



MIDDLE SCHOOL 44

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 03M044
ADDRESS: 100 WEST 77TH STREET
TELEPHONE: 9174411163
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03m044 **SCHOOL NAME:** Middle School 44

SCHOOL ADDRESS: 100 West 77th Street, NY, NY 10024

SCHOOL TELEPHONE: 9174411163 **FAX:** 2125010912

SCHOOL CONTACT PERSON: Liza Ortiz **EMAIL ADDRESS:** Lortiz19@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Bonjonia Besler

PRINCIPAL: Liza Ortiz

UFT CHAPTER LEADER: Gloria Smith

PARENTS' ASSOCIATION PRESIDENT: Bonjonia Besler

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3 **CHILDREN FIRST NETWORK (CFN):** 601

NETWORK LEADER: Lawrence Block

SUPERINTENDENT: Sara Cavajal

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
Liza Ortiz	*Principal or Designee	
Gloria Smith	*UFT Chapter Chairperson or Designee	
Bonjonia Besler	*PA/PTA President or Designated Co-President	
Charles Smith	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Renee Storm	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ratza Then	CBO Representative, if applicable	
Debra Harris	Member/Parent	
Shawn West	Member/ Teacher	
Queona Finley	Member/Teacher	
	Member/	

(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.

MS 44 is unique. The school prides itself on accepting all students from diverse learning and socio-economic backgrounds. Our philosophy is that all children can learn and be able to function as productive members of society. Each teacher believes in accepting each child holistically. This means our staff members spend time getting to know our students in order to better support them academically. Understanding student interests allows us to develop a curriculum that is both rigorous and engaging. The staff members truly believe in collegiality. We have an open door policy whereby teachers and parents can observe pedagogy and content. MS 44 is at its last stage in the phase out process. The school is expected to close in 2011.

Special Education students make up 33% of the Middle School 44 population, and more than 50% of its students are identified as being "at risk". Thus, the school pays particular attention to meeting the needs of these students. Content area teachers and special education teachers collaborate in all English language arts and Math professional development and curriculum planning to make sure that these students are enabled to improve their performance and progress. The inquiry team decided to focus their research on improving the English language arts scores of "at risk" students. The team has been monitoring the impact of their strategies and the next steps will be to plan how to extend successful strategies across the curriculum.

We have developed the ability to use data effectively to understand how well each student and each group of students are progressing, and teachers are beginning to be more confident in their use of the data to inform their practice. They use it to set goals and share these goals with the students, although most students are not currently involved in setting goals for themselves. Teachers collaborate to plan instruction and share good practice. A current focus is on improving the consistency of teachers' assessments of student work as measured against curriculum standards. The school is extending the workshop approach it uses in English language arts and math to science and social studies. This approach supports teachers' endeavors to differentiate instruction and makes lessons more consistent across the grade. Students are most often on task and involved in their learning, but not all teachers are equally skilled at meeting their varying needs.

The principal leads by example and is energetic and determined in her efforts to ensure that all the students improve their progress and levels of achievement. The whole school community shares her commitment to improvement, and is working to further define and clarify its vision for the future.

Teachers work with their content specialist to develop rich courses that integrate differentiated instruction and continuous assessments to determine the needs of the students and guide small group instruction. The process of understanding the informal and formal assessments has supported the teachers in making strategic decisions in lesson planning and implementation. Another strategic process upon which we pride ourselves is the development of student and class intervention plans. As a staff, we assess our students academically and emotionally. We strive to make our school a nurturing, inviting, and comfortable place to teach and to learn. A primary goal is to maintain a safe, positive, orderly and productive learning environment. We offer Standard-Based curricula and an integrated approach to learning, which integrates Social Studies and our ELA curriculum. Moreover, real life/hands-on experiences are incorporated into our Math curriculum.

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:	Middle School 44				
District:	3	DBN #:	03m044	School BEDS Code:	03m044

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input 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					86.9	89.0	89.0		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					90.	92.5			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	119	65	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	98	112	65		60.4	62.2	73.2		
Grade 8	179	103	97						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					11	13	12		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	403	286	166		5	3	0		
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	33	31	24	Principal Suspensions	120	27	23		
No. in Collaborative Team Teaching (CTT) Classes	32	30	18	Superintendent Suspensions	66	25	25		
Number all others	43	30	18						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes				Early College HS Participants	0	0	0
# in Dual Lang. Programs							
# receiving ESL services only	21	21	8	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	12	4	9	(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	42	36	30
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	13	12
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	4
	7	2					
				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	100.0	97.2	
American Indian or Alaska Native	0.5	0	0	Percent more than two years teaching in this school	52.4	69.4	
Black or African American	58.3	64.7	63.9	Percent more than five years teaching anywhere	52.4	50.0	
Hispanic or Latino	36.5	30.8	31.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	0.3	0	Percent Masters Degree or higher	57.0	75.0	
White	3.5	3.5	3.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	75.3	90.8	
Multi-racial							
Male	59.3	57.7	57.2				
Female	40.7	42.3	42.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	n/a
Overall Score	n/a	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	49.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	66	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.5	Quality Statement 5: Monitor and Revise	
<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?

Performance Trends:

The overall student progress was 49.7% out of 60%. As compared to our city horizon schools, 39.8 % of the students are proficient in ELA whereas 43.6% of the city horizon students are proficient in ELA. In mathematics 59.6% of our students are proficient whereas 55.8% of the city horizon group's students are proficient. The professional learning team and the data specialist noticed that the current eighth graders were deficient in the skill of inference. In Mathematics, the inquiry team and the data specialist determined that most students were deficient in algebra.

Academically:

We noticed the correlation between the state assessments in ELA and Math and the students' class work grades. An alignment of the curriculum and the state assessment has been developed in order to ensure that the students receive standards based lessons that are differentiated to their learning needs.

Attendance:

After carefully assessing the data and attendance, there proved to be a direct correlation between declining reading and math assessments and attendance. Most students who are absent for more than ten percent of the school year or were late more than one third of the school year showed a decline or minimal gains in their assessments or performed poorly in their class work.

Parent involvement:

Many of our parents care about their child's well being and educational progress. However, many are either working or overwhelmed with household obligations, which prevent them from being involved in our school. Their lack of participation, lack of knowledge of curriculum, and lack of understanding of how to support their child from one level to the next has significant correlations to the child's motivation to learn and the students' yearly progress.

Greatest Accomplishments

At Middle School 44, teachers work hard to reflect upon and innovate their teaching practice on a daily basis. Despite the constraints of time, efforts are made for the teachers to meet regularly, approximately three times a week, in common planning and after-school, in order to understand, revise and reflect on the curriculum and student work. We analyze the data generated, informally and formally, to identify teaching and learning implications. We then develop professional development opportunities to support those implications and make modifications to the curriculum. We support student growth by making sure each student understands their formal and informal assessments, which include their performance goals for the next year's assessments and for their interim goals in ELA or Math. Once the students and teachers have discussed the assessments, the teachers focus on the areas of the core curriculum that have been identified as areas in need of improvement for those students. The ELA teachers have an extensive background in providing academic intervention methods to support those students who are one or more years behind in order to close the achievement gap. As a result of

our school's reflective practices, we have eradicated the previous inconsistencies that existed in regard to student learning.

We have developed consistent systems and structures to address student discipline issues and decrease the number of severe infractions taking place during the school year. Academic and pupil personnel meetings take place weekly to discuss the effectiveness of rituals and routines to off-set barriers to student learning. We have also developed a new advisory program which focuses on personal responsibility and study habits.

Each content area has a specific standard base curriculum that is consistent across all grades. Our ELA teachers use a 5 step planning cycle, which requires building content knowledge, use of the Common Core State Standards to plan teaching points, creation of a rubric, and reflections on first drafts in order to further modify final pieces. This process has enabled us to differentiate our teaching and to reflect on what's going well and what still needs work in each unit of study. The lab-site teacher has provided professional development for the Math Department for the past three years. The focus has been on increasing small group instructional practices, differentiating instruction, and to producing more writing in mathematics in the form of journal entries.

We developed periodic meetings between the administration and individual teachers to review student progress and teacher development; weekly professional development meetings to discuss the identified needs of the school and support for the teachers in the building, and time for teachers to meet to discuss content and student behavior. We have instituted regularly planned curriculum planning meetings to understand, reflect, and revise curriculum. We have incorporated student interests into the curriculum, studied student work to support the implications for next steps, scheduled and identified lab-site teachers in each content area who share best practices with their colleagues, and maintained consistencies within school protocol. All of the above serve to demonstrate our collegiality and professionalism.

Significant barriers identified by the inquiry team and the professional development team include finding additional time for professional development, high teacher turn-over which does not allow for consistent practice within the school. In addition, the school population includes a high percentage of Special Education students, 33% of the total student population. Although our principal and superintendent suspensions decreased by more than 10%, the school was deemed "persistently dangerous" by the New York State Education department for the 2007-2008 school year. The school leadership team is collaborating with community based organizations to maintain a safe and orderly environment. Despite these challenges we continue to make progress towards student achievement.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Smart Goal	Description
By June 2011 25% of the 8th grade students will demonstrate proficiency (levels 3 and 4) in the 8th grade science SED examination from 25%. This percentage rate means that a minimum of 17 of the 68, 8th grade students, will meet proficiency	After reviewing the comprehensive report card from the NYS assessments, it was determined that we did make the AYP and would need to make our AYP again- thus causing our school to be a school in good standing in Science
By June 2011 45% of the Students with Disabilities and ELLs will show a minimum of one year growth in writing process according to teacher developed standard based four point rubrics.	After reviewing the comprehensive report card from the NYS assessments, it was determined that we did make the AYP and would need to make our AYP again- thus causing our school to be a school in good standing.
By June 2011 25% of the total student population’s writing will show a proficiency rating of a level three or more on the standard based math problem solving report rubric.	After reviewing the progress report, last year’s report card grades, and NYSTART, it was deemed necessary to focus on the students’ performance grades with mathematical writing.
By June 2011 teachers will develop four varied standard based rubric to improve writing through a four point rubric.	After reviewing the 2009-2010 student writing, we decided to focus on developing standard bearing rubric which demonstrate the students ability to attain the standard.
By June 2011 the 80% of teachers will participate in the seven professional development seminars focused on looking at student work through different protocols using the Common Core Standards in Writing.	Based on 2009-2010’s pre and post individual professional plans, it was collaboratively determined that an emphasis on looking at student work would benefit both the teaching and learning implications. .

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 25% of the 8th grade students will demonstrate proficiency (levels 3 and 4) in the 8th grade science SED examination from 25%. This percentage rate means that a minimum of 17 of 68, 8th grade students, will meet proficiency</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding. Use of data:</p> <ul style="list-style-type: none"> • This school has identified a strong relationship with class report card grades and how students do on the state assessment. Our grading policy in science includes the following: tests, homework, classroom participation, and projects, all equally weighted. Please note that our school is using the DOE core curriculum along with prescribed assessment. These guides inform us in regards to gauging student progress and developing instructional strategies. • Teachers will utilized the four components that contribute to science grading to establish students needs, collaboratively set goals for students and gauge student progress on a periodic basis. • Teachers will implement the use of a four point rubric to determine the students understanding of the topic. • Teachers will continue to provide support to the bottom 1/3 students of the class based on the quarterly report card grades. Teachers utilize and update the “At a Glance Sheets” to determine the student instructional needs and methods of how to address them. The “At a Glance Sheets” has the students’ baseline data, the students ELA and Math scores, the unit exams, the students’ midterms, and end term exams. • Periodic unit assessments will identify strength and weaknesses. The teachers will use

	<p>this data to focus on the specific skills and the content that will need remediation.</p> <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Teachers implement the science workshop model, which includes a mini-lesson with demonstrations, independent work using the inquiry process, and reflection through a science notebook. • The teachers will effectively use science literature books to help students become more familiar with non-fiction text and become proficient with inferences, an analysis skill determined to be the focus for all core subjects. • Teachers will teach content embedded vocabulary to the students. In turn the students will continue to be responsible for the definition and the usage of the science vocabulary that pertains to the unit. • In addition to the regular use of standard based unit assessments, the science department also administers mock examinations that are aligned to state requirements. These assessment tools assist teachers in analyzing student needs and developing personalized instructional strategies to meet those needs. • Teachers will use the analysis from the pre-assessment probes to align their lessons to the results of the pre-assessment probes. <p>Professional Development:</p> <ul style="list-style-type: none"> • Based on the analysis, administration will train teachers on how to set student improvement goals based on grading criteria. • Teachers receive the professional development from our CFN and the DOE. The foci of professional development workshops include developing project based instruction, writing through the content area, examining the exit projects for grade 8, implementing of the new science curriculum, etc. • Teachers meet five times during the week for common planning. Teachers collaborate about the lessons, deepen their content knowledge and pedagogy, assess and analyze student work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of resources:</p> <p>Scheduling:</p> <ul style="list-style-type: none"> • Teachers dedicate one period of their teaching schedule a week to incorporate science literacy skills and instruction. Students work on inferential thinking skills, determining importance, and other skills that have been identified by the ELA data. • Science teachers are programmed to teach five period of science to each class. Five times a week the students are in the lab. The teachers have common planning three times a

	<p>week in order to enhance teaching and learning.</p> <p>Funding</p> <ul style="list-style-type: none"> • Contract for Excellence funds two science teachers in our classes. • Through the middle school initiative funds professional development workshop offered to the staff members. • Fair student funding funds the lap top and carts, which are utilized for virtual labs, independent research, and interactive Smart-boards that bring real world applications to our children
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Last year for 8th grade, the June passing rate was 25% on the NYS SED examination. Our intention is to align our pre-assessments to the instruction, then assess our instruction to determine the students mastery of the topic, leading to higher proficiency in science.</p> <p>Interim Indicators:</p> <ul style="list-style-type: none"> • Pre-assessment probes for every unit yields a profile of the student including strengths as well as areas that need further attention. This information is used to develop individual and differentiated plans to address student needs. • School report cards are issued to students on a quarterly basis, representing checkpoints that occur every eight weeks of school. As stated above the report card grades reflect specific criteria that come together in alignment to state testing outcomes. Each of the elements that contribute to the criteria of grades will be used by the teacher to develop goals and next steps for improvement. • Students who fail to earn a minimum of 70% in their class report grade will be offered extra assistance in selected areas of the grading criteria from the teachers and/or participate in extended day. <p>Other evidences:</p> <ul style="list-style-type: none"> • Formal and informal observations from the administration; • Agendas from the science common planning meetings; • Sample student improvement goals based on grading criteria; <p>Evidences by which to verify the achievement of this annual goal: State Standardize results</p>

Subject/Area (where relevant): English

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 45% of the Students with Disabilities and ELLs will show growth in writing process according to teacher developed standard-based rubrics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data:</p> <ul style="list-style-type: none"> • Teachers will collect, record, analyze and document independent reading and writing level on a quarterly basis for each student, class and grade • Teachers will maintain portfolios in all grades throughout the school year. • Teachers and administration will examine the periodic assessment to determine the needs of students in developing reading comprehension skills and strategies. Utilize this information to continually invite students to the extended day to help the student gain a better understanding of the areas of need required to improve reading comprehension. • Teachers will continuously analyze reading and writing to learn from the student’s work. <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Teachers will utilize the balanced literacy and the workshop model approach to effectively teach. • Teachers will utilize writing portfolios which are graded by standard-based rubrics. • Utilize the data from the WRAP assessment to formulate small group instruction to target student needs. • Teachers will emphasize the need to build writing stamina by increasing independent writing incrementally. • Teachers will use high-level questioning to engage student learning and encourage students to become more thoughtful and reflective when reading and writing. Teachers will engage students in learning by teaching the students the meaning and the purpose of open-ended questions. • The development and maintenance of individual assessment binders which include: <ul style="list-style-type: none"> - Text gradient levels, running records and conferring notes - Rubrics for analyzing student work - Teacher feedback to identify strengths and weaknesses, and formulate instructional plans

	<ul style="list-style-type: none"> • The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and independent reading/writing. • Consistent use of curriculum maps to guide grade instruction as evidenced by classroom visits, student work, and lesson plans. <p>Professional Development:</p> <ul style="list-style-type: none"> • Administration provides further training to teachers on the use of writing rubrics to provide students with feedback as well as the training on the following: effective conferencing, analyzing assessment data, use of acuity, and performance series • Teachers meet three times a week to review, modify and revise the curriculum, to plan lessons, or to assess student work. • Teachers attend professional development workshops provided by after-school by the literacy coach which include. • Teachers attend professional development workshops provided by the Department of Education which include project based learning, book clubs, developing independent readers and writers, planning a rigorous middle school literacy program, etc. • Teachers are given opportunities to visit their colleagues' classrooms. • During the parent teacher association meetings, parents are given information and professional development to support their children with literacy.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of resources:</p> <p>Funding:</p> <ul style="list-style-type: none"> • Through the middle school initiatives grant, teachers will be afforded the opportunity to attend workshops, plan the curriculum, assess and analyze the students' work. • Title I funds small class sizes in literacy, the literacy coach, and the academic intervention teacher, all to support the students who did not make one year's value added growth. <p>Scheduling:</p> <ul style="list-style-type: none"> • Four times a week there are two teachers in the ELA classroom to support small group instruction. • The teachers have common planning three times a week to enhance the curriculum and student engagement.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim Progress:</p> <ul style="list-style-type: none"> • The baseline data used was determined through the WRAP assessment administered in September. • These assessments will be administered three times a year. Throughout the administration of the WRAP, we expect students to show improvement in reading by moving two-three letter levels based on the Fountas and Pinnell letter level gradient. • Through conference notes and guided reading notes, teacher can determine if the students are increasing their letter grade. <p>Evidence:</p> <ul style="list-style-type: none"> • Classroom visit documentation, • Informal and formal observations for evidence of professional development • At a Glance Sheets that show an increase in student reading level • Sample student work which includes rough drafts, feedback, rubric, and final draft
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Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 45% of the total student population (31 students) will show a proficiency rating of a level three or more on the standard based math problem solving report rubric.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of Data:</p> <ul style="list-style-type: none"> • Based upon 2010 student data results, adapt as needed and implement a MS 44 <i>First Twenty Day Math Curriculum</i> that addresses the grade specific prerequisite skills students will need to begin the <i>Impact Mathematics Curriculum</i>. • Use data from the Predictive and ITA assessments to monitor student growth. A monitoring matrix (“At a Glance” sheet) will be used to track student growth after each test administration. A proficiency score of 70% will be the target for determining growth towards stated goals. NYStart State June 2010 and June 2011 data on tested performance indicators will also be indicated as baseline and final outcomes. • Continue to use Mid-Year and End-of-Year assessments to document growth over time. An administrative tracking sheet (“At a Glance Sheet”) will be used to track progress and redirect teaching as needed. • The use of comparative data to determine areas of growth in content strands. <p>Curriculum and Instruction:</p>

- The Mathematics Workshop will include mini-lesson with guided practice, differentiated small group practice, independent work, share and a weekly math literacy period.
- Emphasize NYS Process Strands to build concepts, differentiate instruction, and increase a student's range of problem solving strategies. Students demonstrating proficiency in utilizing specific strategies will be challenged to exceed standards-setting performance by applying different strategies to solve the same problem.
- Use the scientific calculator (TI-34II) to enhance lessons and prepare students for the short response and extended response questions on state exams.
- Continue to use the mathematics Problem Solving Report tasks as the basis for portfolio entries (3 tasks per content area focusing on varied process strands) and as an assessment of student growth. The portfolio entries will be evaluated using the MS 44 rubric. Teachers provide feedback, set goals with students, and have students revise their work. To demonstrate growth, student revisions will reflect movement of at least one increased score on the rubric [2-3, 3-4]. As such, completed portfolio pieces will represent student growth within a unit and throughout the year.
- In addition to previously stated actions, the teachers will support special education students through the use of re-teaching/ancillary resources in the teacher's guide and student edition for additional practice to learn and/or reinforce math concepts as well as to address different learning styles.
- Use differentiated instruction and homework to support student learning and to address skill deficits.

Professional Development:

- Children First Network and the DOE will provide opportunities for professional development aligned to the Impact Mathematics Curriculum and The NYS Common Core Mathematics Standards. This professional development shall include but not be limited to math and pedagogical content as well as the implementation of any departmental and/or district rituals and routines.
- Provide demonstration math lessons for teachers as well as provide opportunities for teachers to discuss and assist their colleagues with the implementation of best practices in math instruction.
- Provide professional development in order for teachers analyze assessment data to determine strengths and weaknesses of their students as well as to determine what skills/topics to re-teach through whole group, small group or individualized instruction.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of resources: Funding:</p> <ul style="list-style-type: none"> • Through the middle school initiative we are able to set monies aside to attend professional development workshops. • With monies set aside in fair student funding, teachers use technology such as the Laptop carts, which are utilized for virtual labs, independent research. Interactive Smartboards are also used to bring real world applications into the classroom. <p>Scheduling: The teachers have common planning five times a week in order to enhance the curriculum and student engagement. For two out of the three classes there are two math teachers in the math class.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim Progress</p> <ul style="list-style-type: none"> • Individual goals will be set for each student targeting increases in unit exam and problem solving report outcomes. Correlated levels, which are aligned with the state assessment level and the curriculum- 50-64 level 1, 65-75 level 2, 76-84 level 3, 85-100 level 4. • Other Evidences: • Administration or Lab-site teacher will maintain sign-in sheets and agendas of professional development as well as submit them to the principal. • Formal/Informal Teacher Observations • Supervisory/Teacher Conferences • Sample student problem solving reports and scored rubrics • Classroom Observation Checklist(s) based on PD provided for Teacher Feedback and to inform ongoing PD <p>Evidence to substantiate achievement of goal: Sample math problem solving reports that include writing ad show student progress.</p>

Subject/Area (where relevant): Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 teachers will develop four varied standard based rubric to improve writing through a four point rubric.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Use of Data:

- Teachers will collect, record, analyze writing samples after each unit of study for each student, class and grade
- Teachers will maintain portfolios in all grades throughout the school year.
- Teachers and administration will examine the varied writing samples to determine the reading comprehension skills and writing strategies. Utilize this information continually and invite students to the extended day to help the student gain a better understanding of the areas of need required to improve writing proficiency.
- Teachers will continuously analyze writing to learn from the student's work through the use of rubrics and "looking at student work" protocols.

Curriculum and Instruction:

- Teachers will utilize the balanced literacy and the workshop model approach to effectively teach.
- Teachers will utilize writing portfolios which are graded by standard-based rubrics.
- Provide opportunities for students who may need extra support to attend ELA or portfolio after-school classes.
- Teachers will emphasize the need to build reading stamina by increasing independent reading incrementally.
- Teachers will use high-level questioning to engage student learning and encourage students to become more thoughtful and reflective when reading and writing. Teachers will engage students in learning by teaching the students the meaning and the purpose of open-ended questions.
The development and maintenance of individual assessment binders which include:
 - Conferring notes
 - Rubrics for analyzing student work
 - Teacher feedback to identify strengths and weaknesses, and formulate instructional plans
- The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and independent reading/writing.
- Consistent use of curriculum maps to guide grade instruction as evidenced by classroom visits, student work, and lesson plans.

Professional Development:

- Administration provides further training to teachers on the use of writing rubrics to

	<p>provide students with feedback as well as the training on the following: effective conferencing, analyzing assessment data, use of acuity, and performance series</p> <ul style="list-style-type: none"> • Teachers meet five times a week to review, modify and revise the curriculum, to plan lessons, or to assess student work. • Teachers attend professional development workshops provided by after-school by the literacy coach which include. • Teachers attend professional development workshops provided by the Department of Education which include project based learning, planning a rigorous middle school literacy program, etc. • Teachers are given opportunities to visit their colleagues' classrooms and discuss student work through the use of a standard, school wide protocol. • During the parent teacher association meetings, parents are given information and professional development to support their children with literacy.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of resources: Funding:</p> <ul style="list-style-type: none"> • Through the middle school initiatives grant, teachers will be afforded the opportunity to attend workshops, plan the curriculum, assess, and analyze the students' work. • The extended day violence prevention grant funds the after-school remediation program. • Title I funds small class sizes in literacy to support the students who did not make one year's value added growth. <p>Scheduling:</p> <ul style="list-style-type: none"> • Three times a week there are two teachers in the ELA classroom to support small group instruction. The teachers have common planning five times a week to enhance the curriculum and student engagement
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. Interim Progress:</p> <ul style="list-style-type: none"> • The baseline data used was determined through the varied response to literature from the first unit of study, "Getting Back to the Basic unit". • Looking and learning from student work will be conducted once a month beginning in October. • Through conference notes and feedback notes, teacher can determine if the students are increasing their proficiency.

	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Agendas, sign-in sheets from professional development. • Classroom visit documentation, • Informal and formal observations for evidence of professional development • Writing At a Glance Sheets that show an increase in students’ writing proficiency level <p>Evidence to substantiate achievement: By June 2011 teachers developed four point rubrics.</p>
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Subject/Area (where relevant): Professional development _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the 80% of teachers will participate in the seven professional development seminars focused on looking at student work through different protocols.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of Data:</p> <ul style="list-style-type: none"> • Teacher developed 2010 professional development plans. • Last year’s teacher professional development feedback. • Teachers and administration will examine the varied writing samples to determine the reading comprehension skills and writing strategies. Utilize this information continually and invite students to the extended day to help the student gain a better understanding of the areas of need required to improve writing proficiency. • Teachers will continuously analyze writing to learn from the student’s work through the use of rubrics and “looking at student work” protocols. <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Teachers will utilize the balanced literacy and the workshop model approach to effectively teach. • Teachers will utilize writing portfolios which are graded by standard-based rubrics. • The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and independent reading/writing. • Consistent use of protocols to guide the teachers focus with student work. <p>Professional Development:</p> <ul style="list-style-type: none"> • Administration provides further training to teachers on the use of writing rubrics to

	<p>provide students with feedback as well as the training on the following: effective conferencing, analyzing assessment data, use of acuity, and performance series</p> <ul style="list-style-type: none"> • Teachers meet five times a week to review, modify and revise the curriculum, to plan lessons, or to assess student work. • Teachers attend professional development workshops provided by the Department of Education and the Leadership Learning Support Organization which include project based learning, planning a rigorous middle school literacy program, etc. • Teachers are given opportunities to meet with their colleagues' to discuss student work through the use of a standard, school wide protocol. • During the parent teacher association meetings, parents are given information and professional development to support their children with literacy.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of resources: Funding:</p> <ul style="list-style-type: none"> • Through the middle school initiatives grant, teachers will be afforded the opportunity to attend workshops, plan the curriculum, assess, and analyze the students' work. • Title I funds the professional development consultant from ATLAS, Brenda Atwell. <p>Scheduling:</p> <ul style="list-style-type: none"> • Twice a week, there are two teachers in the classroom to support small group instruction. • The teachers have common planning three times a week to enhance the curriculum and student engagement. • The teachers have grade meetings two times a week to discuss student work and or student concerns.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. Interim Progress:</p> <ul style="list-style-type: none"> • Looking and learning from student work conducted once a month beginning in October. • Through conference notes and feedback notes, teacher can determine if the students are increasing their proficiency. • Informal and formal observations for evidence of professional development <p>Evidence to substantiate achievement:</p> <ul style="list-style-type: none"> • Agenda, sign-in sheets, and related protocols

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								
7								
8	51	30	30	51	16			
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:	The ELA department has identified the bottom 3 rd for each class. The bottom third was determined based on the progress report issued in October, the results from ELA assessments, and the ARIS System. These students will participate in the 37.5 minutes academic intervention, review guided reading instruction and receive a period to two periods a week of reading and writing remediation by teacher. Throughout the workshop model the teachers confer and provide strategy groupings to those students who need remediation.
Mathematics:	The math department has identified the bottom 3 rd for each grade and for each class. The bottom third was determined based on the progress report issued in October, the results from math assessments and the ARIS system. The math department has designated a period a week as direct teaching. In this class, the teacher reviews the lessons taught that week to ensure students are ready for the next chapter of study.
Science:	The science department will identify the bottom 3 rd and create an outline of strategies to teach the students to write informative/explanatory texts, which include scientific procedures/ experiments such as lab reports and a scientific research report on a topic. With the use of additional staff for a smaller teacher-student ratio, the science department will use scientific text and teach how to use these strategies when reading non-fiction text. Aside from the 37.5 minute period in which teachers have the opportunity to provide tutoring to students, the science department also provides academic intervention by designating a period a week to focus in literacy skills through science trade magazines.
Social Studies:	The Social Studies department will identify the bottom 3 rd and create an outline of strategies to teach the students to develop reading and writing strategies to understand historical concepts, analyze primary and secondary sources and write research papers and answer constructive responses and DBQs. With the use of additional staff for a smaller teacher-student ratio, the department will also teach the students to write or create an argument that focuses on various topics throughout history and current global issues; the primary focus being on the improvement of the students' overall writing skills. Aside from the 37.5 minute period in which teachers have the opportunity to provide tutoring to students, the social studies department also provides academic intervention by designating a period a week to focus in literacy skills through current event magazines.

At-risk Services Provided by the Guidance Counselor/Social Worker:	The at- risk counselor provides services to students who have been identified by the teachers as students who have disrupted the educational process, who have been identified by the recidivist report provided by the online occurrence system, and students who have been identified in the attendance committee as students who present concerns with punctuality. These students are placed in a six-week cycle to discuss resolutions to the problems that were presented in the discipline or attendance committee.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

M.S. 044 ESL Program Descriptions October 2010

The organizational model at M.S. 044 is a combination of heterogeneous block Push-In and Pull-Out Stand-Alone ESL. We are currently trying to facilitate an increase in push-in by concentrating ELLs in one or two classes per grade level where possible to facilitate peer-assisted learning and collaboration between the ESL and content-area teachers. We currently adhere to the Sheltered Instructional model of teaching language through the content area, with a concentration on content area vocabulary and academic language functions and structures. Students are scheduled according to mandated minutes per proficiency level, substituting or infusing ELA instruction with ESL methodologies where possible and applicable. **There is one SETTS teacher that services the students by using ESL pedagogy.** This teacher is trained in the readers/writers workshop model and attends professional development.

On enrollment, should a student be deemed eligible for testing (via the HLIS form), the student is administered the LAB-R by the ESL teacher or licensed pedagogue. The test is hand-scored to determine eligibility for services. If the child is eligible, parents are invited to view the Program Orientation DVD in their native language or with an interpreter if necessary. Parents are also provided with information regarding available programs in New York City schools. Parents are required to choose which program they feel would best serve their child. If the program choice is not available the parent is informed that they may transfer their child to a school that offers their selection or their choice letter will be kept on file pending the enrollment of 15 students from the same language group in two consecutive grades. Parents given information regarding bilingual and dual-language programs in other schools, they have been choosing to enroll their children in MS 44 where free-standing ESL is the only program currently offered.

There are 6 ELLs at MS 44. 2 ELLs are at the Intermediate level and 4 ELLs are at the Advanced Level. They work with a variety of materials, including leveled libraries, short fiction and novels, and non-fiction materials such as newspaper articles, magazines, and non-fiction texts. Books on tape are also used to assist with listening and speaking skills. The ESL-specific software *English Discoveries* is available to students of all proficiency levels but is most helpful to students at the low Intermediate or Beginner levels. The ESL library has Science, Social Studies and Math books in English and Spanish, Math and Science texts in French for incoming students and high-interest, age-appropriate Spanish-language novels available to the students. *Access English, Math, Science and History* and *Access Newcomers* are also used. For incoming students at the Beginner and low Intermediate levels, we have readers such as *Easy True Stories, Where is Taro* and *Visions* readers, workbooks and grammar practice workbooks. We also have BrainChild's *Mechanics* web-based tri-lingual (Spanish/Haitian-Creole/English) software program available to the students which teaches or re-teaches fundamental skills in Math, Reading, Writing and Vocabulary necessary for success in Middle School.

Any students who have been receiving ESL service for more than two years and are consistently scoring low of Reading and Writing assessments are recommended for AIS services. In general, NYSESLAT and Interim Assessment results indicate that a concentration on reading and writing skills with an emphasis on content-area vocabulary and language functions is essential overall.

Students who score at the Advanced level on the NYSESLAT tend to score at level 2 on the ELA and a level 3 on the Math assessments. Students scoring at the intermediate level on the NYSESLAT tend to score at level 1 on the ELA and mid-level 2s on the Math assessments. There is a tendency among ELLs to score slightly higher in Math than in ELA.

Interim assessment results are used to examine trends across the grade and progress in each individual student. Detailed information available on the Harcourt website concerning the skills and standards addressed by each question allows us to identify student strengths and weaknesses which we then use to assist in planning for skill areas in which we need to focus instruction. Overall, the results from last year's three Interim assessments show that the questions on which students scored lowest almost all hit the Performance Indicators in each of Standards 2, 3, and 5 which concentrate on the acquisition and application of strategies to make texts comprehensible and meaningful. The implication is that we must focus instruction on reading strategies which aid comprehension, including skimming for specific purpose, main ideas and details, structural and context clues, cognates and root words, and the use of prior knowledge.

New arrivals are paired with a student who shares the native language wherever possible. L1 versions of Math, Science and Social Studies textbooks are provided when possible to be used in tandem with English versions. When these are not available L1 texts covering the same material are acquired. Key words and language structures are identified. New arrivals receive at least 8 periods per week as many of which will be small group or one-on-one instruction as scheduling allows. Long term ELLs are referred for after-school and/or summer school in addition to their mandated periods of ESL. Long term ELLs exhibiting obvious discrepancies between scores in composite modalities are recommended for evaluation for AIS services. Those students with I.E.Ps receive SETSS and Speech along with mandated periods of ESL. Those who are in the self-contained classes are paired with Translation Paraprofessionals.

Were we to register a student with interrupted schooling, we would request that that student be programmed with eight periods of ESL per week with small group instruction or one-on-one where possible and that the Speech teacher and OT teacher see that student on an at-risk basis to assist in phonemic and phonetic awareness, writing skills, appropriate motor skills development and refer that student to after-school programs for additional one-on-one tutoring.

Students who have reached proficiency remain grouped in classes with other ELLs so that the SETTS teacher can continue to assist them in the transitional period and to provide support for projects. All ELLs, previous and current are invited to make appointments during lunch or after school if they require additional support.

The SETTS teacher will attend professional development. The SETSS teacher will turnkey these PDs to content-area teachers. In addition, the SETSS teacher will hold informational sessions during common planning on topics such as; Assessment, Evaluation and Placement of ELLs; Making Content Comprehensible; and The Effective Use of Scaffolding in Differentiating Instruction. All teachers working with our English Language Learners are given information on working with ELLs within their specific content.

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

Form TIII – A (1)(a)

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

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The organizational model at M.S. 044 is a combination of heterogeneous block Push-In and Pull-Out Stand-Alone ESL. We are currently trying to facilitate an increase in push-in by concentrating ELLs in one or two classes grade to facilitate peer-assisted learning and collaboration between the ESL and content-area teachers. We currently adhere to the Sheltered Instructional model of teaching language through the content area, with a concentration on content area vocabulary and academic language functions and structures. Students are scheduled according to mandated minutes per proficiency level, substituting or infusing ELA instruction with ESL methodologies where possible and applicable. **There is one certified ESL teacher at MS 044.** This teacher is trained in the readers/writers workshop model and attends district-run workshops and professional development.

There are 6 ELLs at MS 44. ELLs in the program at the Intermediate and Advanced levels work with a variety of materials, including leveled libraries, short fiction and novels, and non-fiction materials such as newspaper articles, magazines, and non-fiction texts. Books on tape are also used to assist with listening and speaking skills. The ESL-specific software *English Discoveries* is available to students of all proficiency levels but is most helpful to students. The ESL classroom has Science, Social Studies and Math books in English and Spanish, Math and Science texts in French and high-interest, age-appropriate Spanish-language novels available to the students. *Access English, Math, Science* and *History* and *Access Newcomers* are also used. Students at the Beginner and low Intermediate levels have readers such as *Easy True Stories*, *Where is Taro* and *Visions* readers, workbooks and grammar practice workbooks. We also have BrainChild's *Mechanics* web-based

tri-lingual (Spanish/Haitian-Creole/English) software program available to the students which teaches or re-teaches fundamental skills in Math, Reading, Writing and Vocabulary necessary for success in Middle School.

Interim assessment results are used to examine trends across grade levels and progress in each individual student. Detailed information available on the Harcourt website concerning the skills and standards addressed by each question allows us to identify student strengths and weaknesses which we then use to assist in planning for skill areas in which we need to focus instruction.

Long term ELLs are referred for after-school and/or summer school in addition to their mandated periods of ESL. Long term ELLs exhibiting obvious discrepancies between scores in composite modalities are recommended for evaluation for AIS services. Those students with I.E.Ps receive SETSS and Speech along with mandated periods of ESL. The SETSS and ESL teacher confer to address the needs of the students. Those who are in the self-contained classes are paired with Translation Paraprofessionals.

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 will attend common planning sessions as well as professional development. The ESL teacher will work with the teachers during inquiry sessions and offer suggestions and strategies to support ELL students in the different content areas. After attending PDs, the ESL teacher will turnkey to content-area teachers. In addition, the ESL teacher will hold informational sessions during common planning on topics such as; Assessment, Evaluation and Placement of ELLs; Making Content Comprehensible and; The Effective Use of Scaffolding in Differentiating Instruction. All teachers working with our English Language Learners are given information on working with ELLs within their specific content.

Section II. Title III, Part A LEP Program Narrative

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

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.

Section III. Title III Budget

School: Middle School 44 BEDS Code: 03m044

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	0	n/a
Purchased services - High quality staff and curriculum development contracts.	0	n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	0	n/a
Educational Software (Object Code 199)	0	n/a
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

After reviewing the parent surveys, reviewing our home language surveys, and through informal observations at parent association meetings or conferences, it was determined that Spanish is the second dominant language; therefore, all of our handouts are translated in Spanish. For those incoming students who speak French, these students' parents would receive a mailing from the school or would be contacted by the parent coordinator, who would translate the memorandums to our families.

At Middle School 44 the staff members who translate Spanish and/or French are readily accessible to meet with parents. For those who speak another language the parent coordinator will contact the translation unit to assist with the translation, which rarely ever occurs.

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.

Through the home language survey the school determined the two dominant languages spoken at the homes of the students who attend Middle School 44. Those languages in the order of dominance are English and Spanish.

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.

Based on the language needs at our school, our staff members are readily accessible to meet with parents who speak Spanish. We would also be able to accommodate incoming families that speak French. For any other language spoken, that would need a translator, the parent coordinator contacts the translation unit to request a translator. Memorandums are issued in Spanish and English. For the

incoming families whose home language is French, the parent coordinator would translate the letter and those letters would be mailed and followed by a telephone call.

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.

Oral interpretation services in the areas of Spanish and French will be provided by school staff. As for other oral interpretation, which rarely occurs, the translation unit is contacted and an appointment is made with those parents. The turn around times varies depending on the resources available at the translation unit.

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>.

As a school, we will continue to translate the documents to parents in the two dominant languages. For those few students who speak another language, documents will be in those languages readily available. Oral translation will be provided in Spanish and French, all other languages we will contact the translation unit for assistance.

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:	107,239	40,584	147,823
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,072	406	1,478
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5,362	*	
4. Enter the anticipated 10% set-aside for Professional Development:	10,724	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 0

6. If the percentage of high quality teachers during 2009-2010 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.

MS 44 is at the last stage of the phase out process. The school is expected to close in 2011; therefore, no new teachers will be hired.

* 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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

At Middle School 44 inquiry team and the administration assess the trends on the summative and formative assessments. The administration reviews the recommendations identified in the observations. Based on the schoolwide “findings” the inquiry team and the administration develop schoolwide goals and objectives. These goals and objectives include the revision of the curriculum in all content area, the professional development offered to staff, and the school schedule to ensure that the goals are met.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

At Middle School 44 we pride ourselves in the progress all of our children have made throughout their two-three years at our school. For the current year, the school leadership team as well the inquiry team collaboratively agreed on funding two teachers per class in order decrease the student to teacher ratio. Two teachers in a class for social studies, math, English language arts, and science will support the students in remediation or acceleration of the content. We have also provided a paraprofessional for every class to monitor students' behavior and academic needs. All personnel in the classroom are trained in providing small group instruction to remediate any skills needed. The paraprofessionals participate in common planning sessions with the teachers in order to prepare themselves for small group instruction.

3. Instruction by highly qualified staff.

The teachers at Middle School 44 receive ongoing professional development, which focuses on the individual teacher's needs and the school goals in order for the students to meet the academic state standards. Teachers meet three times a week at common planning, meet after-school to plan curriculum, attend out of school professional development, attend in-school professional development provided the coach or ny network.

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

N/A- All o f the teachers at MS 44 are highly qualified.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Utilize the online teacher finder
 - work with our human resource liaison
 - Conduct three interviews, the first with the members of interview committee, the second with the students in a classroom and the subject area teachers, the last is with the principal.
 - Attract teachers to the resources the school provides to teachers and students through school walkthrough, and pamphlets.

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

At MS 44 we strive to invite parents to many workshops, we hold conferences with parents, and celebrate student achievement. Once a month we invite parents/guardians to attend the science enrichment club. Students perform science laboratory experiments. We communicate with parents send flyers via email or through our monthly calendar. Newsletters are sent every month to our parents to let them know of any events within the building.

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.

The teachers at MS 44 meet once a week with the principal to discuss students' progress in all content areas. The teachers and the principal collaboratively make decisions on the curriculum based on thorough assessments and conversations about the students' needs.

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.

At MS 44 we provide after-school homework help, study skills, and targeted assistance to those students who scored a level 2 in their ELA and Math standardized test. During the school day, we provide the students with small group instruction, students are afforded the opportunity to have two teachers in a classroom, the SETSS teacher supports students who are "at-risk, and during lunch there is homework help.

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.

With our current community based organization, Children's Arts and Science Workshop, we focus on building tomorrow's leaders through art, young ladies club, and the sports.

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

Explanation/Background:

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

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

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

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

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

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

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide 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	✓			107,239	✓	16-26
Title I, Part A (ARRA)	Federal	✓			40,584	✓	16-26
Title II, Part A	Federal			✓	n/a		
Title III, Part A	Federal			✓	n/a		
Part D: TITLE I TARGETED ASSISTANCE SCHOOLS- Title IV	Federal	✓			8,854	✓	16-26
IDEA	Federal			✓	142,539		
Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under Title I, Part A: 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.	Local			✓	433,601		

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

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

Unfortunately, the proficiency rating for the NYS Assessment was below AYP; therefore, MS 44 is not in good standing with the state.

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.

ELA 8th grade, Hispanics, and economic disadvantage students	ELA Summer Professional Development: Teachers will participate in a summer retreat with the ELA coach to develop curriculum and the school’s pacing calendar. Teachers and the Coach will produce day to day teaching points, the goals for the units of study, and will develop a pacing calendar
ELA 8th grade, Hispanics, and economic disadvantage students	ELA direct instruction in the summer to those students who are “at risk.” The Summer School Academy will purchase the summer school program from Great Source.
ELA 8th grade, Hispanics, and economic disadvantage students.	Summer School per-session for teachers who serve these students
ELA 8th grade, Hispanics, and economic disadvantage students	Summer school supplies such as notebooks, pencils, chart tablets, etc.
ELA 8 th grade, Hispanics, and economic disadvantage students	Test preparation books and Write Source preparation booklets toe support the ELA curriculum and test preparation calendar

School Under Registration Review (SURR)

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.

As a school community we are focusing on developing standards based four point rubric. Teachers are receiving professional development from ATLAS with a focus on learning from students work and increasing the amount of thinking in the classroom.

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

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.

We provide translated notices via mail, email, and backpack.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: Not Applicable

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Currently, we have 2 students that are in temporary housing.

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

The guidance counselors are informed when the school finds out that a student's housing situation has changed. The names are brought to the PPT Committee to make the school community aware of the situation. Parents are contacted and asked for the name of the social worker assigned to the temporary housing site. Students are checked on periodically to see if there are any adjustment issues. If the adjustment to temporary housing or attendance becomes an issue, the parent and/or social worker are contacted and a meeting is conducted.

Part B: FOR NON-TITLE I SCHOOLS

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

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:	J.H.S. M044 William J. O'Shea					
District:	3	DBN:	03M044	School		310300010044

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	
	K		4		8	v	12	
	1		5		9		Ungraded	v
	2		6		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		86.9	89.0	86.8
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		90.3	92.5	93.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	65	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	112	65	0		60.4	73.2	73.2
Grade 8	103	97	66				
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		11	13	6
Grade 12	0	0	0				
Ungraded	6	4	1	Recent Immigrants - Total Number:			
Total	286	166	67	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	3	0

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	31	24	0	Principal Suspensions	120	27	23
# in Collaborative Team Teaching (CTT) Classes	30	18	13	Superintendent Suspensions	66	25	25
Number all others	30	18	4				

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	42	36	21
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	13	6
# receiving ESL services only	21	8	TBD				
# ELLs with IEPs	4	9	TBD	Number of Educational Paraprofessionals	3	3	7

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
	7	2	9	% fully licensed & permanently assigned to this school	100.0	97.2	100.0
				% more than 2 years teaching in this school	52.4	69.4	66.7
				% more than 5 years teaching anywhere	52.4	50.0	57.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	57.0	75.0	66.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	75.3	90.8	78.2
Black or African American	64.7	63.9	73.1				
Hispanic or Latino	30.8	31.9	26.9				
Asian or Native Hawaiian/Other Pacific	0.3	0.0	0.0				
White	3.5	3.0	0.0				
Male	57.7	57.2	49.3				
Female	42.3	42.8	50.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
----------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

Middle School 44M's Parental Involvement Policy

Middle School 44 / District 3 agrees to implement the following statutory requirements:

- Middle School 44 will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Middle School 44 will ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Middle School 44 will incorporate a school-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Middle School 44 will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- Middle School 44 will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) That parents play an integral role in assisting their child's learning;
 - (B) That parents are encouraged to be actively involved in their child's education at school;
 - (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) That carrying out of other activities, such as those described in section 1118 of the ESEA.
- Middle School 44 will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Middle School 44 / District 3 will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

- 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.
- Support the Parent Teacher Association by assisting the president in facilitating space for meetings and discussing with the PTA's cabinet future parent workshops.

Middle School 44 / District 3 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- 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;

Middle School 44/ District 3 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Provide support and ongoing professional development to the 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.
- Provide parents training on accessing student data on ARIS.

Middle School 44 / District 3 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

- Computer Classes for Parents/guardians
- Workshops on the development of adolescents
- Workshops on the latest educational research, i.e. differentiated instruction, 21st century skills, socratic methods, etc.

4. The **Middle School 44 / District 3** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its

Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). **Middle School 44** will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Schedule additional parent 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;

Middle School 44 / District 3 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Workshops in computer skills, ARIS, the key ideas for each content.

Middle School 44 / District 3 with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

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;

Middle School 44 / District 3 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Providing various school base workshops on the New Common Core State Standards, NYSTART Student Assessment Results, ARIS;
- Informing parents of the workshops offered through the Children First Network the Department of Education Family Involvement Office;
- Training parents on the use of ARIS;
- Inviting parents to various curriculum nights and school-wide celebrations.

Middle School 44 / District 3 will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Providing workshops to the teachers on different ways to communication with parents regarding student achievement and/or discipline.

Middle School 44 / District 3 will, to the extent feasible and appropriate, coordinate and integrate parental involvement with the following programs and activities that encourage and support parents in more fully participating in the education of their children, by:

- Offering computer classes,, GED classes, and ESL classes
- Ensuring the community based organization offer workshops related to adolescent behavior and student achievement.

Middle School 44 / District 3 will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The School Leadership Team and the PTA executive will continue to meet and maintain our ongoing discussion about the CEP. The CEP will become a guideline, “blueprint,” in our progress.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Middle School 44 / District 3 Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that **Middle School 44 / District 3**, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s

academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if **Middle School 44 / District 3** has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

* * * * *

Middle School 44M's School-Parent Compact

Middle School 44 / District 3 Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Part A activities, services, and programs. This 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 outlines parents, school staff, and students shared responsibility for ensuring 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.

Middle School 44 / District 3 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-11.

Middle School 44 / District 3

Middle School 44 will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

1. Creating meaningful, well-planned lessons for the students in order to motivate to creative thinking among life-long learners
2. Providing challenging and academically rigorous program of study for students in my classes.
3. Offering the best classroom experience that I can offer.
4. Keeping open lines of communication with parents and community resources.
5. Maintaining and keep current individual student-record folders and will make these folders available for parent review.
6. Continuously promoting thinking in the lessons implemented in the classroom.
7. Respecting cultural, racial, and ethnic differences.

Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

1. Two conferences will be held throughout the school year, one in the fall semester and in the other in the spring semester. Specifically, those conferences will be held:

Parent – Teacher Conferences

Monday, November 15, 2010 – Evening Wednesday, February 16, 2011 Evening
Tuesday, November 16, 2010- Afternoon Thursday, February 17, 2011 -Afternoon

2. Whenever possible, parents are welcomed to discuss their child's progress monthly or every six weeks as long as appointments are made through the parent coordinator.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

With the parent/guardians periodically providing written and verbal progress reports related to their's child's progress. Specifically, the school will provide reports as follows backpack and via mail.

Marking periods and Progress Reports

Progress Report Mail Dates Marking Periods Ends

October 18, 2010 November 19, 2010
December 20, 2010 January 28, 2011 (Midterms are held during the week of 01/03/2011
March 4, 2011 April 8, 2011

April 29, 2011

June 3, 2011

Provide parents reasonable access to staff.

Specifically, staff will be available for consultation with parents as follows:

1. Parents are to contact the staff member or the parent coordinator in order to make an appointment. Appointments can be before, during or after school. Appointments made during school are made during the teacher's preparation period.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

1. Volunteering in the school can only be made through the parent coordinator. Once volunteer are identified, volunteers are asked to get finger printed by DOE. Once cleared those volunteers can support the school where needed.
2. During open school week, parents/guardians are invited to visit their child's classroom from 9:00 am. to 11:00 am.
3. If parents wish to observe classroom activities, parents are to contact the parent coordinator to set a time and date.
4. 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.
5. 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;
6. Provide support and ongoing professional development to the 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.
7. Maintain a Parent Coordinator to serve as a liaison between the school and families.
8. 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;
9. Schedule additional parent 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;
10. Translate all critical school documents and provide interpretation during meetings and events as needed;

The Teacher's responsibilities:

We the teachers at MS 44 agree to continuously support the children we serve by:

1. Creating meaningful, well-planned lessons for the students in order to motivate creative thinking among life-long learners
2. Providing challenging and academically rigorous program of study for students in my classes.
3. Offering the best classroom experience that I can offer.

4. Keeping open lines of communication with parents and community resources.
5. Maintaining and keep current individual student-record folders and will make these folders available for parent review.
6. Continuously promoting thinking in the lessons implemented in the classroom.

The Families Responsibilities:

We, as parents/guardians, will support our children's learning in the following ways:

1. Ensuring our child/ren arrive every day, on time, and prepared for the day's work with notebook, pens, pencils, books, and completed homework.
2. Ensuring our child/ren is/are dressed in the school uniform.
3. Ensuring our child/ren completes their homework assignments.
4. Ensuring our child/ren prepares and studies for all tests, quizzes, and exams by providing my child with ample quiet time and space to complete assignments.
5. Communicating to our child/ren to give their undivided attention to their teachers.
6. Communicating to our child/ren to follow directions the first time they are given.
7. Communicating to our child/ren to resolve any problems and differences with others by talking and without recourse to violence.
8. Communicating to our child/ren to always treat others and their property with respect.
9. Communicating to our child/ren to abide by all classroom rules.
10. Participating, as appropriate, in decisions related to my child/ren's education.
11. Maintaining a continuous dialogue with staff and administration by replying promptly to all letters, messages, notes, and telephone calls from the school. I will attend parent-teacher conferences and other functions that relate to my child's education.

The Student's Responsibilities:

In order to achieve our potential and succeed at Middle School 44, we the students must consistently demonstrate disciplined behavior and diligent work habits. We must work with our parents and teachers to develop our talents and abilities, and must pledge ourselves to abide by the following school rules:

1. I will come to school every day, on time, and prepared for the day's work with notebook, pens, pencils, books, and completed homework.
2. I will come to school every day dressed in the school uniform. I will not wear hats or other head coverings in the building. I will leave at home all food, gum, toys, radios, and cell phones.
3. I will never possess, bring to school, or use any weapons or illegal substances.
4. I will give my undivided attention to my teachers.
5. I will follow directions the first time they are given.
6. I will resolve any problems and differences with others by talking and without recourse to violence. I will always treat others and their property with respect.
7. I agree to abide by all classroom rules.
8. I will be responsible for my education, and make sure that I do not interfere with my friends' education.

Name	Signature	Date
School – Liza Ortiz		
Parent(s) – Bonjonia Besler		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. M044 William J. O'Shea					
District:	3	DBN:	03M044	School		310300010044

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	
	K		4		8	v	12	
	1		5		9		Ungraded	v
	2		6		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		86.9	89.0	86.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	65	0	0				
Grade 7	112	65	0				
Grade 8	103	97	66				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	6	4	1				
Total	286	166	67				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.3	92.5	93.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.4	73.2	73.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	11	13	6

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	3	0

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	31	24	0	Principal Suspensions	120	27	23
# in Collaborative Team Teaching (CTT) Classes	30	18	13	Superintendent Suspensions	66	25	25
Number all others	30	18	4				

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	42	36	21
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	13	6
# receiving ESL services only	21	8	TBD				
# ELLs with IEPs	4	9	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	3	3	7

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
	7	2	9	% fully licensed & permanently assigned to this school	100.0	97.2	100.0
				% more than 2 years teaching in this school	52.4	69.4	66.7
				% more than 5 years teaching anywhere	52.4	50.0	57.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	57.0	75.0	66.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	75.3	90.8	78.2
Black or African American	64.7	63.9	73.1				
Hispanic or Latino	30.8	31.9	26.9				
Asian or Native Hawaiian/Other Pacific	0.3	0.0	0.0				
White	3.5	3.0	0.0				
Male	57.7	57.2	49.3				
Female	42.3	42.8	50.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good	Improvement	Corrective Action	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					v	

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	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 6	District 03	School Number 044	School Name Middle School 44
Principal Liza Ortiz		Assistant Principal Jacqueline Wilson	
Coach type here		Coach type here	
Teacher/Subject Area Gloria Smith/SETTS		Guidance Counselor Tracey Johnson	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Jean Guerrier	
Related Service Provider type here		Other type here	
Network Leader Larry Block		Other type here	

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

C. School Demographics

Total Number of Students in School	67	Total Number of ELLs	6
		ELLs as Share of Total Student Population (%)	8.96%

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.

On enrollment, should a student be deemed eligible for testing (via the HLIS form), the student is administered the LAB-R by the ESL teacher or licensed pedagogue. The test is hand-scored to determine eligibility for services. If the child is eligible, parents are invited to view the Program Orientation DVD in their native language or with an interpreter if necessary. Parents are also provided with information regarding available programs in New York City schools. Parents are required to choose which program they feel would best serve their child. If the program choice is not available the parent is informed that they may transfer their child to a school that offers their selection or their choice letter will be kept on file pending the enrollment of 15 students from the same language group in two consecutive grades. Although parents are given information regarding bilingual and dual-language programs in other schools, they have all chose to enroll their children in MS 44 where free-standing ESL is the only program currently offered.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2		1	3		1	1			6
Total	2	0	1	3	0	1	1	0	0	6

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													

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									5					5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	0	0	6	0	0	0	0	6

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.

The organizational model at M.S. 044 is a combination of heterogeneous block Push-In and Pull-Out Stand-Alone ESL. The students are clustered between two classes which facilitates peer-assisted learning and collaboration between the SETTS and content-area teachers. We currently adhere to the Sheltered Instructional model of teaching language through the content area, with a concentration on content area vocabulary and academic language functions and structures. Students are scheduled according to mandated minutes per proficiency level, substituting or infusing ELA instruction with ESL methodologies where possible and applicable. There is one SETTS teacher that services the students by using ESL pedagogy. This teacher is trained in the readers/writers workshop model and attends professional development. .

There are six ELLs at MS 44. Two ELLs are at the Intermediate level and four ELLs are at the Advanced Level. They work with a variety of materials, including leveled libraries, short fiction and novels, and non-fiction materials such as newspaper articles, magazines, and non-fiction texts. Books on tape are also used to assist with listening and speaking skills. The ESL-specific software English Discoveries is available to students of all proficiency levels but is most helpful to students at the low Intermediate or Beginner levels. Although our students prefer to read content in English, the students can have access to Science, Social Studies and Math books in English and Spanish and high-interest, age-appropriate Spanish-language novels are available to the students. The programs Access English, Math, Science and History and Access Newcomers for students are on site for student use. We also have BrainChild's Mechanics web-based tri-lingual (Spanish/Haitian-Creole/English) software program available to the students which teaches or re-teaches fundamental skills in Math, Reading, Writing and Vocabulary necessary for success in Middle School.

Any students who have been receiving ESL service for more than two years and are consistently scoring low of Reading and Writing assessments are recommended for AIS services. In general, NYSESLAT and Interim Assessment results indicate that a concentration on reading and writing skills with an emphasis on content-area vocabulary and language functions is essential overall. Self contained special education students are serviced in the classroom as per their IEP.

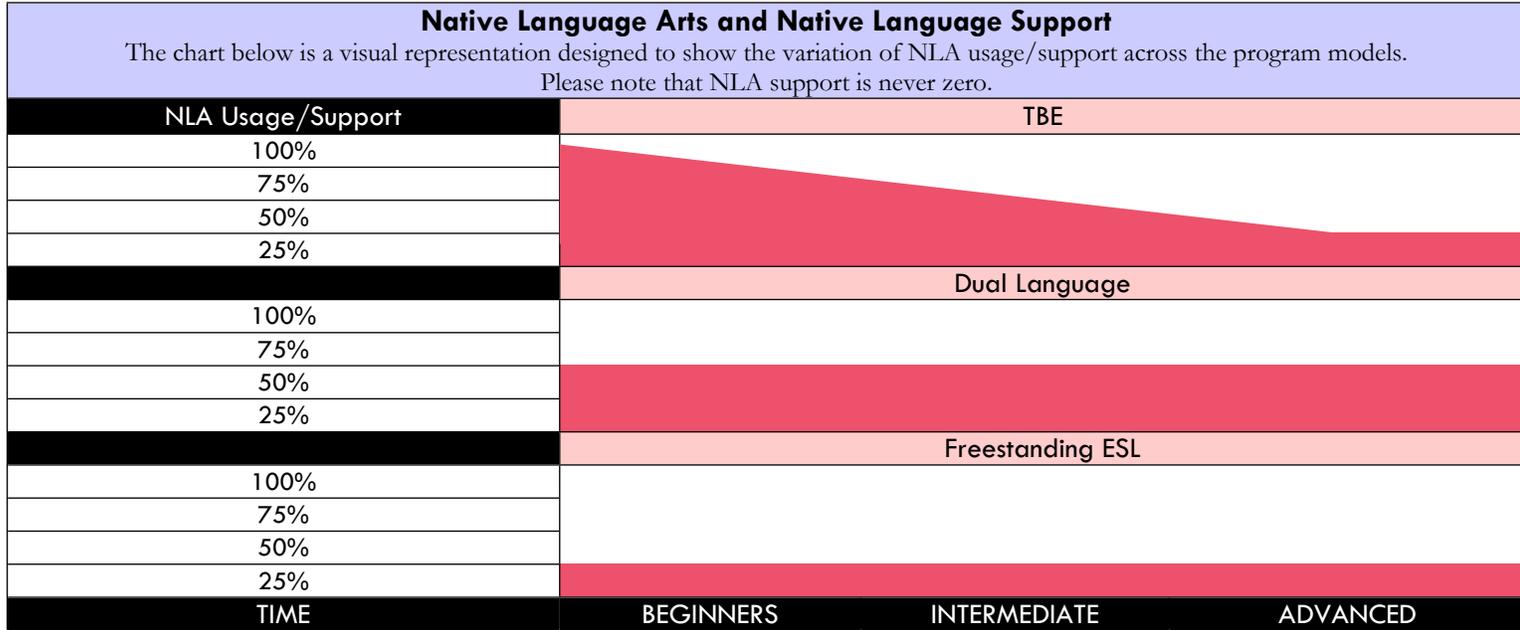
Paste response to questions 1-4 here

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

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

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

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



B. Programming and Scheduling Information--Continued

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

n sPaste response to questions 5-14 here

All services are given in English. When the SETSS teacher works with the students, she checks for their understanding through conferencing and reviewing the work with the students when they are pulled out. According to the the results on their NYSESLAT, the students will receive assistance in their reading or writing skills. When she pushes in, the SETSS teacher reinforces the skills taught in the pull out sessions and assists them with their classwork.

Students who have reached proficiency remain grouped in classes with other ELLs so that the SETSS teacher can continue to assist them in the transitional period and to provide support for projects. All ELLs, previous and current are invited to make appointments during lunch or after school if they require additional support.

New arrivals are paired with a student who shares the native language wherever possible. L1 versions of Math, Science and Social Studies textbooks are provided when possible to be used in tandem with English versions. When these are not available L1 texts covering the same material are acquired. Key words and language structures are identified. New arrivals receive at least 8 periods per week as many of which will be small group or one-on-one instruction as scheduling allows.

Middle School 44 will close at the end of the school year therefore there are no plans for the upcoming year. With the higher student to staff ratio, the ELL students are being supported in all subject areas. Ms. Smith, the ESL provider, is in constant contact with the teachers and offers feedback concerning the appropriate strategies to use for each student.

We currently have no language electives for the ELL population.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The SETTS teacher will attend professional development. The SETSS teacher will turnkey these PDs to content-area teachers. In addition, the SETSS teacher will hold informational sessions during common planning on topics such as; Assessment, Evaluation and Placement of ELLs; Making Content Comprehensible; and The Effective Use of Scaffolding in Differentiating Instruction. All teachers working with our English Language Learners are given information on working with ELLs within their specific content. The guidance counselor attends common planning with the entire staff and is afforded the opportunity to give support to the teachers concerning issues of transition with the ELL students.

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?

The Parents Association is very active. They meet once a month to discuss the concerns of the school. They also hold parent workshop coordinator that address many issues in the school. During these meetings, at times, surveys are given to evaluate the needs of the parents. With this information, workshops and other activities are planned to address their need. Our CBO, Children's Arts and Science Workshop, also works with families to help the students improve attendance and to support them with life skills.

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)									2					2
Advanced (A)									4					4
Total	0	0	0	0	0	0	0	0	6	0	0	0	0	6

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				
	P									5				
READING/ WRITING	B													
	I									2				
	A									4				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

weaknesses which we then use to assist in planning for skill areas in which we need to focus instruction. Overall, the results from last year's three Interim assessments show that the questions on which students scored lowest almost all hit the Performance Indicators in each of Standards 2, 3, and 5 which concentrate on the acquisition and application of strategies to make texts comprehensible and meaningful. The implication is that we must focus instruction on reading strategies which aid comprehension, including skimming for specific purpose, main ideas and details, structural and context clues, cognates and root words, and the use of prior knowledge.

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.

Paste additional information here

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		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		