



MATH AND SCIENCE EXPLORATORY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15K447
ADDRESS: 345 DEAN STREET, BROOKLYN, NY 11217
TELEPHONE: 718-330-9328
FAX: 718-330-0944

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 447 SCHOOL NAME: Math and Science Exploratory School

SCHOOL ADDRESS: 345 Dean Street, Brooklyn, NY 11217

SCHOOL TELEPHONE: 718-330-9328 FAX: 718-330-0944

SCHOOL CONTACT PERSON: Lisa Gioe EMAIL ADDRESS: Lgioe@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Helene Giacona

PRINCIPAL: Lisa Gioe

UFT CHAPTER LEADER: Mark Griffith

PARENTS' ASSOCIATION PRESIDENT: Ramona Flucker

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 CHILDREN FIRST NETWORK (CFN): CFN 405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Lisa Gioe	*Principal or Designee	
Mark Griffith	*UFT Chapter Chairperson or Designee	
Ramona Flucker	*PA/PTA President or Designated Co-President	
Sean McCollum	Member/Teacher	
William Dych	Member/Teacher	
Helene Giacona	Member/Parent/Chair	
Annie Chan Fairchild	Member/Parent	
Dorothy Barnhouse	Member/Parent	
Valerie Price Ervin	Member/Parent	
Mary Seda Sullivan	Member/Parent	
Johanna Provensano	Member/Parent	
David Grosshandler	Member/Teacher	
Jenny Dhillon	Member/Teacher	
Kristel Farrand	Member/Teacher	

(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.

All children have a natural curiosity about the world around them and how it works. Inquiry education is empowering for middle school children because they take ownership of their learning by constructing knowledge for themselves, with guidance from teachers, through exploration within a meaningful context. Middle school students are social individuals and benefit from working in cooperative groups engaged in the inquiry process to meet a common goal. Inquiry-based instruction addresses the needs of students of **all** learning styles, interests, and backgrounds, enabling students to expand their knowledge and skills. In addition, Math & Science faculty use entry -level data, baseline assessments and portfolio development to identify student needs and implement differentiated instruction.

Exploring and learning occurs both in and out of the classroom. We support experientially based learning experiences, collaborating with math and science institutions to provide children with opportunities to investigate and expand their understanding of the world around them. Our goal is to lay the foundation for creative approaches to real-life inquiries by providing children with the mathematical and scientific process skills necessary for problem solving. Students work collaboratively to develop/identify questions, hypothesize, design action plans for further exploration, collect qualitative and quantitative data and draw conclusions, and develop critical thinking and problem solving skills.

The Exploration program is an outgrowth of the school's philosophy and provides students with the opportunity to engage in hands-on, minds-on research in the sciences. Within collaborative groups, students socially construct knowledge while journeying through the steps of problem solving. Exploration allows children to apply skills and content acquired from all subject areas to the investigation of real life issues, the exploration of scientific theories, and the pursuit of interests in the field of science and the natural world.

We provide three special education programs for our special needs population: ICT, ASD (Autism Spectrum Disorder) and SETSS. For all three programs, our teachers collaboratively work with students to ensure they are meeting their IEP goals. The instructional focus is on a movement towards independent learning, study skills, empowering the students to self advocate.

a) ICT:

Each ICT teacher provides ongoing classroom facilitation and modifications. These modifications are necessary to ensure we meet each student's needs as noted on his/her IEP goals and objectives. ICT teachers continue to support classroom instruction through co-teaching and collaborative planning with content teachers.

b) ASD NEST:

The ASD Nest program is a flexible integrated program for children with Asperger's Syndrome. Asperger's Syndrome is characterized by difficulties in social interaction and by hyper-focused interests and activities. An integral part of the ASD Nest program is the Social Development curriculum, which promotes practical social interaction. Each student receives weekly speech services to promote the language for social interaction.

c) SETSS:

SETSS teachers offer an in-class or separate locale academic intervention program for students, working 1:1 and in small groups offering modifications on projects, testing and instruction. They collaborate with general education, ASD and ICT teachers when modifying assignments and projects to best meet the goals/ objectives on student IEPs.

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:	Math and Science Exploratory School			
District:	15	DBN #:	15k447	School BEDS Code #: 331500010447

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<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					95	95.5	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98	98.8	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	178	175	169	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	166	175	179		31.9	22.9	33.1		
Grade 8	115	170	181						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					2	5	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	459	520	529		1	3	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	34	27	TBD		
No. in Collaborative Team Teaching (CTT) Classes	37	38	53	Superintendent Suspensions	6	10	TBD		
Number all others	31	41	26						
<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)				(As of October 31)	2007-08	2008-09	2009-10
2007-08	2008-09	2009-10		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	16	16	10	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	2	5	(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	45	49	55
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	7	7
(As of October 31)	2007-08	0	1	Number of Educational Paraprofessionals	0	1	2
	0	0	0				
				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	TBD
American Indian or Alaska Native	.9	.8	.4	Percent more than two years teaching in this school	35.6	40.8	TBD
Black or African American	25.7	29.8	29.9	Percent more than five years teaching anywhere	26.7	30.6	TBD
Hispanic or Latino	25.7	29.8	25.9				
Asian or Native Hawaiian/Other Pacific Isl.	6.3	6.5	8.1	Percent Masters Degree or higher	80	80	TBD
White	38.1	35	34.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.7	87.1	TBD
Multi-racial	.38	.3	0				
Male	58.8	57.1	55.6				
Female	41.2	42.9	44.4				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" 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:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	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
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	7	7	1			

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2000-10		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well developed
Overall Score	94.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	9.6	Quality Statement 2: Plan and Set Goals	Well developed
School Performance (Comprises 30% of the Overall Score)	24.2	Quality Statement 3: Align Instructional Strategy to Goals	Well developed
Student Progress (Comprises 55% of the Overall Score)	53.5	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	Well developed
<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?
-

ELA Data Analysis

- As evidenced in our 2009-2010 Progress Report, we made exemplary gains in two student groups: CTT students and Lowest third citywide.
- 14.7% drop in students at proficiency (88.8% in 08-09 to 74.1% in 09-10).

Implications for the ELA instructional program:

- Formation of one inquiry team:
 - Focused on level 1 & 2 students to support movement towards proficiency.

Inquiry Team Rationale:

We still performed lower in ELA this year as opposed to last year and our continued overall goal is to raise our ELA scores. We are focused on all grades this year and are providing targeted intervention for students on levels 1 and 2. They receive this intervention during the day via push in support in ELA, social studies and science classes.

Data Collection:

Initial Baseline Assessments consisting of:

- Teachers College Leveling Assessment will be used as a baseline to determine the level that each child is reading at.
- Spelling Inventory
- TC On Demand Writing Assessment
- TC Reading Comprehension Assessment
- A sample test from the ELA NYS Test designed to assess reading comprehension and writing. (Our predictive)

Ongoing Assessments:

- Conference Logs
- Reading Logs
- Teachers College Leveling Assessments
- Two predictive exams customized to Teachers College curriculum calendar assessments
- Student Portfolios

Intervention & Instructional Implementation:

- We have created a push-in program to support intervention for our target groups, using the data from our baseline and ongoing assessments. ELA teachers will push into ELA classes to work with target students and provide differentiated instruction, and lower overall student teacher ratio.

Math Data Analysis

- As evidenced in 2009-10 Progress Report, we made exemplary gains in 4 student groups: CTT, SETTS, Lowest Third, Self Contained.
- 11.9% drop in students at proficiency (95.7% in 08-09 to 83.8% 09-10).

Implications for the Math Instructional Program:

- Formation of one inquiry team: Focused on level 1 & 2 students to support movement towards proficiency.

Inquiry Team Rationale:

We performed lower in Math this year as opposed to last year and our continued overall goal is to raise our Math scores. We are focused on all grades this year and are providing targeted intervention for students on levels 1 and 2. They receive this intervention during the day via push in support in Math classes.

Data Collection:

- We have continued to collect baseline data, unit assessment data and predictive data to inform instruction and target areas where students need to grow.
- In addition, we are planning for, and implementing, further differentiated instruction within each of the three math tracks: On track, advanced track and regents track.

Significant aids to the school's improvement:

- Schedule to allow for common planning time for teachers to meet.
- Built in AIS/AES (Academic Enrichment Schedule) in ELA and Math taught by content teachers to challenge students and meet their needs.
- Use of baseline assessments in ELA and Math at the beginning of each unit to target instruction through differentiated lesson planning.
- Maintaining a low overall student teacher ratio assignment in ELA and Math to 60:1.

Significant accomplishments:

- Ability to retain teachers whom we have invested professional development resources into over time which has a direct result on student achievement.
- Commitment to supporting to students with IEPs through intervention and differentiated instruction which has resulted in gains in student achievement.

Provision of technology resources that aid instruction across the board, but also specific to some of our NEST students

Barriers to school's improvement:

- Budgetary loss which effects student faculty ratio over all.
- Budgetary loss which limits ability to order manipulatives, library books and texts needing to be replenished.

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.

- 1. Recognizing that we have students who are approaching proficiency and/or need instructional accommodations to address learning challenges our goal is to accelerate reading comprehension and writing skills for our level 1 and 2 students with a focus on ICT/ELL students performing below proficiency in English Language Arts. Our goal is to increase the number of students making at least 1 year of progress by 2% in ELA in the 2010-2011 school year.**
- 2. Recognizing that we need to continue to challenge our high level learners so they maintain their proficiency in reading and writing, our goal is to increase the number of students making at least 1 year of progress by 2% in ELA in the 2010-2011 school year. We will do this through targeted ELA enrichment through differentiated instruction/ tiering lessons within the English Language Arts Classroom.**
- 3. Recognizing that we have students who are approaching proficiency and/or need instructional accommodations to address learning challenges our goal is to accelerate math content and skills for our level 1 and 2 students with a focus on ICT/ELL students performing below proficiency in Mathematics. Our goal is to increase the number of students making at least 1 year of progress by 2% in Math in the 2010-2011 school year.**
- 4. Recognizing that we need to continue to challenge our high level learners so that they maintain their proficiency in math, in order to increase the number of students making at least 1 year of progress by 2% in Math in the 2010-2011 school year through targeted Math enrichment via differentiated instruction within the math regents track.**
- 5. Due to the expansion of our special education programs to meet the need for seats for students with ASD, we are doubling the number of special education classes and, therefore, the number of students with IEPs on each grade level. As a result, our goal is to continue to increase the development and expansion of the use of various co-teaching models within the collaborative team teaching classroom. We will do this through professional development for the 2010-2011 school year up to 100% implementation by the special education teaching staff particularly focusing on new co-teaching teams in each content area.**

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.

English Language Arts

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Recognizing that we have students who are approaching proficiency and/or need instructional accommodations to address learning challenges our goal is to accelerate reading comprehension and writing skills for our level 1 and 2 students with a focus on ICT/ELL students performing below proficiency in English Language Arts. Our goal is to increase the number of students making at least 1 year of progress by 2% in ELA in the 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We follow the TCRWP curriculum calendar and each unit of study lasts about 4 to 5 weeks. • As a TC DY0 school we implemented the following baseline assessments: Reading Levels, On Demand Writing, Reading Comprehension and School Based ELA Predictive in September and October. • The ELA intervention inquiry team meets bimonthly throughout the school year to case conference mandated AIS students on all grades (students scoring a level 1 or 2 on the 2010 state ELA exam) and analyze data to target instruction and supports. • From the beginning of the school year until June, each ELA teacher is assigned an academic intervention case load of students and is scheduled during the school day to work with students through push in and pull out small group work. • Throughout the school year, there are 3 ELA teachers on each grade to reduce the overall student teacher ratio to about 60:1 and increased ELA by one period on the eighth grade. • Throughout the school year, teachers are actively engaged in facilitating targeted differentiated instruction based on student data. • A school based predictive assessment has been implemented at the end of November and then in March which will be used to target test prep during our test prep unit which begins in April. • We have departmentalized our special education department so that ASD NEST

	<p>and ICT teachers are co-responsible for the ELA curriculum to accommodate and foster common planning with the ELA content teachers on each grade. This has been supporting modifications and differentiation of instruction.</p> <ul style="list-style-type: none"> • The ELL works collaboratively with the ELA Department and the AIS Team. • We have purchased 10 days with a TC staff developer; send teachers to calendar workshop days to support the reading and writing curriculum through scheduled lab sites and common planning days throughout the school year. • Funding has been used to maintain our status as a TC reading and writing project school.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • We have allocated funds towards a full time AIS teacher to provide support in English Language Arts. • Taxy Levy and C4E allocations are used to fund this position.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>At the beginning of each reading and writing unit, we give a baseline assessment. This ascertains each student’s proficiency level within each unit according to the skill sets that are specific to each genre of reading and writing. Teachers are then able to target instruction through tiering lesson in order to meet students where they are at in terms of proficiency and set individual goals with each child to scaffold instruction to support academic success. We use the following tools and embedded assessments to monitor student progress throughout the school year:</p> <ul style="list-style-type: none"> • We will be using the TC software to load and analyze our DY0 assessment data throughout the school year. • Teacher data binders. • Student conferences, portfolios and publications. • Reading logs, reading and writing notebooks. • Informal/ Formal Observations of teachers and walkthroughs. • ELA State Exam data. • NYSESLAT • On Demand writing as a pre-assessment for each unit of study using teacher created rubrics to evaluate students’ skills. This data is used to inform instruction and plan for small group work.

English Language Arts

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Recognizing that we need to continue to challenge our high level learners so they maintain their proficiency in reading and writing, our goal is to increase the number of students making at least 1 year of progress by 2% in ELA in the 2010-2011 school year. We will do this through targeted ELA enrichment through differentiated instruction/ tiering lessons within the English Language Arts Classroom.</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>	<ul style="list-style-type: none"> • We follow the TCRWP curriculum calendar and each unit of study lasts about 4 to 5 weeks. An on-demand writing assessment is given at the beginning of each unit of study. • As a TC DY0 school we implemented the following baseline assessments: Reading Levels, On Demand Writing, Reading Comprehension and School Based ELA Predictive. • The ELA Department meets bimonthly through out the school year to co-plan and differentiate instruction through tiering lessons to target instruction to support high level learners. • Throughout the school year, there are 3 ELA teachers on each grade to reduce the overall student teacher ratio to about 60:1. • Throughout the school year, teachers are actively engaged in facilitating targeted differentiated instruction based on student data to foster student engagement and enrichment within each unit for high level learners. • A school based predictive assessment is implemented in November and again in March which will be used to target test prep during our test prep unit which begins in April. • We have purchased 10 days with a TC staff developer, send teachers to calendar workshop days to support the reading and writing curriculum and provide scheduled lab sites and common planning days throughout the school year. • Beginning December through June, our high level 3 and 4 students are invited to participate take advanced course which will lead to taking the American History Regents. They will participate in an after school program which focuses on reading and writing in the social studies content area, specifically the development of 5 paragraph essays using research as evidence to support their thinking and preparation for responding document based questions. • Funding has been used to maintain our status as a TC reading and writing project school for the school year.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • We have allocated time so that our TC Staff developer is working with the ELA and social studies teachers to enable them to be stronger teachers of non-fiction reading and writing. • We use Tax Levy allocations to provide subs and coverages to accommodate this teacher planning time.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>At the beginning of each reading and writing unit, we give a baseline assessment. This ascertains each student’s proficiency level within each unit according to the skill sets that are specific to each genre of reading and writing. Teachers are then able to target instruction through tiering lesson in order to meet students where they are at in terms of proficiency and set individual goals with each child to scaffold instruction to support academic success. We use the following tools and embedded assessments to monitor student progress throughout the school year:</p> <ul style="list-style-type: none"> • We use the TC software to load and analyze our DYO assessment data throughout the school year. • Student conferences, portfolios and publications. • Reading logs, reading and writing notebooks. • Informal/ Formal Observations of teachers and walkthroughs. • ELA State Exam data.

Math

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Recognizing that we have students who are approaching proficiency and/or need instructional accommodations to address learning challenges our goal is to accelerate math content and skills for our level 1 and 2 students with a focus on ICT/ELL students performing below proficiency in Mathematics. Our goal is to increase the number of students making at least 1 year of progress by 2% in Math in the 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Each unit of study lasts about 5 weeks. There is a pre and post unit assessment given for each unit. • The target population for this goal is school wide. • We will continue to collect baseline data, unit assessment data and math DYO data to inform instruction and to target areas in which students need to grow. • Incoming sixth grade students are given an entry level exam prior to the beginning of the school year. This data along with the Math state test data is used to place students into one of three math tracks in order to narrow the range of ability and focus instruction on student need. • There are 3 math teachers on each grade to reduce the overall student teacher ratio to about 60:1. • We have a math administrator to support our teaching staff. • Common planning times for the grade teams to meet to look at student work, analyze data and lesson plan for differentiated instruction, occurs 2 periods per week. • Each math teacher has push-in academic intervention periods scheduled into their program to work with students in other math classes and lower class student teacher ratio. • During June planning in the 2009-2010 school year teachers continued to work on differentiating instruction for each specific math track (on track, accelerated track and regents' track) on each grade level. • We have hired ASD and CTT Special education with a math background to co-teach in the math classes and have given them common planning time with content teachers to work on modifications and supports for students with special needs. • We have emphasized the ongoing implementation of student conferencing to foster goal setting for each student throughout the school year. • 1 full time AIS math teacher to provide push in and pull out services for students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Budgeted for one full time math AIS teacher using tax levy money.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In the math department, teachers give pre-assessments at the beginning of each unit to measure student proficiency within a given unit prior to teaching the unit, so that they can target instruction according to students needs. In addition, students are given the following assessments to monitor their progress throughout the unit and throughout the school year:</p> <ul style="list-style-type: none"> • Unit assessments and pre-unit assessments. • DYO Assessments. • Midterm given in January. • Performance on the state Math Exam <p>Our math program is tracked, so these ongoing measures of student progress are necessary for our math faculty to make sure that students remain in the correct track to support their academic success. Changes in students' math track placement have changed based on their proficiency data in math.</p>

Math

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Recognizing that we need to continue to challenge our high level learners so that they maintain their proficiency in math, in order to increase the number of students making at least 1 year of progress by 2% in Math in the 2010-2011 school year through targeted Math enrichment via differentiated instruction within the math regents track.</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>	<ul style="list-style-type: none"> • Each unit of study lasts about 5 weeks. There is a pre and post unit assessment given for each unit. • After school program to support high level 3 and 4 students in preparation for the specialized high school exam that Starts in September and ends in late October. • After school program to support math students in the regents track to prepare for the Algebra Regents exam. • The target population for this goal is grades 6 through 8. • We will continue to collect baseline data, unit assessment data and Math DYO data to inform instruction and to target areas in which students need to grow. • Incoming sixth grade students are given an entry level exam prior to the beginning of the school year. This data along with the Math state test data is used to place students into one of three math tracks in order to narrow the range of ability and focus instruction on student need. • There are 3 math teachers on each grade to reduce the overall student teacher ratio to about 60:1. • We have a math administrator to support our teaching staff. • Common planning times for the grade teams to meet to look at student work, analyze data and lesson plan for differentiated instruction, occurs 2 periods per week. • During June planning in the 2009-2010 school year teachers worked on differentiating instruction for each specific math track (on track, accelerated track and regents' track) on each grade level. • ASD Special education teachers with a math background have been hired to push into the math classes have common planning time with content teachers to work on modifications and supports for students with special needs. We have several ASD Nest students on the Regents math track on grades 6 through 8.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • ASD funding used to hire ASD Nest teachers with a math background to aid in departmentalizing the special education team and providing greater support in the math classes for all students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In the math department, teachers give pre-assessments at the beginning of each unit to measure student proficiency within a given unit prior to teaching the unit, so that they can target instruction according to students needs. In addition, students are given the following assessments to monitor their progress throughout the unit and throughout the school year:</p> <ul style="list-style-type: none"> • Unit assessments and Pre-unit assessments. • Math DYO Assessments. • Midterm given in January. • Performance on the state Math Exam • Performance on the State Algebra Regents Exam <p>Our math program is tracked, so these ongoing measures of student progress are necessary for our math faculty to make sure that students remain in the correct track to support their academic success. Changes in students' math track placement have changed based on their proficiency data in math.</p>

Special Education across Core Content Areas

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Due to the expansion of our special education programs to meet the need for seats for students with ASD, we are doubling the number of special education classes and, therefore, the number of students with IEPs on each grade level. As a result, our goal is to continue to increase the development and expansion of the use of various co-teaching models within the collaborative team teaching classroom. We will do this through professional development for the 2010-2011 school year up to 100% implementation by the special education teaching staff particularly focusing on new co-teaching teams in each content area.</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>	<ul style="list-style-type: none"> • School-wide professional development on differentiation, collaborative team teaching models, ASD and Social Development Curriculum implementation. • ASD/CTT monthly middle school/ high school study group/ inter-visitations every other month. • Grade/Subject special education department meetings with Principal. • Weekly co-planning meetings between each special education teacher and his/her cooperative content teacher. • External professional development workshops and literature on collaborative team teaching as per TCRWP calendar. • Weekly professional development team meetings to focus on school-wide goals: differentiation and collaborative team teaching. • Full time assistant principal in charge of special education compliance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Budgeted for 1 full time assistant principal to supervise special education compliance using Tax Levy money. • Principal supervises special education co-teaching implementation. • ASD weekly team meetings are funded through an ASD allocation which pays for teacher per session.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Unit assessments and Pre-unit assessments. • DY0 Assessments. • Student conferences, portfolios and publications. • Reading logs, reading and writing notebooks. • IEPs

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	30	17	5	16	0	N/A	5	
7	41	19	15	14	5	N/A	5	
8	39	15	15	19	5	N/A	5	
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:	Push in Program provided by the SETTS teacher, AIS teacher and Content teacher for grades 6 and 7 and 8. In addition we have teachers push in time for at-risk students in all grades who need support in the academic area. During our extended day period students are rotating through three cycles which focus on spelling/vocabulary, reading comprehension, and writing skills. Materials being used include Words Their Way, and Kaplan Focus on Writing.
Mathematics:	Push in Program provided by the SETTS teacher; AIS teacher and Content teacher for grades 6 and 7 and 8. In addition we have teachers push in time for at-risk students in all grades who need support in the academic areas. During our extended day period students are working through skills based on the results of their pretest. Materials that are being used are the Globe-Fearon Math Intervention Tool Kit which contains workbooks to teach and practice eight skill sets: Whole Numbers, Number Theory and Fraction Concepts, Operations with Fractions, Decimals, Ratio-Proportion-Percent, Geometry, Measurement, Pre-Algebra.
Science:	Program provided for grade 6, grade 7, and grade 8 for students who are performing below standards based on class work and performance on tests and quizzes. Exit project help is provided for 8 th grade students who are at risk for failing to meet promotional requirements.
Social Studies:	Program provided for grade 6, grade 7, and grade 8 for students who are performing below standards based on class work and performance on tests and quizzes. Exit project help is provided for 8 th grade students who are at risk for failing to meet promotional requirements.
At-risk Services Provided by the Guidance Counselor:	Social workers and guidance counselor provide students and families with support during times of need to support their social and emotional well being. For example, some at risk counseling objectives may address, but are not limited to: attendance, compliance with school/classroom guidelines, peer conflicts, death in family, student stress, health developments, emotional and physical neglect and domestic violence. The social worker and guidance counselor support families during these times with short-term counseling and referrals to appropriate community agencies.
At-risk Services Provided by the School Psychologist:	none
At-risk Services Provided by the Social Worker:	Social workers and guidance counselor provide students and families with support during times of need to support their social and emotional well-being. For example, some at risk counseling objectives may address, but are not limited to: attendance, compliance with school/classroom guidelines, peer conflicts, death in family, student stress, health developments, emotional and physical neglect and domestic violence. The social worker and guidance counselor support families during these times with short-term counseling and referrals to appropriate community agencies.

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) LAP narrative to this CEP.

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

Form TIII – A (1)(a)

Grade Level(s) 6 - 8 **Number of Students to be Served:** 10 LEP 501 Non-LEP

Number of Teachers 55 **Other Staff (Specify)** 7 (Administration; DC 37; Service Providers (OT, Speech, SBST); Paraprofessional)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):
ESL Instruction: All ELLs at MS 447 are mainstreamed into General Education classes. The English as a Second Language program is comprised of both pull-out and push-in models of instruction. Students are serviced four days a week during different periods throughout the day. Students at beginning and intermediate proficiency levels receive six hours (360 minutes) of service each week, while advanced students receive three hours (180 minutes) of service per week. MS 447 seeks to ensure that all ELLs meet the standards by adhering to the balanced literacy program, as well as the grade-by-grade curriculum frameworks. ELLs will be provided with instruction in content area subjects such as social studies, math, science, reading, and language arts. The push-in component of the ESL program allows students to remain in their academic classes while receiving language instruction, modification, and adaptation. The goal of the entire program is to enable English Language Learners to access the academic language required for success in middle school. The Language Experience Approach (LEA) is used as a strategy to link oral and written development in ELL students. English Language Learners will be instructed in the following techniques: comprehensible input,

non-verbal cues, scaffolding, such as the use of graphic organizers and other non-language supports, Total Physical Response, and some aspects of the Natural Approach as well as other language development theories.

Key LAP Team Members:

Jennifer Joyce is our part time ESL teacher. She is a part of the Academic Intervention Team which includes 2 fulltime AIS/SETTS, Emily Phillips (ELA) and Angela Delacruz (Math), and 1 part-time, Anna Rosenberg, Academic Intervention/ SETTS teachers who coordinate and plan intervention services in collaboration with Ms Joyce in order to support students are English Language Learners. They meet weekly under the supervision of the Assistant Principal in charge of support services, Sharon Mahabir.

Initial identification of possible ELL students includes the following steps:

1. Administration of the Home Language Identification Survey (HLIS) to parents upon enrollment of their child. The school secretary or the person enrolling the student does this.
2. Assessment of the HLIS form by the licensed ESL teacher/coordinator, Jennifer Joyce to determine LAB-R eligibility.
3. If a language other than English is identified on a student's HLIS form, the LAB-R test is administered by Ms Joyce within ten days of enrollment. The LAB-R is hand-scored to determine ELL eligibility and returned to the ISC.

ELA Instruction: The TC Literacy Workshop model is used in ELA to provide ongoing opportunities to develop language through conversations, word study skills and the balanced literacy program (read alouds, guided and shared reading, as well as guided and independent writing). The ESL teacher pushes into ELA classes two or three periods per week, providing scaffolds and differentiated instruction.

Social Studies Instruction: All ELLs are mainstreamed into Social Studies classes, which use the Glencoe curriculum, with a focus on research skills and document analysis. They receive appropriate differentiated instruction in social studies.

Mathematics Instruction: MS 447 uses a combination of Impact Math and Glencoe Mathematics curricula. The Math department focuses on Best Practices through the use of Lesson Lab. All ELLs are mainstreamed into regular math classes with differentiated instruction.

Science Instruction: Since MS 447 is also called the Math and Science Exploratory School, we focus on science standards and curriculum through our weekly off-site program. All ELLs participate in off-site one day per week and in general education science classes an additional four periods per week. Instruction is differentiated for the ELLs through modifications.

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 teacher at MS 447 attends the bi-monthly staff and department meetings provided for all staff. The ESL teacher participates in the monthly professional development training provided for ESL/Bilingual teachers. Professional development training is offered once a month for the duration of the school year. The ESL teacher participates in various TC workshops at Columbia University. The TC workshops focus on word study strategies, reading and writing instruction for ELLs and differentiation of instruction.

Form TIII – A (1)(b)

School: MS 447 BEDS Code: 331500010447

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) -	\$32,112	1 part time ESL Teacher using TL FSF. We do not receive ESL funding.
Purchased services - High quality staff and curriculum development contracts.	\$13,650	Teachers College Reading and Writing Project professional development contract. 10 onsite days with a TCRWP staff developer and Calendar day workshops at TC. All are accessible to the ESL teacher.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$500	Leveled Books
Educational Software (Object Code 199)	\$0	
Travel	\$0	
Other	\$0	
TOTAL	\$46,262	

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.
Upon arrival of all incoming 6th graders, we look through all records from elementary school to determine the translation needs of all students.
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.
Using data collected from student files, we report on schools report card, all findings of various diverse groups in our school.

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.
We currently use in house personnel to translate items into Spanish which is the second most popular language among our families. We also use the department of educations translation unit to translate documents into Spanish, Arabic, Chinese and Japanese.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
We use in house personnel for Spanish however always bring in staff from the Legal Interpreting Services for parent teacher conferences, IEP meetings or other meetings as determined by the parent.
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>.
Using data compiled by elementary schools, once students are accepted into our 6th grade, we check the new records to look for students whose parents may have language concerns. We then make sure to have all documents translated into the various languages as needed by either in house staff or the department of educations translation unit.

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:	\$2,612	N/A	N/A
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$26	N/A	N/A
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	130	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$261	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____91%____
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.



The Math & Science Exploratory School

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*Lisa Gioe
Principal*

*Sharon Mahabir
Assistant Principal*

*Dawn Faraj
Assistant Principal*

**Title I Parent Involvement Policy and Parent-School Compact for
MS 447 - The Math & Science Exploratory School**

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school.

Therefore MS 447, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS 447's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. MS 447 will support parents and families of Title I students by:

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

MS 447's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the MS 447 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, MS 447 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

MS 447 will further encourage school-level parental involvement by:

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

Section II: School-Parent Compact

MS 447, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS/HS XX staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments. 5

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Julia Castro Parent Coordinator on September 12, 2010.

This Parent Involvement Policy was updated on December 17, 2010.

The final version of this document will be distributed to the school community on January 31, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide 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.

N/A

2. School wide reform strategies that:

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

included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

N/A

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 School wide Program to meet the State's student academic standards.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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

Explanation/Background:

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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, School wide 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 School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide 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 School wide 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 School wide 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 school wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's School wide Program, the amount each program contributes to the consolidated School wide 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, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the School wide Program (✓)			Amount Contributed to School wide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that 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			X			
Title I, Part A (ARRA)	Federal			X			
Title II, Part A	Federal			X			

Reminder: To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide 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 codes.

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

- **Title I, Part A – School wide 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. –

Title III, Part A	Federal			X		
Title IV	Federal			X		
IDEA	Federal			X		
Tax Levy	Local			X		

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.

Students are provided social emotional support via at risk counseling.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

This is built in to the weekly school schedule.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

Counselor engages in goal setting for students around work habits, study habits and building positive relationships.

4. Coordinate with and support the regular educational program;

Counselor meets with grade team on a weekly basis to follow up on missing home works, classroom participation and behavior and serves as the outreach coordinator, contacting parents and community service organizations .

5. Provide instruction by highly qualified teachers;

The allocation of \$2612.00 does not supplement teacher salaries.

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

Weekly grade team meetings, PPC and School cabinet meetings are forums that allow for discussion around school wide, grade wide and classroom support for students.

7. Provide strategies to increase parental involvement; and

The \$26.00 allotment is put towards outreach conducted on behalf of the parent coordinator.

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

Counselor works to collaborate with organizations to maximize student support.

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: In Good Standing **SURR³ Phase/Group (If applicable):** N/A

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.

N/A

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.

N/A

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.

N/A

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

N/A

School Under Registration Review (SURR)

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.

N/A

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: N/A **Year of Identification:** N/A **Deadline Year:** N/A

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
N/A	N/A	N/A

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

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).

As of November 1, 2010 there are no students at MS 447 in temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

We did not receive Title I set aside funding.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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 Math & Science Exploratory School					
District:	15	DBN:	15K447	School		331500010447

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.0	95.5	95.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.0	98.8	97.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	175	169	160	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	175	179	167		31.9	33.1	33.5
Grade 8	170	181	175				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	5	1
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	520	529	502	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	34	27	38
# in Collaborative Team Teaching (CTT) Classes	38	53	64	Superintendent Suspensions	6	10	6
Number all others	41	26	25				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	45	49	49
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	6
# receiving ESL services only	16	10	TBD				
# ELLs with IEPs	0	5	TBD	Number of Educational Paraprofessionals	0	1	2

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

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	2	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	35.6	40.8	57.1
				% more than 5 years teaching anywhere	26.7	30.6	34.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	80.0	85.7
American Indian or Alaska Native	0.8	0.4	0.0	% core classes taught by "highly qualified" teachers	79.7	87.1	82.5
Black or African American	29.8	29.9	28.5				
Hispanic or Latino	27.3	25.9	24.3				
Asian or Native Hawaiian/Other Pacific	6.5	8.1	10.6				
White	35.0	34.6	36.7				
Male	57.1	55.6	53.0				
Female	42.9	44.4	47.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated 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	v	v					
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	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	67.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

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 CFN 405	District 15	School Number 447	School Name Math & Science Explo
Principal Lisa Gioe		Assistant Principal Sharon Mahabir	
Coach N/A		Coach N/A	
Teacher/Subject Area Anna Rosenberg		Guidance Counselor Star Corvinelli	
Teacher/Subject Area Emily Phillips		Parent N/A	
Teacher/Subject Area Angela De La Cruz		Parent Coordinator Julia Castro	
Related Service Provider Jennifer Joyce		Other N/A	
Network Leader Karen Ditolla		Other N/A	

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

C. School Demographics

Total Number of Students in School	508	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	1.97%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. The LAB-R (Language Assessment Battery – Revised) is administered to any students that are new to the New York City school system and indicate on their Home Language Identification Survey (HLIS) that English is not the home language. The score on the LAB-R determines a student’s original placement in bilingual, Dual Language, or ESL classes. Our certified ESL provider is responsible for conducting the initial screening, including informal oral interview in English and Native Language if possible, administering the HLIS and interview and LAB-R if necessary. After review of the NYSESLAT data and determining who has achieved AMOA#2, we evaluate and place students in the proper program for ESL instruction. If the student is Spanish-speaking then the Spanish LAB is administered. All identification procedures are completed within 10 school days of initial enrollment. Administration of the NYSESLAT exam follows the New York State mandates and is administered by a licensed ESL provider. All state protocols for administering the exam are strictly followed.
 2. We only have a Freestanding ESL program at MS 447. A number of structures are in place to ensure that the parents of our ESL students at MS 447 understand all of the program choices, options, and rights to which they are entitled. Each parent of a student that qualifies for ESL services is invited (in English or Spanish) to an ESL parent orientation. The ESL teacher is also available to meet with parents at another time, if the orientation time is inconvenient. At the parent orientation session, informational materials are provided to the parents in their language of choice and they view an informative video. Parents complete a parental choice survey to indicate their language instructional preference. The ESL teacher and a bilingual staff member are present to counsel or provide more information to parents regarding their options and choices as parents of ELLs in the New York City School system. Our school does not have students who qualify for a TBE or Dual Language program. In the event a family requests either option, our staff will counsel the family on seeking possible placements. For program selection, if the parent selection letter is not returned within one week a phone call is made to confirm a program choice. If still no contact within two weeks then the student is automatically placed in TBE.
 3. Parent surveys are distributed to by the ESL provider and Parent Coordinator via backpacks and mailed home. Selection forms are returned directly to the ESL provider.
 4. Based on review of the parent choice surveys that were returned and the parents that attended the ELL orientation, the trend for parent choice continues to be a freestanding ESL program because the families are satisfied with the current ELL services and supports at MS 447. If a family does request TBE or a Bilingual program then they are counseled for placement.
 5. Yes, the trend has been that the parents chose the Freestanding ESL program that is currently offered at MS 447.
 6. Yes, the Freestanding program model at MS 447 is aligned with parent requests.

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														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	4

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	4	1	3	2		2	4		4	10
Total	4	1	3	2	0	2	4	0	4	10

Number of ELLs in a TBE program who are in alternate placement: 0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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							2	2	4					8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	3	3	4	0	0	0	0	10

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. We use the following ESL program models at MS 447: Push-In {Co-teaching}, Pull-Out, and Collaborative models. The ESL program at MS 447 is structured to provide our ELLs with as much small group language instruction as possible, while ensuring that students are present for the academic content of their classes. While a challenge, this is possible only through a combination of push-in and pull-out ESL instruction. Most Beginner and Intermediate students receive four periods of push-in instruction per week, as well as four periods of pull-out instruction. The Advanced students receive two or three push-in periods per week and two pull-out periods per week. This enables them to receive more individualized instruction and skill development. Portions of the pull-out sessions are spent working on projects for their general education classes, as the individual teacher attention is greatly helpful to these students. They receive 4 periods of ESL instruction per week which totals 200 minutes. Three of these periods are push-in and one period is pull-out. In addition, there is one period per week scheduled to work with students who require more individualized support in skill development. The materials our ELL provider uses includes the Rosetta Stone software, Rewards program, Words Their Way program, and online grammar resources.

1. b. The classes travel together in Block classes and the student groups are Heterogeneous.
2. The staff of MS 447 makes many accommodations and modifications to their schedules to comply with the state mandates and to support and help meet the needs of our ELLs. The ESL teacher provides services to all eligible students. Three hundred sixty minutes (360) of ESL instruction are provided to students at the beginning and intermediate levels and one hundred eighty (180) minutes of ESL instruction are given to students at an advanced level of proficiency, as mandated by CR Part 154.
3. In the freestanding ESL program ELL's travel with their class to receive content area instruction. Each class receives ten periods per week of English Language Arts, double periods of Math every day, four periods of Science and four periods of Social Studies per week. ESL push-in periods are spread between content areas. Instructional approaches and methods used to enrich language development and make content comprehensible include: text rich environments, use of various graphic organizers, vocabulary support, guided reading, differentiated texts to support different reading levels. All teachers follow the Teacher's College workshop model which include mini-lessons with teacher modeling, scaffolding and independent practice with conferring.

4. a. The ESL teacher at MS 447 works closely with the Academic Intervention Specialist and the SETSS teacher to target specific skills and strategies necessary for all students requiring additional support. SIFE students often have large gaps in their language proficiency and knowledge base. A separate focus program would be specifically targeted to any SIFE students to learn and practice the skills that may fill in some of the gaps in their academic knowledge. Skills such as phonics, vocabulary, and reading strategies that may have been taught in earlier grades would be employed with such a program using Words Their Way. We would also provide SIFE students with an English-speaking peer to assist with organization, assignments for other classes, and social language development.

4. b. Newcomer students at MS 447 are also paired with other English-speaking students in their class. This partnership allows the newcomer to feel welcome, to gain language building opportunities, to learn how to function in a new country and school, and provides both students with windows into another culture. Newcomers also receive ESL services that enhance the learning in the students' other classes. Many newcomers to middle schools are literate in their native language, which is a huge advantage as students transfer their knowledge from the native language to English. This Common Underlying Proficiency can also apply to newcomers who are not literate in their native languages, but who are able to make connections between their language and English. Newcomers, as well as long term ELLs, will receive ESL services that include sheltered English content instruction, as well as scaffolding techniques, such as bridging, modeling, text-representation, and schema building. Such scaffolds are the building blocks to all sound pedagogy, but are essential for ELLs as they learn academic concepts in a second language.

4. c. In addition to utilizing scaffolds for ELLs receiving services for four to six years, we concentrate on developing their CALP, which is necessary for success in middle school. According to language acquisition theorists, people learning a new language will first learn the social and functional words of that language, Basic Interpersonal Communicative Skills (BICS), before they learn the academic language. Realizing this natural process, as well as the fact that each student acquires language at a different rate, we emphasize learning and applying academic language to reading, writing, speaking, and listening skills for our long term ELLs. For these ELL's it is imperative they are receiving support for their academic classes to prepare them to be successful and transition out of ESL.

4. d. We continue to concentrate on the development of academic language for the long-term ELLs. Emphasis on developing and applying academic language in all skill areas is continued. Long term ELLs often have fossilized errors which are addressed with explicit instruction. All of the long term ELLs are also special education students. The ESL provider works in conjunction with service providers in order to provide them with the instructional program that best meets the individual needs of these students.

4. e. The majority of our ELLs at MS 447 are Special Education students. Three Special Education students at MS 447 have an ICT teacher designated to work with a group of twelve or less within the mainstream classes. The other four students have Resource Room five periods per week. Students in this category have Individualized Educational Programs, which are used by the ESL teacher and other teachers to assist with planning for specific areas of language and literacy need. Two of our special education students are X-Coded and their change in program is reflected on their Individualized Education Plans.

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

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

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

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

5. Implications for LAP in English Language Arts Area:

In order to assist our students in academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in

research-based Instructional Strategies

- Analyze the data of ELLs to become informed about the academic performance of each ELL
- Provide opportunities for students to be involved in purposeful conversation
- Incorporate all language modalities during the lesson (both pull-out and push-in lessons) through the use of journals, group collaboration
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area:

In order to assist our students in both academic achievement and assessment, there are a variety of interventions and strategies we are implementing this school year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze the data of ELLs to become informed about the academic performance of each ELL
- Provide opportunities for students to negotiate with mathematics academic language, such as reading and solving word problems, interactive word wall, collaborative group work
- Incorporate writing in the math lesson
- Provide opportunities for students to share their problem solving strategies and the justification of answers
- Analyze students' mathematical strengths and weaknesses in order to drive and differentiate instruction

Plan for ELLs Requiring Intervention Support:

ELLs who require additional support in the four modalities (speaking, listening, reading, writing) include beginning or intermediate language learners, students with interrupted formal education (SIFE), grade holdovers, newcomers and Special Education students. Because of the small population of ELLs at MS 447 in the 2010-2011 school year, all of our ELLs are receiving additional support. All of our ELLs are at the advanced level, three ELLs are CTT students and five are SETSS students (Special Education). MS 447 does have two SIFE students at this time. We realize that SIFE students and their level of English and academic success will vary, as will our instructional approaches and classroom modifications. SETSS, Speech and AIS services provided are reflective of each students IEP goals and review of ongoing assessment data.

6. The plan for continuing transitional support for our former ELLs is to group them with ELLs when ESL provider is pushing into their classes. They receive instruction and support during group work as well as reading and writing conferences with the ESL provider. If any of these students scored a one or two on state ELA or Math assessments they are provided with AIS services.

7. Pushing in at least once in each content area class is an improvement being considered for the upcoming year. In addition, lunchtime homework help will be helpful to students and allow more time for instruction during ESL teaching periods. After school NYSESLAT prep is being considered for the spring to allow students adequate time to prepare and feel confident when taking the test.

8. None of our current programs will be discontinued.

9. All of our ELLs are afforded equal access to all of our after school programs. We offer both Math and ELA homework help that several of our ELL students participate in. In addition, many of our ELL students have joined art, technology, robotics, chess and sports clubs.

10. Materials? MS 447 has a school website where students can access homework assignments, class notes, lessons, and other handouts. The ESL provider supports students to ensure they understand how to use the website. The phonics program Rewards is being used for our SIFE student. Web based instructional tools are used for explicit grammar instruction when needed.

11. We have a Spanish-speaking SETSS provider that supports the ESL teacher and students with Native language support. Materials?

12. Yes, resources correspond to ELLs' ages and grade levels.

13. Introduction to ESL provider, support staff, ELL resource room and materials, explanation of the program and schedule, immediate ELL pushin to support transition in content areas.

14. None

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)?

N/A

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.

1. The ESL teacher at MS 447 attends monthly professional development training sessions offered by DOE and CFN 405, specifically geared to training ESL teachers to plan for academic rigor in their programs. The ESL teacher will attend Language Workshops at Teachers College to enhance the teaching of Balanced Literacy for reading and writing. The ESL teacher also attends a variety of off-site workshops, including BOCES, to promote collaboration between content area and language teachers. Within the school, there are ongoing opportunities for the ELL provider to meet and conference with the content teachers to discuss curricula, content and plan lessons, modifications based on the students' individual needs and goals.

2. Understanding of the articulation process for promotion into high school, knowledge of schools that offer comparable ELL programs, preparation of necessary assessments and documents to support ELL transition.

3. Our ELL provider has trained school staff on vocabulary building strategies for ELLs, appropriate modifications, organizational tools and a variety of content resources. Attendance is recorded and presentation materials are on file. Included in the school staff training are our administration, entire special education staff, paraprofessionals, guidance counselors, social workers, related service providers, and office staff.

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?

1. We have an active and supportive parent community. Several ELL families are involved in school functions and events and do communicate with the teachers and staff on an ongoing basis. We have a Spanish-speaking parent coordinator who contacts our Spanish speaking families on a regular basis in regards to school updates and concerns. Most of our ELL families attend our Parent-teacher conferences each year.

2. We have counseled most of our ELL families with free bilingual CBO services such as programs through the YMCA and Good Shephard services.

3. We evaluate and support the needs of the parents as they are brought to our attention or when the family seeks assistance.

4. All of our parent community are invited to school celebrations, content publishing parties, school and Exploration trips, PTA functions and meetings. This supports the parents by helping them become actively involved in their child's school, learning and development. For specific academic concerns, our staff is always available to meet with families one to one.

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)														0
Intermediate(I)								1						1
Advanced (A)							2	2	4					8
Total	0	0	0	0	0	0	2	3	4	0	0	0	0	9

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	0	1	1	1	3
7	3	0	0	0	3
8	1	3	0	0	4
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				2		3
7	1		1				1		3
8			2		2				4
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			2		4		3		9
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	2		1		4		2		9
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								

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

1. We use several assessments to determine early literacy skills. A few include: On Demand writing, TCRWP, Fountas and Pinnell reading levels, Words Their Way pre-assessments, Rewards skills pre-assessments, school-based baseline assessments and DYO assessments. Review of the data allows us to align targeted ELL student needs with current content curricula and additional resources.

2. According to the results of the 2010 NYSESLAT nine of the ten ELLs are Advanced and one is Intermediate. All students are strong in the speaking skill area and reflects that our ELLs have developed social language. Raw scores for the speaking section ranged from twenty-seven to thirty-two. Five students across all grades have raw scores of twenty or below in the listening subset. Four students were proficient on the speaking/listening section of the test. ELLs are stronger in the reading skill area than writing. Raw scores for reading ranged from sixteen to twenty-four, with only one student below twenty. Writing scores ranged from fourteen to twenty.

3. Patterns across the NYSESLAT modalities directly affect instructional decisions of the ESL provider, special education service providers and classroom teachers. Since there is a small number of ELLs, instruction can be targeted and designed to meet each student's individual needs. In addition, this data supports our programming goals to support further development of academic language for all of our ELLs and support their writing work in their content area classes.

4. a. As a team, school leadership, our ELL provider and support staff review student results on an ongoing basis. We have noticed that our ELL students who received Advanced in all NYSESLAT modalities are mostly our special education students who scored either levels 1 or 2 on the ELA and Math exams. Using this information and along with their PLOP and IEP goals, we continue to work with the content co-teachers to differentiate and target needed skills. Pull-out, small group and individualized instruction works as the most effective support for the specified students.

4. b. Our school leadership and teachers use the results of our ELL DYO and in-house assessments to determine progress and growth in their content skills as well as to target deficiencies. The ELL providers uses this ongoing data to support the ELL students with specific skill sets and content instruction and strategies.

4. c. From the DYO assessments, the ELL provider, content teachers and co-teachers study the item analysis for the students and determine where intervention is needed. More individualized instruction is determined if needed and supports are differentiated to address concerned areas. Native Language is not used.

5. N/A

6. The success of our program for our ELLs is evaluated several ways. Improvement in NYSESLAT scores and other state tests are indications of growth for our ELLs. Portfolios of student work are built throughout the year and are used as a tool to keep track of student progress. In addition, ELLs success in their general education classes is also an important factor in measuring the success of our ESL program.

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.

N/A

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		