0	5	8	1	8	3	0	3	18	
Total	7	0	5	8	1	8	3	0	3	18	

Number of ELLs in a TBE program who are in alternate placement: 6

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0						3	1						4
Chinese							6	1	4					11
Russian														0
Bengali									1					1
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	10	2	6	0	0	0	0	18

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

ELL Programs

During the school year 2010-11, we had two general/ sixteen special education students receiving ESL services. On the Spring, 2010 NYSESLAT, the two general education student receives an advanced level on this exam. They are in the different classes within the same academy and receive their instruction in two formats – blended model for two days (Monday and Friday) and pull-out model on three days (Tuesday, Wednesday and Thursday). They receive one 45 minute class of ESL support daily. The two general education students receive eight periods of Language Arts instruction within our six day cycle. The ESL teacher works closely with the Language Arts content teachers on strategies and ESL methods that can help the children reach proficiency. These two students are considered one class of students.

Within their classes, there are twelve former ELL students who are also monitored and support is given when necessary. This transition support is designed with individual students needs being assessed through teacher observation and assessments given in class. These students are evaluated for our mandated Language Arts program and after school programs to address their needs on an individual bases. The plans that we have in place for these students are continuously reviewed throughout the year. Some students benefit from lunch time peer tutoring programs in which their classroom peers review material covered in class under the supervision of a teacher during the lunch period.

Sixteen special education students were classified as NYSAA eligible students. Seven of the eighteen students constitute one class of ELL students in an ungraded program. They received a beginner or intermediate rating on the NYSESLAT Spring of 2010 assessment. They are at various stages of language development. As indicated in their educational evaluations, each student had a deficit in receptive and/or expressive language from moderate to the severe range. Each student’s IEP indicates whether they require bilingual or ESL instruction. Since these students have significant cognitive delays, it is difficult to determine if the language deficiency is cognitive or language based in nature. This class of ELL students meets for a total of ten 45-minute periods of ESL instructional time weekly. The paraprofessional works within the class with different groups of students. The paraprofessional and the teacher work with the different groups to meet the unique needs of the students within this class.

ELL YEARS OF SERVICE AND PROGRAMS

We currently have one SIFE students in our school. We are servicing seven students who have received ELL services for 0 to 3 years (two general education students and five special education students). We are servicing eight students who have received services from four to six years. We have three long term ELLs in our school who have received more that 6 years of service. These students are also special education students who have significant cognitive delays.

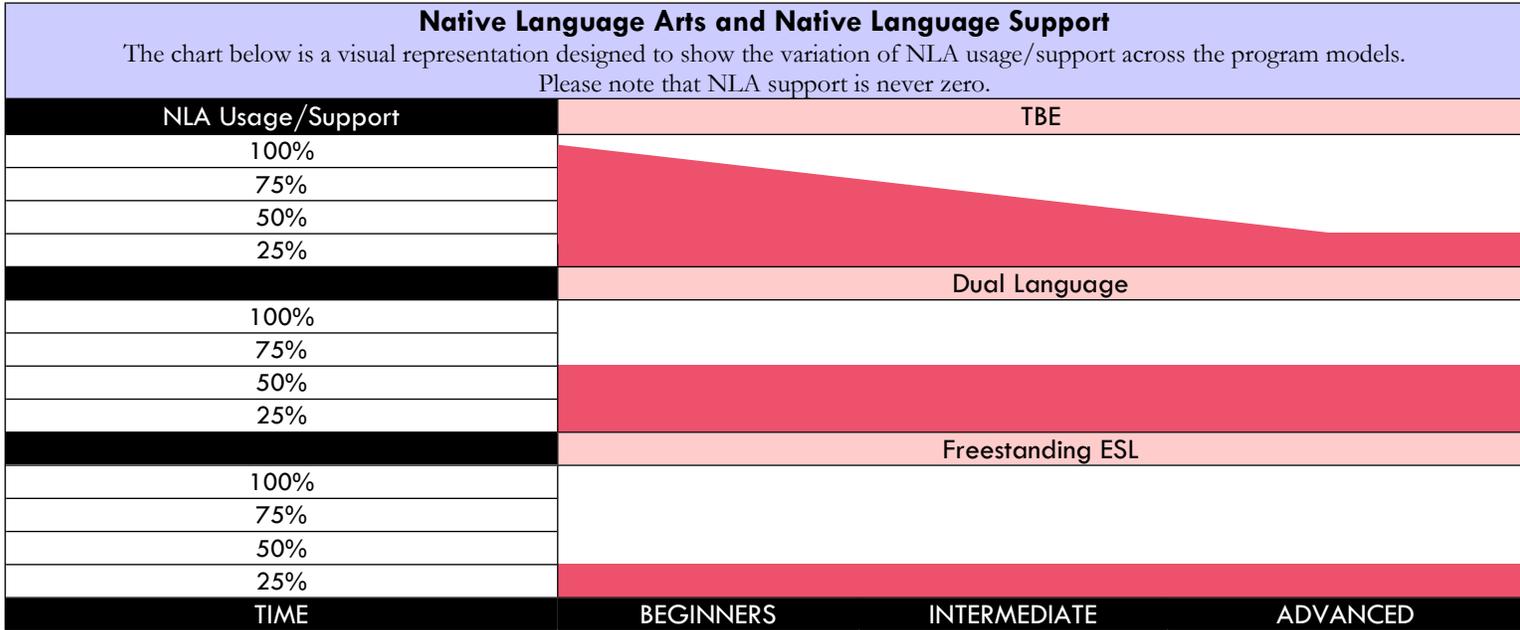
HOME LANGUAGE BREAKDOWN AND ELL PROGRAMS

Since we do not have a 12:1:1 bilingual program in Bengali, Polish, Spanish or Chinese that meet the functional academic and social needs of these children, alternate placement paraprofessionals are used to facilitate the daily instruction within the classroom. In the spring of 2010, they attempted each portion of the exam. Their ability to accurately show their language development in an evaluative manner is extremely limited. In our general education programs, we have 1 Chinese Grade 6 and 1 Chinese Grade 7 student. In our special education program, we have one student in each of the following groups: Grade 6 Polish, Grade 6 Chinese, Grade 8 Chinese, and Grade 8 Bengali. We have two students in Grade 6 Spanish.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Programming and Scheduling Information

The planning of our academic language development is the responsibility of our entire school community. Literacy and language development is not only the responsibility of the language arts teacher but the science, social studies, mathematics, art, technology, music, debate, law, physical education, health, and Spanish teachers. Each content area contributes to the well-rounded broad background that all children need in order to become active members of our community. The development of interdisciplinary units of study lends itself to the idea that learning does not occur in a bubble, but occurs when we are fully involved in learning a topic at hand. We use a modified balanced literacy approach that draws on many strategies. These strategies include but are not limited to: workshop model of instruction, scaffolding, technology, differentiated instruction, anthologies, and literature based instruction.

For the students who receive services on a long-term basis, it is critical to see exactly where the child is still in deficit. Those areas should be worked on throughout the school year in an attempt to address the student's difficulty in that area. Currently, many of our ELL students have IEPs. It is important to review the children's IEPs to determine that the language difficulty experienced by the child is language based and not cognitive disability based. Professional development is afforded to all teachers within our school building.

FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL)

Our ESL program for our self-contained special education students is a pull out program that addresses their individual educational needs. The students participate in ten sessions of 45 minutes of ESL instruction during our six day cycle. For the remainder of their instructional time, they receive instruction using ESL methodology. During the course of their day, they are working with teachers who have received the necessary ESL training to work effectively with these children.

During the ESL session, the ESL teacher specialist works with the students and their paraprofessionals utilizing the materials listed below:

-Spelling Connections – Grades K/1 – This book focuses on phonemic awareness from the sounds of the letters to the thinking, spelling, reading and writing of the English language.

-Phonics Build Better Readers Activity Book – Grade K/1 – This book continues to develop the phonemic awareness of the students that strengthens their reading and comprehension abilities. The book series contains short stories that focus on the sounds that were introduced.

-Handwriting by Zaner-Bloser – These books focuses on the writing of the letters in the English language.

-Starfall.com Level I and II Reading and Writing Journal – This book assists the students in organizing their thoughts into the written word in a journal format.

-Sight Word Journal by Lakeshore – This is a workbook series that focuses on developing the sight word vocabulary for new readers of the English language.

The ESL teacher specialist works with the special education teacher specialists to develop programs that meet the needs of their students.

Curriculum mapping and interdisciplinary units of study are discussed with the ESL teacher specialist so that a connection can be made in the ESL class. Vocabulary is reinforced in all subject area disciplines. The art and technology teachers work closely with the teachers to facilitate the implementation of the study units with projects in their subject discipline to tie it all together.

For the two students in our general education program, we provide instruction for these two students who have achieved the “A – Advanced” level on the NYSESLAT exam. They receive one period daily of ESL instruction which alternates between the blended model of instruction and a pull-out model of instruction. We feel that it is detrimental to pull out students from their regular classes on a daily bases. Therefore, the ESL teacher specialist and the subject area specialist team teach to provide the necessary ESL support within that subject area class.

In the special education classroom, we recognize:

The issue of alternate placement within special education classes is an on-going process. Students who require bilingual services are granted an ISP (Interim Service Plan) for the use of alternate placement paraprofessionals. These paraprofessionals assist the students in the educational process by providing these students with the necessary translations from English to their native language . As students articulate to our school, all IEPs are reviewed regarding the educational needs of the students. If an alternate placement paraprofessional is needed, the Office of Human Resources is notified. Placement of a paraprofessional is done based on the school’s needs for a specific language. These paraprofessionals receive training given by the ESL teacher specialist and special education teacher specialists to enhance and reinforce the learning of the English language using ESL strategies. The paraprofessionals will provide the students with the support required to meet their individual needs. The students are monitored to determine that the services granted under the ISP are appropriate. If it is determined that the services are no longer needed, the services can be removed from the child’s IEP. It is also determined at this time whetehr the student still requires ESL services or not. This is based on the student’s language ability in English and a determination is made in conjunction with the child's parents.

When an ELL student is due for an annual review, we make a determination as to the level of the English language deficiency and decide whether it is a cognitive learning issue or a language based issue. Based on this annual evaluation, we establish a language goal to be entered on their IEP for the upcoming year. Parents receive four progress reports annually along with their child's report card. This progress report alerts that parents to the observations of the teachers in achieving this goal during this year of instruction.

All students have access to all after school programs regardless of their status as an ELL or former ELL. Many of the students who are identified for these programs are identified due to their need for additional support in the area of written communication. We have attempted to address the needs of these students by providing Academic Intervention Services (AIS).

Below, you will see our extensive list of programs for all students.

We also require that students who do not earn at least of grade of 75 in a major subject to participate in an extended day program on Tuesday and Wednesday from 2:20 to 3:10. These students are evalauted quaterly by review of the report card and teacher evaluations to determine whether they need to continue in this program. Parents are notified via a letter from the school stating that their child is required to attend this mandated program of study.

All students are given the opportunity to select Enrichment Clusters to participate in during the four quarters of the school year. These programs take place on Tuesday and Wednesday from 2:20 to 3:10. Examples of these programs include mural pianting, chess, movie reviews, fitness and exercise, scrabble, math exploration, etc.

After School Programs

V Literacy Program - students meet twice weekly for a total of three hours to develop their literacy skills which focus on guided reading, independent reading, the writing process and exploration of the wonderful world of words. The students also use on-line learning through Achieve 3000 and Get a Clue Programs.

V Mathematics Program – students meet twice weekly for a total of three hours to further their ability in mathematics with a focus on the key performance indicators and their problem solving abilities.

V High School Test Preparation – students are provided the opportunity to attend a program that focuses on the Specialized High School Exam that eighth grade students take in the fall. This program runs for three weeks in the spring for seventh graders and is followed up by a three week refresher course for the grade 8 students in the fall prior to the exam. Both components (verbal and math) of the exam are addressed by one two hour session each week.

V Homework/Study skills – All students are offered the opportunity to participate in this program which helps them in organizational and study skills. They also complete their homework during the sessions, and laptops are made available to them. Many of these children do not have anyone at home to help them with their homework. This program allows for them to have assistance four days weekly.

V We also have the following after school programs to address students' interests. They include: Drama Club and CHAMPS programs.

Our Academic Intervention Services mentioned above are well rounded and content specific in nature. All students are invited to participate in these programs. Parents are sent letters detailing the program and the possible impact it will have on their child's academic success, and attendance to these programs is monitored on a daily basis. Parents are kept informed regarding their child's progress. The teachers working in these programs are involved in the development and implementation of the skills to be addressed.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here
Not available in our School

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

The following programs and topics are provided to all teachers throughout this school year in our effort to develop and strengthen programs for all students:

- Rubric Evaluation – Teachers develop rubrics with their classes to evaluate student work. Rubrics are developed for writing assignments that are aligned to the state standards.
- Differentiation in the Subject Area Classroom – Teachers develop and implement instructional strategies to meet the needs of all the students in their classes. Teacher training and workshops examining differentiation in the classroom are provided to all staff members throughout the school year. Teachers meet in collaborative teacher teams to focus on how differentiation can be incorporated into their classrooms throughout their daily lessons. We also examine the data available to see how we can group students for learning. We discuss with the general education teachers the modality report for the NYSESLAT exam and discuss ways in which we can provide meaningful instruction to develop the areas of language that are still considered to be deficient for our current ELLs.
- Teachers have developed two collaborative groupings that they are working with throughout this school year. Teachers are sharing their best practices during these weekly meetings. The focus of these groups are Curriculum Based and Inquiry Student Needs Based. The Curriculum Based groups are teachers working with teachers who teach the same subject matter and grade level. They work together to develop classroom activities, instructional units and review of student work samples to determine if the activity yielded the results they wanted from their students. The Inquiry Student Needs Based group meet as teachers who teach the same students. This group focuses on the specific needs of their students and develops activities around the needs of the students that they are focusing on for this inquiry work.
- Inquiry Team Target Population – For the last four years, we have focused on student writing, specifically in the area of writing

mechanics (e.g., capitalization, spelling, punctuation and usage). In addition, we are also focusing on the specific needs for our student population, which is primarily former ELL, to develop their vocabulary skills, and to further their understanding of figurative language. We have developed a school wide Writing Mechanics Rubric to help us evaluate students' work samples. We are unified in our efforts to improve the written and spoken English language of our current and former ELLs. Students who are newly proficient in English are considered for Inquiry follow up in English Language Arts. This also provides additional support for these students through the mandated and enrichment groups and the after school programs.

- Public Speaking Initiative – For the past five years, we have come to understand that our current and former ELL students who speak Chinese at home often do not volunteer to speak in class. We have begun to monitor student participation in class more systematically. We focus our efforts on the effective communication skills of our current and former ELLs by monitoring their ability to develop their oral speaking skills through this initiative.

All teachers are given the opportunity to participate in training that they feel will benefit themselves and their students. All teachers are working with ELLs have received the necessary training and are encouraged to attend any professional activity that will be of benefit to themselves and their students.

Professional development activities for the assistant principals include conferences held on the city-wide and network level that address our student population's unique needs. The conferences include ELL instructional content specific workshops, development of the LAP document, NYSESLAT administration and scoring training.

Professional development activities for the school secretaries include webcasts, meetings to address the changes in the Home Language Survey, etc.

Professional development for the Parent Coordinator includes meetings held by the Office of Student Enrollment and the Office of Parent Engagement to address the needs of the students and the parents of English Language Learners to assist them in their understanding of the programs and activities for their children within the NYC DOE.

The professional development that is given to the staff for the those who teach the ELL and the former ELL includes school based programs that the teachers design and the administration supports to address the concerns and needs of our staff. At the beginning of each school year, each academy has a meeting in which the students who have recently reached proficiency are discussed. This meeting includes the test accommodations for these students as well as conversations with the past and future teachers to assist the students in a smooth transition from one grade to the next.

The staff that work with the ELL population have received the 7.5 hours of required training. There are notices in the teachers' files that state that they have taken the required training and successfully completed this training.

E. Parental Involvement

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

Paste response to questions 1-4 here

All parents are invited to attend all PTA meetings as well as to participate in meetings that will assist them in working more effectively with their children. Currently, we have offered such workshops as using the Parent Link for ARIS, developing homework and study skills, and transitioning into the middle school to aid the parents in assisting their child in making a successful transition into our school.

We communicate to parents by sending home monthly newsletters, flyers about upcoming meetings and events, weekly phone messages (in English and Chinese), and email notifications. All written communications are done in English and Chinese. These various modes of communication have been increasingly successful in getting the word out to our parents regarding upcoming events and special programs.

In addition this year, we have begun to distribute monthly curriculum newsletters that summary for parents what their child will be doing in

class for the upcoming month. These newsletters are distributed by the subject area teachers to their students to bring home and inform their parents about what they will be learning in all of their subject classes. These newsletters are also translated into Chinese for our Chinese speaking parents.

In addition to the four quarterly report cards, students will also be given five progress reports throughout the school year to inform parents of how their child is doing in each of his/her classes. Parents will also be able to go on line to EdLine to check on their child's progress and homework assignments. The teachers will update their students' information on a weekly basis. Homework assignments will be posted.

Our PTA and Parent Coordinator together send out a survey requesting input from parents regarding suggestions for our upcoming monthly meetings. This year, in an effort to increase parent involvement, we have asked parents to supply us with their email address so that we can also send important communications home via the internet.

For the school year 2009 – 2010, we recognized the need for a Community Assistant who is fluent in Chinese, so that we may better bridge the gap between the school community and our Chinese speaking families. The Community Assistant has been a tremendous asset to our school community. She translates all written communications and records the weekly phone message that goes home. She attends all school events and enables our Chinese speaking families to more fully participate in our school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							9	1	6					16
Intermediate(I)														0
Advanced (A)							1	1						2
Total	0	0	0	0	0	0	10	2	6	0	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6								1	1
7							1		1
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

these students are in the beginning level of the assessment outcomes.

We also had four students who could not complete their exam due to the significant cognitive delays. These students are NYSAA students and do not take standardized exams -- except for the NYSESLAT exam. Their scores indicate "INV". The scores for all NYSAA students will not reflect their language abilities, but rather their frustration levels. Speech and language deficits were well documented throughout their educational careers. Since these students are designated as NYSAA students, it would be appropriate to add a section to their NYSAA portfolio that showed the improvement in the development of their English language abilities. This suggestion was made in an effort to better assess our students and provide appropriate instruction to meet their individual needs.

The modality analysis for these students is basically of no value since they do not understand what they are asked to do during this assessment. Their functioning on the NYSAA shows what these children are actually doing within their classes. The vast majority of them received a Level 4 on the ELA (9 out of 15), Level 4 in Math (11 out of 15), Level 4 on Science (4 out of 4) and Level 4 on Social Studies (4 out of 5). The other students all received a Level 3 on the NYSAA assessments. There are no students who have scored a Level 1 or Level 2 on these assessments.

The lowest scores for our two general education ELL students are in the areas of reading and writing. Through different classroom and individualized activities, we are developing the written as well as receptive language skills of these ELL students. These two children have achieved a Level 3 (Grade 6 student) and level 2 (Grade 7 student) on the NYS ELA exam for the Spring of 2010. Their math scores are both Level 4.

AFTER REVIEW AND ANALYZING THE ASSESSMENT DATA

General Education

We use the data from all state standardized tests as one source of information. All of our students are currently working with Achieve3000, which is a web-based reading and writing program that delivers differentiated instruction using non-fiction material. All students use an online vocabulary enrichment program entitled, "Get a Clue". The students find these programs to be challenging and enjoyable. Students progress through this web based program at their individual level as determined by their progress in these programs.

We use the data generated through the Acuity assessments (ITA's and Predictives) to help develop group work, and to provide supplemental assignments online. This enables our teachers to deliver differentiated activities that will help our students to progress in both Language Arts and Mathematics. Teachers can also provide students with specific challenging activities that focus on various concepts and skills required, as reflected in these periodic assessments given throughout the school year. Students work on-line at home and in school on these activities to meet their individual student needs.

Special Education

For our special education youngsters, we look closely at the students' IEPs and the assessments that are done in conjunction with the annual goal setting IEP meeting.

We develop NYSAA datafolios that reflect the children's understanding of the English language through pieces of evidence that are appropriate for each individual child's functioning level. These data are assessed on an Accuracy Level and an Independence Level. Each child receives a score that reflects a Performance Level similar to their grade appropriate peers.

In conjunction with the special education teacher, the ESL teacher develops goals on the child's IEP that will strengthen their ability to develop their language skills in English. These goals focus on the four components of the NYSESLAT test in an attempt to develop our four components of the English skills for the individual child.

Additional Information

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

Additional Information

Paste additional information here

The Christa McAuliffe Intermediate School (IS187) is located in Brooklyn. Our school serves a student population that resides throughout District 20 in the western area of Brooklyn.

Our school's student population is as diverse as Brooklyn itself. There are seventeen different languages spoken in their homes. These languages are Albanian, Arabic, Bengali, Burmese, Bulgarian, Greek, Hebrew, Korean, Polish, Russian, Spanish, Turkish, Ukrainian, Urdu, Vietnamese, Chinese (Cantonese and Mandarin), and of course, English. Nearly seventy-five percent of our student population speaks a language other than English in the home.

The ethnic census for our school indicates the following data:

White	30.02
Asian/Pacific Islander	65.96
Hispanic	3.41
Black	0.60

Our population of former English Language Learners has seen an increase in recent years due to the fact that it reflects the change in our neighborhood.

Our student population consists of thirty-three classes of gifted and talented students and three classes of students with developmental delays. Our school has a current total of 997 students. For the school year 2010-2011, we have sixteen English Language Learners in our special education program (ten of which are X coded since their IEPs recognize that their language difficulty is not language based but cognitive in nature). We also have two general education students who are receiving English as a Second Language Services. Ten general education students are receiving transitional ESL services since they have tested out of the program within the last two years. The ESL teacher meets with the teachers to determine what supports these children need in order for them to continue to make progress in English. The ESL teacher is also kept informed of any issues that these students are experiencing in class.

While it is true that many of our general education students are coming from non-English speaking homes, the vast majority of these students have achieved proficiency and are currently not receiving English as a Second Language Services. Looking at the data, we find that many of these students who speak Chinese at home are still experiencing some difficulties developing the necessary vocabulary, writing and speaking skills. These are areas in which we provide Academic Intervention Services.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

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