



**M.S. 45 / S.T.A.R.S. PREP ACADEMY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 04M045**

**ADDRESS: 2351 FIRST AVENUE BRONX, NEW YORK 10035**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_

SCHOOL ADDRESS: \_\_\_\_\_

SCHOOL TELEPHONE: \_\_\_\_\_ FAX: \_\_\_\_\_

SCHOOL CONTACT PERSON: \_\_\_\_\_ EMAIL ADDRESS: \_\_\_\_\_

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

UFT CHAPTER LEADER: \_\_\_\_\_

PARENTS' ASSOCIATION PRESIDENT: \_\_\_\_\_

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: \_\_\_\_\_ CHILDREN FIRST NETWORK (CFN): \_\_\_\_\_

NETWORK LEADER: \_\_\_\_\_

SUPERINTENDENT: \_\_\_\_\_

**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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	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.

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#### Vision Statement

Our vision of excellence is a community of life-long learners, where all individuals, both children and adults, seek and discover the knowledge and understanding to excel in middle school, high school, college, and beyond.

#### Mission Statement

- We nurture individual interests and passions to foster a love of learning itself.
- We initiate and cultivate relationships with students that integrate children into the community of learning and achievement.
- We plan and deliver challenging, salient lessons that meet and exceed the standards in place.
- We utilize consistent, proven assessments and evaluations to ensure the highest awareness of student progress.
- We generate teams, from both outside and inside the community, to address the specific needs that arise in our profession.
- We partner with leaders in the field of education to engage state of the art techniques and technologies that deliver results.
- We implement a school wide system of research- based interventions to assist students in their academic progress.

M.S. 45 / S.T.A.R.S Prep Academy reorganized four years ago. We restructured the school from three separate 7<sup>th</sup> & 8<sup>th</sup> Grade JHS Academies to a 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade Middle School that focuses on the development of the whole child, one child at a time.

We petitioned the Chancellor's Office and our name was officially changed to S.T.A.R.S Prep Academy, an acronym for **Striving Together At Reaching Success**.

We are a student centered middle school that strives to prepare our students to seek and discover the understandings and learnings that will help them excel in middle school, high school, college and beyond.

Additionally, we pride ourselves on being very open and transparent about the work and the decisions that are made at MS 45/STARS Prep Academy. Information is shared daily via e-mails and our E-chalk website. Our teachers are organized into four Professional Learning Communities: English Language Arts, Social Studies, Math, and Science. During the scheduled double period, teachers plan together, look at student work and share best practices. Our school has embraced the premise that Professional Learning Communities offer the most powerful conceptual model for transforming schools. The basic structure of the PLC is composed of collaborative teams working interdependently to achieve common goals.

**GE Middle School Success Grant** Last year we received the GE Foundation Middle School Success Grant for \$ 247, 000. The grant was Consistent with the Campaign for Middle School Blueprint and focused on strategies that directly impact the improvement of teaching and learning, with a focus in the areas of math and science. Due to a “mid course correction” for this current year, the grant has been reduced to \$55,00 which we will use to continue the work we have started. The work that will continue to be funded will be :

***PLC Work-*** Teachers will continue to meet weekly in Professional Learning Communities to develop curriculum, write lesson plans, study student work and student data, develop common formative assessments and set achievement goals.

- Teachers will work with curriculum consultant who will facilitate the work
- Teachers will participate in Professional Development in Technology (including data analysis and Smart Board training) after school- one 2 hour training session per month
- The training will be held in the new Math Lab. A new Smartboard will facilitate the work in the Math Lab.

Teachers will use **Net Books** during their training

***Professional Development*** for Science teachers at the NYC Center for Space Science. Teachers will participate in 6 different workshops that will focus on two units of study for each grade. These visits will be followed up by facilitated student group work.  
*Per Diem* will be paid for subs to cover teachers.

***IT Support Consultant (CUNY)-*** will continue to maintain technology in our Professional Learning Centers, Math Lab and school-wide.

**CFES (College For Every Student)** makes an impact on the entire population but specifically 100 of our “scholars.” Students are selected to be scholars through staff recommendations, academic evaluations and the students’ ability to adhere to the “scholar’s creed.” The scholars in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade score in the mid to high Level 2 range on the standardized tests. The students meet regularly with members of the CFES school staff (the Principal, one Assistant Principal, and 3 teachers) to address and focus on pathways to college, mentoring, and leadership through service, which are the 3 dimensions of the CFES organization. The school’s alliance with CFES has been a perfect match in order to foster the “prep school” model that has been part of the school’s mission. Students are addressed both as scholars and by the year of the college graduating class they represent. For example, all the current 8<sup>th</sup> grade students are addressed as the class of 2019—their college graduation date. Through college visits, guest speakers, student mentoring and community service activities, CFES has provided the school with the vehicle to promote and advocate for college success.

**Mount Sinai Clinic Plus** is an in-house screening service for students and their families providing assistance for social and emotional health issues. Students and parents meet together and individually with a member of the Mount Sinai staff to address specific concerns that may be of a mental health nature. The on site social worker working in conjunction with the school is also a member of the school’s School Intervention Team committee and works in collaboration with the other counseling and intervention systems in place.

**Margaret’s Place** is also housed in our building and services our youth and their families. This school based violence prevention program provides confidential individual and group counseling to those affected by crime and abuse. Referrals are made from school staff and students who are seeking out counseling services for themselves are also encouraged to seek assistance. The on campus social worker works closely with the staff and is part of the School Intervention Team. She and her staff

have embedded themselves into the culture of the school and have spearheaded and managed such campaigns as the “No Bullying” campaign and the “Peace Week” project. Classroom workshops focus on promoting healthy coping and communication skills and developing peer leadership where students are selected to enhance their knowledge, skills and awareness in order to become youth leaders. Our vision is to have in place a system of rigorous expectations and interventions to promote academic and social development, and thus to provide every incoming sixth grade student with the skills and attitude necessary to have a successful middle school experience.

**City Year** unites young people of all backgrounds for life of fulltime service giving them the skills and opportunities to change the world . These young leaders serve as tutors, mentors and role models for our students. They work with us on improving our attendance, our academics and run an after school program

**Comp2 Kids** is another relationship with Per Scholas, a computer School. Our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade students and their parents have received training and a refurbished desk top computer in three separate give-away during 2008 and 2009.

**Attendance Court** is a program that seeks to promote improved school attendance for chronically truant students. Families that are selected agree to participate receive individualized services that include counseling, tutoring mentoring, parenting skills, mediation and after school and after-school programs.

**Student Advisories** Students have an opportunity to meet with staff members ( pedagogues, counselors, Parent coordinator, and CBO’s) four times a week to address issues of concern and focus on the whole child. With the integration of our new UGO365 student friendly handbook, each month will focus on a different theme that addresses the needs and issues the middle school student are faced with. The monthly themes will include: What I Want, What I See, What I Think, What I Create, What I Hear, What I Hide, What I Remember, What I Celebrate, What I Love, What I Question, What I Dream, and What I Give.



**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					
<b>School Name:</b>	M.S. 45				
<b>District:</b>	04	<b>DBN #:</b>	O4M045	<b>School BEDS Code:</b>	310400010045

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					85.3	89.2	89.1		
Kindergarten									
Grade 1									
<b>Student Stability: % of Enrollment</b>									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					90.2	90.7			
Grade 4									
Grade 5									
<b>Poverty Rate: % of Enrollment</b>									
Grade 6	105	109	114	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	155	116	114		96.2	89.7	92.7		
Grade 8	179	15911 29							
Grade 9									
<b>Students in Temporary Housing: Total Number</b>									
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					7	113			
Grade 12									
Ungraded									
<b>Recent Immigrants: Total Number</b>									
				(As of October 31)	2007-08	2008-09	2009-10		
Total					14	16	7		
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(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	50	36	37						
No. in Collaborative Team Teaching (CTT) Classes	18	20	27	Principal Suspensions	97	124			
Number all others	44	47	39	Superintendent Suspensions	47	26			

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	90	65	73	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	14	18	6	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	12	33	(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	48	38	29
				Number of Administrators and Other Professionals	15	13	
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	2	2	3
(As of October 31)	2007-08	2008-09	2009-10				
	15	10					
<b>Teacher Qualifications:</b>							
<b>Ethnicity and Gender: % of Enrollment</b>				(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	100.0	100.0
American Indian or Alaska Native	1.6	0.5		Percent more than two years teaching in this school	66.7	84.2	
Black or African American	38.3	34.5		Percent more than five years teaching anywhere	58.3	73.7	
Hispanic or Latino	59.4	63.6		Percent Masters Degree or higher	81.0	87.0	
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.8		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.6	90.1	100.0
White	0.0	0.3					
Multi-racial							
<b>Male</b>	54.4	48.3	50.3				
<b>Female</b>	45.6	51.7	49.7				

## 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		
<b>Years the School Received Title I Part A Funding:</b>	<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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
<b>All Students</b>	x	√	x			-	
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-			-	
Black or African American	√	√					
Hispanic or Latino	x	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	√ sh	√	-				
Limited English Proficient	x	√					
Economically Disadvantaged	x	√					
<b>Student groups making AYP in each subject</b>	2	6	0			0	

#### **Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	67.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	7.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	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?
- 

### **English Language Arts**

**Using the Predictive Performance Assessment School Report for 2009-2010 in Language Arts for quantitative and qualitative data, student performance trends that have been identified in ELA are as follows:**

- **Approximately 52% of the school wide student population is on tier 2 in English Language Arts based on the Predictive Performance Assessment Report 2009-2010.**
- **Students at the 8<sup>th</sup> grade level account for the lowest number of students at tier 3 or above (29%) across all three grade levels compared with 7<sup>th</sup> grade at (47%) and 6<sup>th</sup> grade which was at (56%) according to the results of the Predictive Performance Assessment Report 2009-2010.**
- **Based on the three NY State Standards evaluated by the Predictive Performance Assessment Report 2009-2010 all three grades have difficulty with reading and evaluating information for understanding (Standard 1). Grade 6 especially struggled with reading for critical analysis and evaluation per Standard 3.**
- **Overall the sixth grade earned the highest percentage points in reading and writing for information and understanding.**
- **Overall the seventh grade earned the highest percentage points in reading for literary response and expression.**
- **Overall the eighth grade students earned the highest percentage points in reading for literary response and expression.**

### **ELA Performance Trends:**

#### **Strengths**

- **When applicable, teachers increase teaching and learning of literary skills through interdisciplinary tied texts.**
- **Intervention programs such as Great Leaps, Saturday Reading Academy (in Spring Semester), and Teen Biz 3000 for struggling readers, Special Education students, and Language Learners.**
- **Student portfolios maintained and travel with students to the next grade.**

- Utilization of the Reading and Writing workshop model to meet individual student needs as readers and writers.
- Striving to accomplish at least one year's growth in each students reading and writing abilities.
- Assessment driven curriculum and lessons for each unit.
- Incorporation of read-alouds into mini-lessons
- Use of mentor texts and exemplary student work to model for writing workshop.
- Publishing of student work through technology.
- Accountable talk via small and whole class discussions as well as a daily share at the end of each lesson.
- Increased volume of high interest books improving reading engagement among all grades.
- PLC utilized for evaluation student work and collaborative planning.
- Common grade wide assessment given throughout each quarter.
- Common ELA School wide grading system.
- Daily inclusion of vocabulary into each lesson.
- Written lesson summaries to demonstrate and reflect learning after individual lessons.
- Student opportunities to read, speak, write, and think about each day teaching points.
- Weekly grade and department planning periods.
- Development of curriculum with limited areas of overlapping.

### **Challenges**

- Increasing content related vocabulary into daily lessons.
- Developments of a student friendly reading log system.
- Teachers will address student accountability for homework.
- The need for more data driven curriculum and lessons.
- The quality of work in portfolios will continue to improve.
- Continue to increase the incorporation of test prep strategies and activities within the curriculum.
- Continue to address student deficiencies in spelling and grammar.
- Continued development of student writing journals as a means to increase the amount of writing students are completing at home.
- Three tiered differentiation into every day lessons.
- Increase utilization of library by students throughout the day.

## SECTION V: ANNUAL SCHOOL GOALS

### **MATH**

Using the Quality Review Report 2009-2010 and the Predictive Performance Assessment School Assessment Report 2009-2010 in Mathematics as sources for quantitative and qualitative data, student performance trends that have been identified in mathematics are as follows:

- Approximately 37% of the school wide student population is on tier 2 in mathematics based on the Predictive Performance Assessment Report 2009-2010.
- Students at the 6<sup>th</sup> grade level continue to account for the lowest number of students at tier 3/4 in mathematics (42%) as compared with the 7<sup>th</sup> grade (52%) and 8<sup>th</sup> grade (65%) as reflected on the Predictive Performance Assessment Report 2009-2010.
- Of the 5 mathematics strands, the algebra strand continues to represent one of the lowest average % points obtained across all the grade levels as reflected on the Predictive Performance Assessment Report 2009-2010, (6<sup>th</sup> grade – 28%) (7<sup>th</sup> grade – 33%) (8<sup>th</sup> grade – 39%)

Within the mathematics department, the greatest accomplishments and significant aids over the last two years have been in the following areas:

- Meeting Adequate Yearly Progress (AYP) in all subgroups
- Use of our professional learning community (PLC) as a vehicle for professional growth through the use of academic themes, books, and professional journals that are shared as a department.
- Being an active participant in the acquisition of a grant from the General Electric Corporation that has provided our school with a variety of professional and academic resources.
- Involvement in a pilot program for Common Core State Standards in mathematics, courtesy of the General Electric Corporation.

Significant barriers or challenges to our school's improvement within the mathematics department have been as follows:

- Our professional learning community (PLC) needs to improve on bridging student generated data to effective instruction planning that takes implements differentiation
- As a professional learning community (PLC) we currently do not have a most effective system for establishing common assessments at each specific grade level
- Creating an inquiry based web site on ARIS as a forum for mathematical dialogue between teachers in the department
- Scheduling procedures for effectively mainstreaming students with disabilities(SWD) in a timely manner
- Below average quality homework being turned in by students on a consistent level

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### **DATA- NYS 8<sup>th</sup> Grade Science Exam**

Year	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	32%	55%	12%	1%	13%
2008	14%	50%	35%	1%	36%
2009	33%	50%	17%	0%	48%
Gain/ Loss	-19%	-	-18%	-1%	-12%

2010					
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**Performance Trends:**

<b>Strengths</b>	<b>Challenges</b>
In similar tradition to the prior years, we have revamped our current curriculum maps to reflect the content which is given in abundance throughout the 8 <sup>th</sup> grade intermediate science exam.	As a department/ PLC, we will continue to seek the level of professional development required to meet the diverse instructional needs of our growing Special Education, ELL, and low level readers.
There have been more opportunities to collaborate, and for common planning which allowed us to design weekly lesson plans (available for all teachers to view), common assessments, and an opportunity to assess student work as a PLC.	This year there was much transition in terms of positioning the science teachers at their most effective grade level that we were never really able to establish the level of consistent instruction that we needed daily.
We have been able to maintain a central location for our teaching resources which has allowed us to have access to a full range of instructional tools throughout the year.	We are still lack a consistent bilingual science teacher to meet the growing needs a very diverse and steadily rising population of ELL students.
This year thanks to the creation of a science PLC and GE funds, we were able to receive an extensive amount of professional development in the areas of inquiry science, integrating technology, the use of thinking maps, and how to implement effective learning strategies in our curriculum.	As demonstrated throughout the written component of the science exam, our students still have difficulty with the content specific vocabulary, and science literacy.
It cannot be said enough how invaluable our partnership with GE provided us the opportunity to partner with City Parks, which allowed us to gain the experience to better understand how to use the local parks and community to teach “real world” science through inquiry investigations.	

**Social Studies**

**DATA - NYS 8<sup>th</sup> Grade Social Studies Exam**

Year	Level 1	Level 2	Level 3	Level 4	Level 3/4
2007	34	62	4	0	4
2008.	26	64	10	0	10
2009	17	68	15	0	15
Gain/Loss	<b>-9%</b>	<b>+4%</b>	<b>+5%</b>	<b>0</b>	<b>+5%</b>

**Performance Trends:**

As indicated by the 8<sup>th</sup> Grade 2009 State ELA exam, 68% of students are scoring at a Level 2 which impacts their ability to achieve in social studies, which is also literacy based subject. The 8th Grade Social Studies State Test data shows that 66% of the students scored at Level 2 and that this

shows a correlation between the ELA and Social Studies State Exams. After a review of 2009 graduating 8<sup>th</sup> graders exit projects and final fourth quarter grades, it was noted that about 75% of students were performing at a Level 2 or less. These trends indicate that increasing literacy skills will impact and improve students' ability to score and perform higher on social studies assessments.

## **Strengths**

The educators in the Social Studies Department are working more collaboratively in their Professional Learning Communities (PLC) to ensure that their curriculum maps and State Mandated Learning Standards are cohesively being taught in 6<sup>th</sup> -8<sup>th</sup> grades. The Social Studies Department continues to review several years of past 8<sup>th</sup> grade state exams and identifying key skills and vocabulary that should be taught from 6<sup>th</sup> - 8<sup>th</sup> grade in preparation for this test. Assessment Exams are being created throughout the grades to mirror the format of the 8<sup>th</sup> grade state exam. Authentic Literacy and interdisciplinary projects are being infused into the curriculum in order to integrate Social Studies with other subject areas. Experiential trips (e. x. Metropolitan Museum, Holocaust Museum, Museum of Natural History, King Tut Exhibit, etc.) are being taken in all grades to make the Social Studies material more interactive and bring a clearer understanding to abstract concepts. Civics activities are regularly made a part of the school culture through the Student Government Organization, City Year, and other in school partnerships and clubs. In addition, the Independent Investigation Method (IIM) is used as a research tool to improve students' data collection and analysis skills.

## **Challenges**

The school struggles to integrate the curriculum with other subject areas. This impedes the teachers' ability to infuse more rigor into their lessons. Furthermore, educators are challenged with incorporating differentiated instruction into their lesson plans. Hence, students produce work that is not illustrating their full potential. Students are challenged by their inability to think critically and to make clear meaning of abstract concepts.



## 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.

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**Instructional goals in MATHEMATICS for the academic school year 2010-2011 are as follows:**

- Utilize our professional learning community (PLC) as a vehicle for analyzing student work/data that leads to more common planning for differentiated rigorous instructions
- Maximize our professional learning community (PLC) time for establishing more common assessments at each specific grade level
- Effectively improve the transition of mainstreaming students with disabilities (SWD) into the general education population for instruction in mathematics
- Establish an effective system for improving the level of engagement in the quality of homework turned in by students and that reflects an accurate alignment with state standards

**Instructional goals in SCIENCE for the academic school year 2010-2011 are as follows:**

- Utilize our professional learning community (PLC) as a vehicle for analyzing student work and data that leads to effective planning for a more differentiated and rigorous level of instruction.
- Maximize our professional learning community (PLC) time for establishing a rigorous testing schedule which will allow us a increased opportunity to analyze/ monitor individual academic performance.
- An increased focus on teaching the elements of the scientific method, and how to conduct standards based science inquiry, since we will require that all students must submit a grade level exit project.
- Work cohesively with the math department/ PLC to design an interdisciplinary curriculum that highlights components of math in science, and science in math.

**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):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By Spring 2011, all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will show improvement school wide from 50.3% to 68% on the NYS ELA test by an intense focus on read-alouds for note taking with graphic organizers and utilization in essay writing.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation of readers and writers workshop along with initial TC reading assessments.</b></li> <li>• <b>Implementation of read alouds during the demo/model section of the reader’s workshop weekly.</b></li> <li>• <b>Creation of strategy and skill based lessons.</b></li> <li>• <b>Teacher collaboration used to create unit plans in the framework of the workshop teaching model including: teaching point, mini-lesson, modeling, independent or partner practice, and share.</b></li> <li>• <b>Daily implementation of accountable talk through mini-lessons, partner and whole class discussions, share time at the end of the period, and wrap up with written lesson summaries.</b></li> <li>• <b>Implementation of reading programs such as: Great Leaps and Achieve 3000 Teen Biz.</b></li> <li>• <b>Introduction and training for students in the use of the M.S. 45 S.T.A.R.S. Prep Academy library with a focus on research skills.</b></li> <li>• <b>Collaboration of teachers to create a comprehensive plan for language development and increasing vocabulary skills. Some teacher training in E.S.L. techniques to be used and applied to the general education student population as needed.</b></li> <li>• <b>Establish a culture of reading and writing that will extend beyond the classroom.</b></li> <li>• <b>Planning based on collective assessments and analysis of published writing during the ELA PLC.</b></li> </ul>

- Assessment and collection of “On Demand Writing” after each unit of study.
- Scheduled Language Arts Assessment via Scantron.
- Introduction and continued development of essay writing throughout all grade levels.
- Utilize appropriate multiple intelligences to sustain students needs and adjust to student growth throughout the year.
- All teachers will engage students in test strategies and skill strands on a continuous basis throughout all four quarters of the academic school year.
- End of quarter assessments across all grades.
- Incorporation of technology, e.g. interactive websites, Renzulli Learning, Teen Biz 3000, and Scantron to target specific academic needs of each student.
- Use of various visual literacies for expression and understanding.
- Launch and pre-assess students for SRA during AIS periods.

#### **Semester 2**

- End of quarter assessments across all grades.
- Increase focus on use of technology and ongoing assessment of our readers.
- Focus on skills and strategies in both reading and writing designed to help students prepare for the state exam.
- Scheduled Scantron Reading assessment.
- Use of art for interpretation and analysis of stories.
- Continued planning based on assessment of student work.
- Continued use of SRA during AIS to work on skill deficiencies.

#### **Semester 3**

- Continue use of the collection of data to increase our ability to teach each individual student.
- Ramp up Saturday Academy for level 2 and low 3 students with a focus on test prep.
- Utilization of Kaplan test prep books to prepare students for the state test.
- Implementation of test prep strategies.
- Ongoing staff collaboration to share effective classroom practices.
- End of quarter assessments across all grades.
- Scheduled Scantron writing assessment.
- Continued use of SRA during AIS to focus on differentiated reading, word study, comprehension, and skill study.

#### **Semester 4**

- Increase focus on sharing helpful information in achieving our goal with regard to student reading and writing growth.

	<ul style="list-style-type: none"> <li>• Continual data analysis of collected information regarding our individual learners and assessment of existing systems.</li> <li>• Literacy celebration to recognize student accomplishments regarding reading and writing.</li> <li>• Analysis of current year’s plan and its effectiveness; recognition of areas of strength and weakness.</li> <li>• Analysis of student deficiencies in reading and writing skills.</li> <li>• Post assessment of SRA and evaluation of student strengths and weaknesses.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Weekly grade-level specific planning meetings.</li> <li>• Weekly department-wide planning meetings (PLC).</li> <li>• Continuous training on technological applications such as SMART boards, school website, Easy Grade Pro, Teen Biz 3000, PD 360, and data analysis for means of differentiation.</li> <li>• Use of standard based, grade appropriate textbooks and other materials.</li> <li>• Continued development of Library-Media center.</li> <li>• Complete SRA kits and labs.</li> <li>• Modeled workshops of how to differentiate reading and writing lessons effectively.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Use of Scantron Performance Assessment Results and Acuity Predictive Assessment.</li> <li>• Biannual implementation of TC Reading Assessments.</li> <li>• Student reading logs.</li> <li>• Grade specific quarterly exams.</li> <li>• Literacy celebration.</li> <li>• Student progress reports and report cards.</li> <li>• Use of assignment specific rubrics as an alternative assessment and daily written lesson summaries.</li> <li>• Student quarterly portfolio projects and review.</li> <li>• Continued analysis of student work at ELA PLC throughout the year.</li> </ul>

Subject/Area (where relevant):     **MATHEMATICS**    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By Spring 2011, all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will show improvement school wide from 62.3% to 80.0% on the NYS state Math exam by utilizing our professional learning community (PLC) as a vehicle for analyzing student work/data that leads to more differentiated and rigorous instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Teacher on-grade level sharing of data with colleagues from student generated work that is kept as a running record in a binder that is ritually brought to each PLC</li> <li>▪ Use of Apperson software as a tool for tracking and sharing of student data with colleagues</li> <li>▪ Teacher generated common assessment to be used at each specific grade level</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>▪ Professional development to train teachers on how to use Apperson software to generate data on student assessments</li> <li>▪ Maintain block scheduling for professional learning community (PLC) to afford teachers common planning time</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ Professional binders as running record of student data collection</li> <li>▪ Use of Apperson software to generate data reports to track academic growth and trends</li> </ul>

**MATHEMATICS**

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Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Maximize our professional learning community (PLC) time for establishing more common assessments on each specific grade level</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Use of Exam –View Software to generate common assessments at specific grade levels</li> <li>▪ Use of Weekly Lesson Plan Overview (WLPO) format as a tool for generating common assessments</li> <li>▪ Infuse benchmark for assessment within each grade-level pacing calendar</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>▪ Professional development to train teachers on how to appropriately use Exam-View software to generate data on student assessments</li> <li>▪ Assign, on a rotating basis, the writing up of the Weekly Lesson Plan Overview (WLPO) to each teacher so as to share with their grade-level colleagues as well as lead teacher in mathematics and assistant principal in charge of curriculum</li> <li>▪ Utilization of Acuity as an academic resource for targeting students' academic needs as reflected on informal assessments</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ Timely execution of dissemination of Weekly Lesson Plan Overview (WLPO)</li> <li>▪ Presenting common assessment reports in a timely manner at scheduled PLCs</li> <li>▪ Referencing each grade-level pacing calendar as a living document that is periodically revisited on each grade level</li> </ul>

Subject/Area (where relevant): MATHEMATICS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Effectively improve the transition of mainstreaming students with disabilities (SWD) into the general education population for instruction in mathematics</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Use of formal assessment data and IEP mandates to afford students with disabilities (SWD) the opportunity to be instructed in a mainstreaming environment</li> <li>▪ Inclusion of assessment of data for students with disabilities at PLCs to strategize methods for differentiating their instruction in the mainstreaming environment</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ School-wide scheduling that best aligns general education mathematics classes to coincide with special education classes in making the transition for mainstreaming most effective</li> <li>▪ Assigning a “buddy teacher” to students in a mainstreaming environment so as to monitor the student’s needs and concerns</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Scheduled Periodic updates held at PLC’s on the progress of students with disabilities’ progress in the mainstreaming environment</li> <li>▪ Student data reflecting academic gains within the mainstreaming environment</li> </ul>

Subject/Area (where relevant):     MATHEMATICS    

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Establish an effective system for improving the level of engagement in the quality of homework turned in by students that reflects an accurate alignment with state standards</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Use of Weekly Lesson Plan Overview (WLPO) template for establishing a consistent system of homework activities</li> <li>▪ Using homework more effectively to spiral classroom activities and projects</li> <li>▪ Making homework assignments more accessible</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Inquiry –based research on Center for Learning in Unsupervised Environments (C.L.U.E)</b></li> <li>▪ <b>Alignment of homework assignments to common core state standards</b></li> <li>▪ <b>Use of E-Chalk to reflect a running record of posted homework assignments</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Running record of submitted weekly lesson plan overview documents within each grade level</b></li> <li>▪ <b>Use of professional learning community (PLC) as a forum for inquiry of (C.L.U.E)</b></li> </ul>

**Subject/Area (where relevant):** \_\_\_\_\_

**SCIENCE**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> <li>1- Utilize our professional learning community (PLC) as a vehicle for analyzing student work and data that leads to effective planning for a more differentiated and rigorous level of instruction.</li> <li>2- Maximize our professional learning community (PLC) time for establishing a rigorous testing schedule which will allow us a increased opportunity to analyze/ monitor individual academic performance.</li> <li>3- An increased focus on teaching the elements of the scientific method, and how to conduct standards based science inquiry, since we will require that all students must submit a grade level exit project.</li> <li>4- Work cohesively with the math department/ PLC to design an interdisciplinary curriculum that highlights components of math in science, and science in math.</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Utilize the Science PLC to meet for 90 minutes a week to create a grade level lesson plans, labs, projects, rubrics, assessments, and as an opportunity to analyze student work.</li> <li>▪ As a school, we still need to meet our deficit in terms of content specific vocabulary, so we will implement an instructional protocol of using of NYS science multiple choice questions for in class do nows, called “rapid fire” questions.</li> <li>▪ Using the SRA science lab kits we will differentiate science content/ reading to allow multiple access points for low level readers up to students who are level 3 and 4.</li> <li>▪ Utilizing GE financial allocations to collaborate with the NASA Space Center to receive professional development for science teachers, which should yield opportunities for teachers to utilize their facility to conduct scientific inquiry/ investigations.</li> <li>▪ To address specific areas of weaknesses in our quality review of academic rigor, and differentiated instruction. We will set up and adhere to a stricter testing schedule to allow ourselves to use PLC meeting time to monitor, record, and measure individual student progress.</li> <li>▪ We have already begun to focus on meeting the new common core curriculum standards as we create our quarterly projects and assessments, but we will</li> </ul>

	<p>more cohesively with the Math PLC to analyze state exams, so we are taking advantage of opportunities for interdisciplinary projects and instruction.</p> <ul style="list-style-type: none"> <li>▪ Work with special education, CTT, and SETTS teachers to analyze student IEPs, and design more instructionally engaging lessons to meet the needs of our growing special education population.</li> <li>▪ A major push for further training and the utilization of technology will be made in the science department (for the purpose of integration into instruction, as well as assessment will be made) by using <ul style="list-style-type: none"> <li>○ ExamView software once teachers are fully trained will allow them to easily design instructional assessments and benchmarks, for weekly and quarterly timeframes.</li> <li>○ Apperson Scanners will allow for timely collection of individual student data from formal assessments, as well as to provide immediate feedback to students and parents.</li> <li>○ EasyGradePro grade keeping and website, will be implemented to provide clear instructional timeframes, expectations, and report generating to students (to establish individual student benchmarks/ goals) and parents.</li> <li>○ Study Island testing software will be used as test prep year round for all 8<sup>th</sup> grade students in the area of science.</li> <li>○ Students will be using virtual labs to expose them to “real world” application in the classroom, which should increase student engagement.</li> <li>○ SmartBoard training will continue to allow teachers to design lessons which incorporate SmartBoard technology.</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ Collaboration with NASA Space Science Center in the areas of NYS science exam preparation, and instructional strategies.</li> <li>▪ Professional development to train teachers on how to use Apperson software to generate data on student assessments.</li> <li>▪ Maintain block scheduling for professional learning community (PLC) to afford teachers common planning time.</li> <li>▪ Much technology training will be required and implemented during the Science PLC initially, and possibly afterschool, to allow instructional goals to be met in the classroom.</li> <li>▪ Use of standards-based textbooks and technology resources to support core curriculum by utilizing NYSTL funds.</li> <li>▪ Weekly departmental planning which will occur during PLC meetings</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- **Teachers should maintain professional binders which should not only contain professional development for the year, but serve to store a running record of student data collection.**
- **Use of Apperson and EasyGradePro gradekeeping software to generate reports to track academic growth and performance trends.**
- **The student quarterly portfolio projects should exemplify a rigorous and standards focused attempt to master grade level performance indicators.**
- **Rigorous weekly testing with the use of Apperson Scanners should provide evidence of individual student performance in respect to meeting the instructional objectives.**
- **Read/Write/Think agenda should be evident in the quality of informal assessment and student lesson summaries.**

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**Subject/Area (where relevant):**     Social Studies    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 8<sup>th</sup> Grade students in all accountability groups, including Special Ed and ELLS will improve from 16% to 25% meeting the standard on the 2011 NYS Intermediate Social Studies Test by focusing on portfolio development, geography skills and vocabulary expansion.</b></p>
<p><b>Action Plan</b> <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><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Support services through ELA classes for ELL's, Spec. Ed., low Level 2's and 3's with improving literacy (reading, writing, speaking) in English. City Year can assist with mentoring, civics projects, and homework completion support.</li> <li>• More LCD's and laptops are needed for classroom use. Assess functionality of computers with internet service, TVs, VCRs and DVDs in building.</li> <li>• Training for staff in differentiation, the diffusion of rigor into the curriculum, and new core standards based projects geared towards portfolio assessments.</li> <li>• Purchasing textbooks, for the Sixth grade core curriculum, portfolio binders, etc.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• At the end of every lesson students will write end of lesson summaries.</li> <li>• Students will take weekly tests that will mirror structures of State Exam. The unit test will follow the same structure.</li> <li>• Project based assessments will be used. Projects will include skill builders for State Exam. The students will receive 4-6 projects per quarter of which at least 2 will become portfolio artifacts.</li> <li>• Eighth grade students will perform at level 3 on State Exam in June.</li> <li>• Standardized rubric used across Social Studies Department.</li> </ul>

**Subject/Area (where relevant):**  
**DATA ANALYSIS**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• <b>By June 2011 using the PLC's as a vehicle for training in analyzing formative assessment data, teachers will use EASY GRADE PRO to track, analyze and assess student performance.</b></li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>Teachers will meet weekly to develop unified formative assessments in all content areas</b></li> <li>• <b>Teachers will use the formative data to make informed decisions regarding differentiation in all content areas</b></li> <li>• <b>Use of Apperson Scanner to facilitate the grading of all assessments</b></li> <li>• <b>Teachers will analyze ELA and MATH ITA results to provide interventions for students who have not mastered the necessary skills</b></li> <li>▪ <b>Professional development to train teachers on how to appropriately use ACUITY to generate data on student assessments</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Maintain block scheduling for professional learning community (PLC) to afford teachers common planning time.</b></li> <li>• <b>Weekly departmental planning which will occur during PLC meetings</b></li> <li>• <b>Lead teachers and A.P.'s</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Use of Apperson and Easy Grade Pro grade keeping software to generate reports to track academic growth and performance trends.</b></li> <li>▪ <b>The student quarterly portfolio projects should exemplify a rigorous and standards focused attempt to master grade level performance indicators.</b></li> <li>▪ <b>Rigorous weekly testing with the use of Apperson Scanners should provide evidence of individual student performance in respect to meeting the instructional objectives.</b></li> </ul>











## **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								
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	
<b>Mathematics:</b>	
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

**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.

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

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

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

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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**

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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.
  - a. Two –thirds of our students are Hispanic.. In addition, about 25% of our students are ELLS. We require a Spanish translator at all our Parent conferences. We have had to find staff members to assist in the translation of all documents so that parents are made aware of school developments and events.
  - b. Will assess for other languages in September by reviewing the Home Language Identification Surveys and reviewing Emergency Cards.
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.
  - All documents going to parents are translated. We will inform all parents of this policy at our September Orientation/ Curriculum Night. We will send this message via the Phone Master in September.
  - Our School Handbook ,School Calendar and Monthly Newsletter and calendar are now available in both languages
  - In 2009-2010 we will focus on making sure the general postings on our website will be in English and Spanish.

#### **Part B: Strategies and Activities**

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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.
  - a. We will provide translation services for the following:
    - Student/Parent handbook
    - Monthly newsletter & Calendar
    - Letter to Parents
    - Report Cards
    - Progress Reports

### Notices to Parents

These services will be offered by in-house staff

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 will be provided as follows:

- Phone Master Messages
- Parent Association Meetings
- Assembly Programs
- Open School Nights
- Any special event

These services will be offered by in-house staff

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>.

We will do the following in notifying parents of their rights

- We will provide written notification and will also present orally at our Parent Orientation/ Curriculum Night in September. We will also post this information on our website and will include in monthly in our newsletter/calendar.
- We will post a sign near the Main Lobby near our sign in desk indicating where a copy of such written notification can be obtained.
- Our main office is staffed by Bilingual personnel and in the case of an emergency parent will be able to communicate with the school.

**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**

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3. 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.

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

### **Part B: Strategies and Activities**

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4. 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.
5. 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.
6. 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>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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

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

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

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

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

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

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

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

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

## MS 45 SCHOOL PARENTAL INVOLVEMENT POLICY

### PART I - GENERAL EXPECTATIONS\_

**MS 45** agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I

- MS 45 will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
  - Parents on the SLT will be members of sub committees that review and help to develop certain parts of the CEP. .
- **MS 45** 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 program. The evaluation will include identifying barriers to greater participation by parents

in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- At Teacher Conferences in November, parents will be asked to complete a survey which asks for their input on school matters and their own particular needs. We will also ask for parent e-mail addresses. We will create a contact list for all parents. All communications will happen via e-mail, school web-site, back-packed hard copies, and phone master.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
  - 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 Title I, Part A;
  - how to monitor their child's progress; and
  - how to work with educators.
- The school will provide opportunities for parents to get involved in school activities:
  - The school will provide open houses, parent workshops, and special Quarterly events that will help parents work with their children to improve academic achievement: Sept- Parent Orientation, Nov- P/T Night & Multicultural Festival, Feb: P/T Night and We Celebrate Our School, May- Cinco de Mayo
  - Invite parents to student presentations of projects in classes.
  - Invite parents to Science Fair, Math Carnival, Social Studies Museum, Literacy Celebration, Student Award Assemblies, CFES Scholars Events, Ciitizen School Events, City Year Events ,etc.
  - Invite parent to at least one trip per year.
  - Provide parents with childcare services during meetings and special events.
  - Encourage and request 2 class parents per class to serve as another means to relay important information to other parents.
- The schools will, with the assistance of the district 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 offering Professional Development in these areas- i.e. How to speak to Parents on Open School Night. We will give out hand-outs with suggestions for the parents.
- The school 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 Title I 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:
  - Parents will receive yearly calendar in September
  - Parents will receive Student Parent Handbook in September
  - Parents will receive monthly newsletter and calendar update
  - Parents will be notified of special events through the School Messenger phone system
  - Teachers, students and parents will communicate via e-mail system and the MS45 E-Chalk website.
  - Postings of special events will be strategically posted around the perimeter of the school.
  - Class parents will be encouraged to reach out to other parents to remind them of upcoming events.
  - Community outreach through meetings with churches and other community based organizations.

- The school will ensure that the annual City Parent Survey is disseminated and returned in the spring.

**PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

- MS 45 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
  - School Leadership Team elections will be held yearly
  - School Leadership Team meetings will be held monthly.
  - The School Parental Involvement Plan will be developed by the SLT and will become part of the CEP
  - The minutes from the SLT will be posted outside of Room 104.

**PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Other activities at MS 45 will include:

- providing necessary literacy / Computer training for parents from Title I, Part A funds (i.e. E-Chalk/ E-mail)
- 4 hours of Technology Literacy for all incoming 6<sup>th</sup> grade parents provided by COMP2KIDS
- 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;

**PART IV ADOPTION**

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the MS 45 on June 2009 and will be in effect for the period of September 2009– June 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 28, 2009.

\_\_\_\_\_ *Signature of Principal*  
 \_\_\_\_\_ *(Date)*

\_\_\_\_\_

## MS 45

# SCHOOL-PARENT COMPACT

**MS 45 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 2009-2010.

### School Responsibilities

#### **MS 45 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:
  - Hire the most qualified teachers to teach our students
  - Schedule students for classes that meet state mandated units
  - Focus on school wide instructional strategies that will improve student learning
  - Provide the needed interventions for our struggling students
  - Provide enrichment for our students already meeting the standards
  
- **hold parent-teacher conferences** during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during Parent teacher conferences in November, February and April.
  
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
  - *Parents will be advised regularly of their student's progress by the content area teachers via phone calls and e-mails.*
  - *Three Interim progress reports will be issued half way through each report card period in October and January and March*
  
- **provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as needed  
Parents, A.P's, and teachers will set up a mutually acceptable meeting time. Parents will also be able to meet with teachers after each Progress report.
  
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - Parents will be invited to volunteer to be class parents- two per class
  - Parents will be invited to presentations in the child's content area classes.

- Parents will also be invited to our yearly Art Expo, Science Fair, Math Fair, Literacy Celebrations and Social Studies Museum. They will also be invited to any student performances and Awards Assemblies
- Parents will be notified of these events via our yearly calendar, our monthly newsletter/ calendar, our automated Phone Messenger , teacher invitation and e-mail using the E-chalk program

## Parent Responsibilities

**We, as parents, will support our children’s learning in the following ways:**

- supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her school activities everyday;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
  - Monitoring and limiting the time on the internet;
  - Monitoring and limiting the time spent on the phone;
  - Monitoring and limiting time spent on video games
  - participating, as appropriate, in decisions relating to my children’s education;
- promoting positive use of my child’s extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- making sure my child reads 60 minutes each day; providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child to accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- expressing high expectations and offer praise and encouragement for achievement.
- Ensure that their child has a nutritious breakfast before school starts

## STUDENT RESPONSIBILITIES

**We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:**

- come to school daily and on time;
- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 60 minutes every day outside of school time and put the information on the Reading Log;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)
- eat a nutritious breakfast everyday before school starts

## ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

### **MS 45 will:**

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics using ARIS link
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - 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.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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

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

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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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.

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:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **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>

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### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	M.S. 45/S.T.A.R.S. Prep Academy					
<b>District:</b>	4	<b>DBN:</b>	04M045	<b>School</b>		310400010045

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.3	89.2	89.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		90.2	90.7	90.8
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	109	114	78	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	116	114	119		96.2	92.7	95.0
Grade 8	159	129	107				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	113	37
Grade 12	0	0	0				
Ungraded	1	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	385	358	306	(As of October 31)	2007-08	2008-09	2009-10
					14	16	7

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	36	37	32	Principal Suspensions	97	124	38
# in Collaborative Team Teaching (CTT) Classes	20	27	42	Superintendent Suspensions	47	26	56
Number all others	47	39	18				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	65	73	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	18	6	TBD
# ELLs with IEPs	12	33	TBD
Number of Teachers	48	38	33
Number of Administrators and Other Professionals	15	13	11
Number of Educational Paraprofessionals	2	2	4

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
	15	10	20	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	66.7	84.2	81.8
				% more than 5 years teaching anywhere	58.3	73.7	72.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	87.0	84.8
American Indian or Alaska Native	0.5	0.0	0.7	% core classes taught by "highly qualified" teachers	95.6	90.1	98.8
Black or African American	34.5	35.5	33.7				
Hispanic or Latino	63.6	62.6	63.7				
Asian or Native Hawaiian/Other Pacific	0.8	1.4	1.6				
White	0.3	0.6	0.3				
<b>Male</b>	48.3	50.3	51.3				
<b>Female</b>	51.7	49.7	48.7				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
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#### 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:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v				-	
Hispanic or Latino	X	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	X	v					
Economically Disadvantaged	X	v				-	
<b>Student groups making</b>	<b>2</b>	<b>6</b>	<b>0</b>			<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	35.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	6.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	24		
<i>(Comprises 60% of the</i>			
Additional Credit:	1		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>1</b>	District <b>04</b>	School Number <b>045</b>	School Name <b>M.S. 045 S.T.A.R.S</b>
Principal <b>Tomasz Grabski, IA</b>		Assistant Principal <b>Maria Tilves</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Adrian Spatzer, ESL</b>		Guidance Counselor <b>Lyzardo Valedon</b>	
Teacher/Subject Area <b>Lorraine Levey, ESL</b>		Parent <b>Cynthia Cherry</b>	
Teacher/Subject Area <b>F. Morales, Spanish Teacher</b>		Parent Coordinator <b>Roberto Cameron</b>	
Related Service Provider <b>Elaine Mejia, Bilingual Speech</b>		Other <b>A. Rivera, Spanish Teacher</b>	
Network Leader <b>Marina Cofield</b>		Other <b>C. Chavez, Bilingual Teacher</b>	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>2</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>307</b>	Total Number of ELLs	<b>65</b>	ELLs as Share of Total Student Population (%)	<b>21.17%</b>
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## Part II: ELL Identification Process

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

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

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

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

The initial steps for identifying newly arrived ELLs are as follows: Adrian Spatzer is the ESL Teacher/LAB/BESIS Coordinator who does the intake and the HLIS survey with parents. For translation purposes, Roberto Cameron, Parent Coordinator helps Miss Spatzer translate the HLIS for parents when necessary. Adrian Spatzer has her Master's in T.E.S.O.L., is tenured, is a Teacher Network Leader Fellow, and has had several professional development trainings on the intake processes and the evaluation of ELLs. For the LAB-R in English, Adrian Spatzer administers this exam to the students who are required to take it and TBE Connie Chavez does the LAB-R in Spanish to the students who need to take the exam in Spanish.

Currently, our school provides all documentation to ELL parents in both English and their native language. Additionally, parents are required to attend a Parent Orientation in October, this specific meeting is for the parents of new ELLs. At this meeting, which lasts two hours the ESL/BESIS Coordinator discusses and defines what the HLIS is and what the HLIS means. Furthermore, parents receive information about the different types of ESL programs offered at our school. The programs which are offered are oth TBE and Free Standing ESL. The documents are in both English and in the native languages of the parents, which are Spanish and Arabic respectively. Additionally, they watch the parent orientation video. Also, the law and CR Part 154 are discussed with the parents. More so, parents are given information about the different types of assessments ELLs are given. For example, at the parent orientation meeting, the ESL/BESIS Coordinator discussed the NYSESLAT, LAB-R, and the interim NYSESLAT predictive. Parents fill out the program choice they want for their children. At our school, we feel it is necessary that parents are reached out to before November, that way we ensure that they understand the rights and responsibilities of the service providers for ELLs. Also, parents are always given any documentation in both their native language and in English for Curriculum Night, Parent teacher Conferences, and etc. Both the ESL/BESIS Coordinator and the parent Coordinator work closely together to make sure that we are meeting the needs of our ELL parents.

As mentioned above, parents attend a parent orientation where they fill out the survey so they can choose the type of program they want and are informed of the other options. During the parent orientation meeting, the Parent Coordinator and the ESL/BESIS Coordinator assist parents in filling out the survey as well as providing them with their entitlement letters in both English and their native language. Additionally, the entitlement letter is explained in superfluous detail to parents.

Our school makes contact with parents in their native language to ensure that they are given the program choice that they want. When a parent wants their child to be in a TBE program they are placed in one and vice versa for the ESL Free-Standing model. When newcomers, SIFE, or beginners in English come, school staff suggests to parents that their children would benefit from a TBE program because it would give them instruction in both English and in their NL. Since our school is a 6<sup>th</sup>-8<sup>th</sup> grade, a student will stay in a TBE program unless otherwise requested by parents to have their students move.

Based on the trends in program choices requested by parents, 5% of parents requested freestanding ESL services while the remaining 95% opted for the TBE model. With a new BESIS/LAB Coordinator/ESL Teacher the program trends from last year to this year are that the majority of parents prefer for their children to be in the TBE program. Last year, there were 97 ELLs and 88 of those students were in a TBE program. In the current school year, there are 65 ELLs and only 9 ELLs who are not in a TBE class.

Currently, are program models are aligned with parent requests, which is incredibly important because it means that our school is currently meeting the needs of both the ELLs and giving the parents the services that they request mostly.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							17	23	16					56
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1	3	5					9
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	18	26	21	0	0	0	0	65

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	14
SIFE	14	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	25

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	15	14	1	7	0	7	8		8	30
Dual Language										0
ESL										0
<b>Total</b>	<b>15</b>	<b>14</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>8</b>	<b>30</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	23	21					61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	2						3

**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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>26</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>65</b>

**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
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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							1	2	5					8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

## 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 current organizational models provided for ESL instruction are Collaborative (two ESL teachers) who provide ESL services to the TBE students for their ELA/ESL class in 7<sup>th</sup> and 8<sup>th</sup> grade as well as teach Science under the guise of ESL for both the 7<sup>th</sup> and 8<sup>th</sup> grade TBE classes. Additionally, in 6<sup>th</sup> grade, ELLs receive their service by their certified bilingual teacher and receive an additional two periods a week of ESL provided by the ESL teachers in a self-contained model. Furthermore, there is also a bilingual special education teacher who provides services for the students who require 12 to 1 to 1 services in both Spanish and English. Also, students who need ESL services and are not in the TBE classes receive their services in a pull-out method.

Currently, 54 out of 65 ELLs are in the TBE program and they all receive additional services than is required by CR Part 154. Also, many former ELLs choose to stay in the TBE class. This gives them additional support, especially because many of these students are entitled for up

to two more years of ESL services. All of the ELLs in the 7<sup>th</sup> and 8<sup>th</sup> grade TBE classes have two ESL teachers for their ESL/ELA class and that is 8 periods a week. Additionally, they receive 6 periods of ESL Science in both the 7<sup>th</sup> and 8<sup>th</sup> grade TBE classes. Sixth grade ELLs in the TBE program receive 8 periods of ESL/ELA provided by their bilingual certified teacher and 2 periods of collaborative ESL from the two ESL teachers. The students who are pull-out students receive their required minutes. The majority of these students are advanced students and require only four periods a week of ESL. Currently, with the 7<sup>th</sup> and 8<sup>th</sup> grade TBE classes students are split with their proficiency levels because the classes are co-taught with two ESL teachers and can be done as such. That way the ESL teachers are ensuring growth from all students at the levels they are in. All of the students in TBE classes have three to four periods a week of native Language as well as in 7<sup>th</sup> and 8<sup>th</sup> grade TBE classes Social Studies and Math are provided in both Spanish and English. In 6<sup>th</sup> grade, the TBE students receive, 4 periods a week of Native Language and are provided bilingual instruction in Mathematics. All of the teachers who work with TBE students and ELLs understand the required time and that students are mandated to receive these services as per the CR Part 154.

In the 6<sup>th</sup> grade TBE program, students receive their instruction in Math and in English in both English and Spanish. The approaches used are CBI and direct instruction. The 6<sup>th</sup> grade TBE educator provides much differentiation and scaffolding in her instruction that way her students all achieve. In Science, the 6<sup>th</sup> grade TBE students receive their instruction in English and the approach is both using vocabulary/language in the content as a vehicle for teaching the content. Additionally, textbooks are provided in both Spanish and in English. In 6<sup>th</sup> grade Social Studies, the content is primarily taught in English with Spanish support. The Spanish support is given from both peers and dual language textbooks. The Social Studies teacher in 6<sup>th</sup> grade has her students in heterogeneous grouping to allow beginners the advantages working with more native-like students so that they can also gain the content and the language skills.

In 7<sup>th</sup> and 8<sup>th</sup> grade TBE classes, both Science and ESL/ELA are taught very similarly. Both classes use the CBI model as well as using Understanding by Design as a unit planning method. Furthermore, in both ELA/ESL and Science both language and content are taught simultaneously and emphasis is placed on both the learning of the language in the content of Science and ESL/ELA as well as gaining an exemplary level of understanding in the contents of both Science and ESL/ELA. The ESL teachers provide scaffolds, large levels of differentiation, varied assessments for students at different skill levels. Furthermore, beginners in Science and ESL/ELA use a program called RIGOR which enhances their knowledge and skills in both the contents of Science and Social Studies while also build their English Language development skills. Essentially, for beginners, RIGOR provides a vehicle that allows students to learn the new language, but doesn't move away from the contents they have to learn. Furthermore, special attention is paid to vocabulary, grammar, and building students writing and reading proficiencies. In 7<sup>th</sup> and 8<sup>th</sup> grade TBE classes, their Social Studies and math classes are taught using the bilingual instructional model. This means that everything from assessments to the daily lessons are provided in both Spanish and in English.

Instructionally, SIFE students are taught with an emphasis of gaining literacy content skills that are level appropriate; however, teachers are tapping into SIFE's schemata and background knowledge in the core content areas when delivering lessons. The teachers recognize that SIFE students need literacy skills in both their NL and in English, so teacher provide level appropriate material that is aligned to the skill the teacher is giving to the other levels of the students. Also, special consideration is given to both SIFE and newcomers with using a program called RIGOR that way they can climb the ladder with language skills in English as well as build their content along side it. Many materials are scaffolded and differentiated to the SIFE students working level.

Newcomers are taught similarly to SIFEs with exception that teachers focus on the students L1 to help transfer content and language into the L2. Additionally, newcomers are creating an interlanguage in both their L1 and L2 to navigate the teachers' daily lessons. Newcomers are also being given content in English at their respective levels, while in their L1 that are receiving instruction that is grade-level appropriate. Also, special attention is paid to the ELA exam and lessons are geared to students growth so that they can pass the ELA exam.

For students who have been receiving services for 4 to 6 years, our school targets these students by giving them instruction at their appropriate levels with a focus on the four modalities in ESL, speaking, listening, reading, and writing. The instruction for this subgroup is varied from the other subgroups because the emphasis on these students is to reach grade-level proficiency and skills as well as to test proficient on the NYSESLAT by using the CBI instructional model.

Our LTEs (Long Term ELLs) are given instruction that is aligned with the CBI model and with an emphasis on testing proficient on the NYSESLAT. These students are also given opportunities to be a part of a specific after-school program that is designed for them and for SIFE/Newcomer students. Additionally, these students instruction is targeted specifically so that they can pass the state exams in all contents. Currently, all of our LTEs are advanced ELLs, so many of them are grade level appropriate. One should note that both with the LTEs and ELLs who have been receiving services for 4 to 6 years, 24 students from these subgroups tested proficient last year on the NYSESLAT from MS 45.

Our ELLs who are co-identified as both ELLs and SPED are given instruction that fits both their ESL needs and what is identified as the

learning needs they have as per their IEPs. Our students who are co-identified get their mandated ESL instruction and their SPED services. The ESL teachers and SPED teachers work together to enhance instruction and learning for these particular students. Some of these students are in TBE classes, so they are in a setting that is supporting the NL needs, L2 requirements, and their special education mandates. Many scaffolds, differentiation, and accommodations are made to make sure that students co-identified will grow throughout the school year academically.

## 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?

City Year fellows provide a large targeted intervention program in which they assist pedagogues in their classrooms in both the contents of Math and ELA. These fellows pick individual students who have low ELA or Math State scores and concentrate on working with these students in a small group setting and improving their scores and skills in both contents. Additionally, SCAN Beacon is provided as a supplemental service in the afternoon and nearly 95% of the ELLs are participants in this program. This program is additional instruction support in both ELA and Math as well and is taught by pedagogues in the building. Essentially, this service targets level 2s and level 1s to ensure that these students will grow at least a number for the next state exam. Also, LTEs, 4 to 6 year ELLs, and SIFE students may opt to participate in an ESL/Technology/Science driven after-school program that targets growth in all the modalities while also allowing students to become technologically literate and to become young scientists.

The majority of our ELLs who have tested proficient are able to take advantage of the additional support and services provided to our ELLs. For students who decided to not have the entitled services, the ESL teacher invites them into the after-school program to act as tutors and language gurus for their peers.

This year, with Title III monies, the ESL department plans to make an after-school program that has more students, but also extends itself from just ESL content to adding the contents of both Science and technology. This program intends to have students making "how to" videos in regards to all different types of science experiments, especially with Earth Science. Also, with purchasing RIGOR last year, the ESL team and Bilingual teachers all use this program to enhance beginners, newcomers, and SIFE students language and content knowledge in both Science, Language, and Social Studies. Additionally, advanced and proficient students are being pushed and given extremely high expectations in regards to the level of writing they need to accomplish and the type of literature they are engaged in. Also, the plans are to make science more hands on with the focus being on experiments to help students understand a hard content by doing it instead of reading about it.

Our school is no longer using the push-in model because it has been less effective as a pedagogy style. Instead, they have changed to co-teaching and the self-contained model for ELLs to receive their services. Additionally, Citizens School is no longer a CBO here because of the CBOs decision to move to an elementary school.

Our school invites all students to participate in all programs offered. Additionally, all of the after-school programs and CBOs have some providers who are bilingual and can provide native language assistance.

ELLs are invited to join SCAN beacon which is a Math and ELA supplemental program. Also, they are invited to join City Years after-

school program which focuses on several different types of activities which range from learning about journalism and being journalists to physical activities.

We use RIGOR, Achieve 3000, teacher created materials that are differentiated and scaffolded, SMART Board tools, and other various methods that enhance the learning of ELLs. Teachers use many different approaches to help our ELLs learn both English and the content. Students often work in small groups or with a partner to allow students to discuss the content in both their native language and in English. Teachers differentiate and scaffold materials. Teachers use a variety of visual aids and phonics-based systems when appropriate. Students travel on field trips to museums, biological parks, and other academically enhancing destinations to help reinforce classroom instruction. The ESL teachers primarily use CBI model to deliver ESL. Furthermore, the teachers infuse the morphological, grammatical, lexical, sociological, and historical perspectives in language when creating ESL lessons. The teachers also change their lessons on the BICS to CALP spectrum when performing lessons. The teachers differentiate on three levels; beginner, intermediate, and advanced. The ESL teacher groups according to level and the work is provided at their level. Additionally, grouping can either be homogeneous or heterogeneous depending on the activity and the skill being taught. This reinforces the need to reach students' zone of proximal development and allows students to work just below their frustration levels independently. As for technology, students become familiar with a SMARTBOARD, use podcasts, create videos from start to finish including editing tools, flip camcorders, digital cameras, and achieve 3000, which is an online technological non-fiction based literacy program.

NL is provided as per CR PART 154 with students in the TBE program. More specifically, 6<sup>th</sup> grade TBE students receive NL classes in both Math and English, as well as in Spanish reading and writing. In 7<sup>th</sup> grade TBE, students are provided with NL support in Social Studies and Math. Furthermore, 7<sup>th</sup> graders receive additional NL by having 4 periods a week of NL. In 8<sup>th</sup> grade TBE, students are provided with NL support in Math and in Social Studies. Additionally, they are given 3 periods a week of NL. Spanish is offered as a language elective. Additionally, support services are provided at the appropriate age and grade level when required and necessary. Newcomer ELLs are invited to participate in summer program that is in collaboration with Tito Puente Education Complex. Also, they can sign up for the Summer Bridge program provided for all incoming 6<sup>th</sup> graders. Additionally, students are provided with four times a week advisory that also helps acclimate newly arrived ELLs into the school culture and the culture of New York City.

### 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.

Teachers who are not certified in either Bilingual or ESL instruction are given training through in-house professional development that focuses specifically on the needs of our ESL population. The Double IIM research method training caters to both the general and ELL population and provides a plethora of research and practices that tailor to ESL pedagogy and theory as well as gives detailed lesson plans, scaffolds, and suggestions for ways to differentiate the lessons. Furthermore, teachers are provided with the Achieve 3000 training and this program in and of itself is differentiated and scaffolded for many different types of learners. Additionally, teachers are given ESL training during the PLCs by the ESL teachers that way they can gain knowledge in ESL pedagogies and teaching practices that are the best for ELLs. All professional development data is kept in a journal that is housed in the main office.

### 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?

In order to keep our parents of ELLs informed of the ELL instruction taking place at MS 45, our parent coordinator organizes four, one hour long meetings per year in which ELL parents and ESL teachers are invited to attend and discuss. Additionally, the Parent Coordinator and the ESL Teacher/Besis/Lab Coordinator run a three hour training for parents who of ELLs who are new to our school and it is an informational session. Invitations are sent via mail, email, and using an automated call service. Margaret's Place, Comp 2 Kids, City Year, and Attendance court provide workshops and services to ELL parents. Parents are given surveys to help evaluate their needs as well as during parent meetings we run them in a "town hall" style that is very socratic and allows for many questions and analysis. parents are always invited to two celebrations per year as well to celebrate the work that their children have created and completed. These activities address the needs because we provided them in both English and their native language, we provide them at different times to accommodate their busy schedules, and we give direct and helpful information about the ESL program, their children needs and levels, and are always available for discussions and meeting when and if they want them.

## 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)						5	7	6						18
Intermediate(I)						4	8	7						19
Advanced (A)						9	10	9						28
Total	0	0	0	0	0	18	25	22	0	0	0	0	0	65

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B						5	5	5					
	I						2	2	2					
	A						11	18	15					
	P													
READING/ WRITING	B						5	7	6					
	I						4	8	7					
	A						9	10	9					
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	6	4	1		11
6	13	6	0		19
7	5	10			15
8					0
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	1	3	6		2	3			15
6	5	1	13						19
7	7	2	5	3					17
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		19	3	9	1			39
8		1		1					2
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	22		9		13				44
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	Native Language	

**New York State Regents Exam**

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

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)	5	4						
Chinese Reading Test								

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

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

doing the QRI and Fountas and Pinnell.

Students across the board in all grades raised their NYSESLAT scores from the previous year except for one student. Also, it shows that students, even some beginners, are advanced or intermediate with their Speaking and Listening Skills. This is a perfect example of where students first develop their BICS (basic Interpersonal Communication Skills) and then become more advanced/proficient in the modalities of reading and writing. However, these scores are not always indicative of performance and/or reality. For example, at our school last year we had 16 new entries into the country, across different grade levels.

In regards to instruction, these scores obviously highlight the areas where instruction needs to be improved. Although, it should be mentioned that over 20 students tested out in 2009-2010. The focus of instruction has to be on gaining high level literacy skills in regards to the modalities of reading and writing.

Beginners across the board are faring poorly in exams they must take in English. However, some beginners who take a content test like Math or Science in Spanish are faring much better and this is a direct result of their literacy skills in their L1. We have a complete mix at our school. Some students taking the exams in English are faring just fine by getting 2 or 3's on these exams, while others are failing; however, I don't think there is any type of major trend in our testing data. Although, one could say that all ELLs need to be faring better because the average score for an ELL on any state exam is a level 2.

We use the ELL periodic assesments to shape and guide our instruction as well as pull out the problem areas for students so that we can help our students improve in the areas where they need more work and focus.

### 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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		