



TASS M301

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01/ MANHATTAN/ 01M301
ADDRESS: 185 FIRST AVENUE
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TABLE OF CONTENTS

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M301 **SCHOOL NAME:** Technology, Arts and Sciences Studios

SCHOOL ADDRESS: 185 First Avenue

SCHOOL TELEPHONE: 212-982-1836 **FAX:** 212-982-0528

SCHOOL CONTACT PERSON: George Morgan **EMAIL ADDRESS:** gmorgan@schools

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: George Morgan

PRINCIPAL: George Morgan

UFT CHAPTER LEADER: Deanna Keller

PARENTS' ASSOCIATION PRESIDENT: Elisa Lopez-David

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** 101

NETWORK LEADER: Marina Cofield

SUPERINTENDENT: Daniella Phillips

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
George Morgan	*Principal or Designee	
Deanna Keller	*UFT Chapter Chairperson or Designee	
Elisa Lopez-David	*PA/PTA President or Designated Co-President	
Marla Pretlow	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	
Brian McCarthy	Member/ Teacher	
Christopher Chambers	Member/ Teacher	
Judy Garner	Member/ Parent	
Rosemary Hameed	Member/ Parent	
	Member/	
	Member/	
	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.

TASS middle school m301 is a small middle school located in the East Village. We have 230 middle school students, and we are located on the top floor of PS 19. We currently have 13 classrooms, a guidance office, and three administrative offices. We service 3 6th grade classes (one of which is a 12-1 special education class, four 7th grade classes (one of which is a 12-1 special education class) and 3 8th grade classes (one of which is 12-1). We have one principal, one assistant principal, one guidance counselor, a dean, a parent coordinator, a secretary two school aides and a SAPIS drug counselor. We have 21 teachers, three paraprofessionals and we share a SBST Team with PS 19. Our students live primarily in the Lower East Side and went mostly to neighborhood elementary schools.

Vision Statement

We are a school where education is a collaborative process. Our teachers, administrators, students and their families work together to provide a rich, rigorous and well rounded educational experience. We are a complete community. We value our diversity and recognize the beauty and worth of our respective represented cultures in order to learn about the greater world and prepare our students to take the reins of the future. We emphasize a safe community, with warm classrooms, where students can take emotional, social and academic risks in order to explore self expression and yet still contribute to the greater social good. Our students will leave TASS with the self confidence and the academic and social skills to become productive and positive members of society.

Mission Statement

TASS provides teachers with opportunities to integrate arts and technology into content area classes. We believe that by embracing the arts and technology students are best able to grow as learners, doers and ultimately as citizens in our ever changing city and world. TASS believes that the sense of personal achievement and self awareness that can come through the exploration of the content areas, when enhanced by the integration of arts and technology, will offer every child the opportunity they deserve and need in order to gain a more truly expanded vision of the world.

Community Based Organizations - TASS Middle School has working relationships with several community-based organizations, and we are currently looking to establish more.

- Third Street music - Provides music instructors to collaborate with our teachers in teaching instrumental music.
- Learning Leaders - provides volunteers to come into the school to work one on one with children
- Lincoln Center Institute Focused School - Arts integration and arts professional development and instruction in the classroom.
- Boys and Girls project - advisory program for 6th graders.

- Hunter College

Instructional strategies in use correspond to a standards-based curriculum, and include:

- Reading/Writing workshop in ELA and humanities based classrooms
- Comprehensive classroom libraries
- Impact math and a constructivist approach to teaching math
- Cooperative learning in all classes
- Student-centered learning in all classes
- Project-based instruction in all classes
- Common planning time
- Integrated curriculum with an arts and technology infusion
- 4 arts periods per week of music, visual arts, and/or theater arts

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Technology, Arts and Sciences Studios m301				
District:	01	DBN #:	01m301	School BEDS Code:	310100010301

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					92	91	91		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					91.8	92.4	-		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	92	83	64	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	59	92	57		92.4				
Grade 8	58	60	67						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					4	8	7		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			188		4	2	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	25	33		Principal Suspensions	53				
No. in Collaborative Team Teaching (CTT) Classes	0	8		Superintendent Suspensions	10				
Number all others	26	29							
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS										
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number						
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10			
2007-08 2008-09 2009-10				CTE Program Participants						
# in Trans. Bilingual Classes				Early College HS Participants						
# in Dual Lang. Programs										
# receiving ESL services only				12	16	16	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				3	3		(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			16	15	20	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			3	3	3	
(As of October 31)				2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			2 1 1
				Teacher Qualifications:						
Ethnicity and Gender: % of Enrollment				(As of October 31)			2007-08	2008-09	2009-10	
(As of October 31)				2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			100 100 100
American Indian or Alaska Native						.53	Percent more than two years teaching in this school			31.3 29 70
Black or African American						24.47	Percent more than five years teaching anywhere			12.5 18.5 65
Hispanic or Latino						58.51	Percent Masters Degree or higher			81 81 95
Asian or Native Hawaiian/Other Pacific Isl.						9.04	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			89 89 95
White						5.32				
Multi-racial						-				
Male						53.1				
Female						46.8				

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

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

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?
-

Areas of strength

1. School leaders and faculty collaboratively create coherent, detailed curriculum maps, aligned to State standards that include rigorous activities and interdisciplinary units, which challenge students to do their best.
2. School leaders and faculty regularly gather and analyze a comprehensive range of summative and formative academic and social data, which they effectively use to identify trends and areas for additional supports.
3. The school developed unique assessment tools that enable them to effectively organize and evaluate student data, which leads to timely responses to English language learners and special education students.
4. Teacher teams regularly and effectively collaborate to establish data-informed achievement goals for identified subgroups of students so that teachers can collectively monitor student progress towards the goals.
5. School leaders and teachers regularly discuss the effectiveness of their assessments and data tools and measure the effectiveness of the school's goals of accelerating student achievement.

Attendance

An area of great concern is student attendance. Only 38% of our students had between 95-100% attendance.

- 15% had absence rate greater than 5%
- 28% had absence rate greater than 8-15%
- 19% has greater than 15%
- 62% have less than 95% attendance 10 days or more absent.
- Lateness -- chronic lateness

We know that our attendance issues must be addressed with a consistent and comprehensive plan.

Implications from our School Survey Report

Our score decreased in each of the four major categories: Academic Expectations, Communication, Engagement, and Safety and Respect.

- Communication: We feel that there is a major disconnect between reality and perception, but understand that the onus of communicating what is really happening at the school lies with us. Therefore we intend to put in place a comprehensive plan to boost communication with

families, which will help generate parent participation and clarity about what is happening at our school. Furthermore, our survey response rates from parents were only 21% this year – further showing the dysfunction of our community in galvanizing support for our school and students.

- Discipline – We understand that we lacked in overall student discipline, and that student behavior has been a major contributor to the inability of our students to reach high standards

Implications from our School Quality Review

Although our school received a well developed on our SQR this year, we acknowledge two areas where our reviewer felt we needed improvement

- Administration needs to differentiate for teacher development and teacher support strategies which will increase teacher competencies in implementing best practice, especially in the areas of differentiated and individualized instruction.
- Provide youth development using the support of outside agencies extended day activities—We need to find assistance in developing our extended day activities so that our students receive a multiple options in terms of extended day enrichment.

Implications from our acuity reports as of February

6th grade	70%	3 Or 4
7th grade	51%	3 or 4
8th grade	56%	3 or 4

Lci

Integration

Push for understanding interventions.

More effective ctt

Collaboration efforts.

Programming common planning time

What the School Does Well:

#1. Lincoln Center Institute - Lincoln Center Institute Focused School. We have developed a strong partnership with LCI. This has been strengthened over the last few years to include a very solid working partnership. Through this relationship, LCI provides extensive professional development to our teachers in integrating the arts into core content areas. Our students are exposed to 3 arts events throughout the year. Units are planned around these events to provide rigorous instruction and higher-level thinking through Maxine Greene’s philosophy of Capacities for learning.

#2. Initiative to increase differentiation in instruction. Regular team meetings for professional developments and to discuss student work. (alternating weeks) – Each week our teacher teams

meet to discuss students and look at work, or engage in ongoing professional development in the areas of classroom management, instruction (best practice) and technology integration. Every other week, teachers alternate between team meeting and professional development.

#3. Writing initiative across the curriculum. – Teachers have taken on the task of increasing writing quality and output by developing projects and assignments in all subject that are writing intensive. Teachers are have aligned writing curriculum by developing writing rubrics as groups and by designing assignments across grades and disciplines.

#4 Collaboration. -- School leaders and faculty collaboratively create coherent, detailed curriculum maps, aligned to State standards that include rigorous activities and interdisciplinary units, which challenge students to do their best. School leaders have successfully developed systems whereby teachers routinely collaborate during highly structured teacher team meetings so that they are included in decisions that impact on achievement and data use.

ANUAL 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.

Based upon a preliminary needs assessment, New York State math and reading scores are not released yet and so academic goals are to follow, we feel that we need to work in two areas:

- 1. Teacher professional development**
- 2. Student social development**
- 3. Self Contained Special Education Classes – few students met one year’s progress.**

Below are action plans addressing these three areas.

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): Teacher Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We will provide structures that create differentiated support strategies for teachers who experience difficulty delivering consistent, rigorous instruction.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. In consultation with administrator, teacher will select area of need from the Santa Cruz teaching Continuum. This will be area of individual study and focus for the year. 2. Teacher will write monthly reflection on using practices including successes and failures 3. Teachers will be given observations three times per year with a checklist that is specifically designed for their individual observation.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>We have funded two people on staff with monies set aside specifically for one on one staff development and assistance in providing intervention services.</p> <ul style="list-style-type: none"> • Chris Chambers is funded 50% with Title 1 SWP funding • Adam Gutterman is funded 40% with TL Stabilization funding. <p>Both will serve, along with the principal, as professional development coaches for the implementation of this action plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The periodic “check-ins” are listed relative to the three items in the above action plan.</p> <ol style="list-style-type: none"> 1. Administration and teachers will have individual consultation meetings to devise teacher goals by November 1, 2010. 2. Teachers will write 10 minute reflections monthly at monthly faculty meeting and share with partner teachers for feedback. 3. Administrators will conduct observations specifically focused on the individual teacher’s goal 3 times per year – one in the fall, one in the winter, and one in the spring.

Subject/Area (where relevant): Student social development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will provide structures that foster good citizenship among our students that include:</p> <ul style="list-style-type: none"> • A suitable code of ethics • Reduction in bullying incidents. • A safer school, where all students can take academic risks. • A strong sense of community.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Development and implementation of an advisory program for all grades. Advisory program broken into 4 units</p> <ul style="list-style-type: none"> • Community • Academic growth • Health • Social Justice in the Greater Community <p>Town Hall meetings once a month in gym.</p> <p>Student Council meets twice/month</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • We have scheduled advisory at least once per week with all students. • We have scheduled \$9,000 to secure the services of Lincoln Center Institute to provide an integrated curriculum fusing arts and other core subject courses. Along with the arts component is a heavy dose of social justice and liberal studies including the human experience and our interactions with each other and our world. • Summer curriculum design -- Paying two teachers per-session to custom design curriculum for our for our students in order to provide an effective implementation of the advisory program.

Indicators of Interim Progress and/or Accomplishment

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

- Decrease in overall suspensions
- Increase in parent and student satisfaction on school surveys
- Increase in attendance rate
- Increase in nys math and reading scores

Subject/Area (where relevant): ELA and Self-Contained Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>80% of students in our 6th and 7th grade 12-1 classes will make one year’s progress in ELA. 80% of our 12-1 students will meet their individual goals as indicated on their IEP.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will convert our 6th grade and 7th grade 12-1 classes into bridge classes. Creating a more equitable student teacher ratio, and providing appropriate reading instruction as to the requirements of the students’ IEP.</p> <p>We will run use Wilson Reading Instruction with the lower level group, as well as reading comprehension instruction, and we will focus on reading comprehension with the higher level group.</p> <p>These classes will be fluid, and we will place students into the appropriate class as according to their skill level and need.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Two special education teachers funded with tax levy dollars will teach ELA and reading in both fiction and nonfiction literature to two 12-1 classes. One teacher will teach lower group (Wilson and decoding strategies), one will teach upper group (reading comprehension focus).</p> <p>Professional development in teaching Wilson Strategies.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Meeting the goals on the IEP of 80 % of our students • Higher scores on the interim assessments. • Increased scores on the ELA exam • Gained credit for self contained special education students on our 2011 progress report

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	9	6	2	2	6	-	-	-
7	11	16	16	11	6	-	3	-
8	14	20	14	20	8	-	3	-
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction based on the components of balanced literacy 4 after school sessions per week
Mathematics:	Small group instruction – 4 afterschool sessions per week.
Science:	Small group instruction – 4 afterschool sessions per week.
Social Studies:	Small group instruction – 4 afterschool sessions per week.
At-risk Services Provided by the Guidance Counselor:	At risk counseling provided by counselor and Hunter College interns on an as needed basis during the school day.
At-risk Services Provided by the School Psychologist:	As needed during the school day
At-risk Services Provided by the Social Worker:	As needed during the school day
At-risk Health-related Services:	As needed during the school day.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6-8 **Number of Students to be Served:** 20 LEP 168 Non-LEP

Number of Teachers 20 **Other Staff (Specify)** 8

School Building Instructional Program/Professional Development Overview

1. In consultation with administrator, teacher will select area of need from the Santa Cruz teaching Continuum. This will be area of individual study and focus for the year.
2. Teacher will write monthly reflection on using practices including successes and failures
3. Teachers will be given observations three times per year with a checklist that is specifically designed for their individual observation.
4. Teachers will meet regularly with professional developers from Lincoln Center Institute to develop understanding of the Capacities for Intellectual Learning

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

Dual Model for Differentiated Instruction

Technology, Arts, and Sciences Studios uses the Push-In [Co-teaching] model for 16 periods (45 minutes each), with up to eight periods of pullout instruction (45 minutes each).

Push-in Instruction

Eligible ELLs, as well as a number of non-eligible and former ELLs, receive the benefits of reading and writing interventions, through programs such as Achieve3000, computer technology, and explicit teaching of literacy strategies via push-in co-teaching at TASS.

Push-in co-teaching allows ELLs and students from a variety of levels and backgrounds to receive explicit instruction in reading and writing strategies, literature, vocabulary, and standardized test preparation. Teachers work together to instruct students through the use of graphic organizers, technology, multimedia, and other helpful methods and techniques, to enhance comprehensive input for all students.

Pullout Instruction

We have eight scheduled periods (45 minutes each) of pullout instruction, as well as two extended day 45-minute periods. In the pullout periods, we are serving newcomers from DR, China and Bangladesh, as well as a Fujian ELL who has consistently tested as a beginner/intermediate on the NYSESLAT for several years. Pullout services have been scheduled mainly during Spanish language and arts classes.

Students in the pullout class need intensive instruction and intervention. The class allows the students to gain access to high interest, lower-level reading materials, as well as engage in project-based learning with an emphasis on creativity and higher-level thinking skills. Students practice all four ESL modalities, through technology, literacy interventions, research, presentation, and journal and essay writing.

All students who receive pullout services also receive push-in classes in ELA. The pullout sessions are important for intensive work in writing and reading skills, but the push-in sessions help to integrate the ELLs into the ELA curriculum.

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

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

The ESL teacher attended a number of professional development sessions including QTEL: Building the Base, Demystifying ELL Data, and Differentiating Reading and Writing for Middle School. She will continue to go to more professional developments, including those related to bilingual education, writing, and technology, throughout the school year.

ELA teachers have also attended QTEL seminars and other professional developments related to reading and writing, and preparing ELLs for standardized tests, including the NYS ELA. In-house ELL PDs hosted by the certified ESL teacher will also be available throughout the year.

Section III. Title III Budget

No title III Funding

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We send home letters written in languages that correspond to blue card language indications telling parents that we have translation services in their languages. Parents can contact us to arrange language interpretation/translation.

We use bi-lingual staff members to further interview families about their interpretation/translation needs.

We utilize the Translation and Interpretation Unit hot line on a needed basis.

We post signs telling visitors that we have translation services in 8 different languages. Including sign language interpreters.

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

We find that we have had success communicating with our parent population. We have relied on the services of the translation hot line unit, and the various language skills of our learning community (including school personnel and student family members). We have also hired outside interpreters contracted with the Department of Education.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We use in school personnel to translate necessary documents, and we use the services provided by the DOE to provide translations for those documents that we are unable to translate in house.

We send home all Previously translated Department of Education Literature.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We use in school personnel to interpret information to parents, and we use the services provided by LIS, contracted vender to the DOE for on-sight interpreters, to provide interpreters for those parents that we cannot accommodate in house.

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 distribute family letter that invites families of the 9 major languages to reach out to us and request translation/interpretation services.

We will continue to use in-school personnel to translate necessary documents, and use the services provided by the DOE to provide translations for those documents that we are unable to translate in house.

We will continue to use in school personnel to interpret information to parents, and use the services provided by LIS, contracted vender to the DOE for on-sight interpreters, to provide interpreters for those parents that we cannot accommodate in house.

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:	153,373	57,977	211,350
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,534	580	2,114
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100 _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

School-Parent Compact

We, the school and parents agree to work cooperatively to provide for the successful education of our children.

SCHOOL.

We understand: the need to offer a flexible number of meetings at various times and if necessary provide funds for class coverages and interpreters in order to facilitate meetings.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the SWP Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum and instruction based upon New York State Standards and best teaching practices.

We understand: the need to deal with communication issues between teachers and parents through:

- **Parent Teacher Conferences**
- **Reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities**

We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

PARENT/GUARDIAN

I understand: the need to be involved in my child's education.

I understand: the need to work with my child on schoolwork; read with my child on a regular basis and encourage my child to read each day.

I understand: the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching
- Health needs
- behavior

I understand: the need to share responsibility for my child's academic achievement.

I understand: the need to communicate with my child's teachers about his/her educational needs.

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process

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.

Needs assessment is part of the needs assessment that was spearheaded by SLT described in the above report.

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

The two action plans mentioned in the goals section address the needs listed above.

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

Professional development is addressed in the action plans and budget portions of the goals listed above.

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

Hiring staff attends job fairs, and works closely with HR partner to attract qualified staff.

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

Very active PTA. We hold potluck dinners combined with presentations given by both principal and literacy coach about reading and writing at home and in school.

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.

NA

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.

We have held and will continue to hold professional developments centered around looking at data collected from assessments both formal and informal in order to drive appropriate instruction and differentiation.

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.

Our IEP teacher works closely with school staff to identify students who need test modifications. We meet weekly at our AIS and PPT teams to discuss students who need AIS services including possible 504s.

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.

We work with our guidance counselor, social worker, school psychologist and ppt team on a weekly basis to address these needs.

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			153,373	X	14
Title I, Part A (ARRA)	Federal	X			57,977	X	14, 15
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			26,349	X	18
Tax Levy	Local		X				

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have 7 students in temporary housing.

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

Our STH population will receive advisory program instruction -- professional development provided by *Girls Project and Boys Project of the Lower East Side*. They will have access to our afterschool enrichment program –AIS and content area focus on Mondays and Tuesdays, and Club or Enrichment focus on Wednesdays. STH students will also experience at least three arts events in music, dance, theater arts and/or visual arts through-out the year. This program is through a school and Lincoln Center Institute collaboration which provides arts integration instruction and arts appreciation experiences to our students.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Technology, Arts, and Sciences Studio					
District:	1	DBN:	01M301	School		310100010301

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.2	91.0	89.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	78	54	50				
Grade 7	88	83	45				
Grade 8	63	93	91				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	2	0	0				
Total	231	230	186				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.4	94.0	94.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	62.8	51.9	75.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	9	19

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	2	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	31	24	Principal Suspensions	53	54	29
# in Collaborative Team Teaching (CTT) Classes	8	9	13	Superintendent Suspensions	11	12	17
Number all others	37	34	29				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	15	15	TBD	Number of Teachers	16	20	20
# ELLs with IEPs	4	9	TBD	Number of Administrators and Other Professionals	3	4	4

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

Number of Educational Paraprofessionals	2	3	1
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	16	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	31.3	45.0	65.0
				% more than 5 years teaching anywhere	12.5	25.0	40.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	75.0	95.0
American Indian or Alaska Native	1.7	0.4	1.6	% core classes taught by "highly qualified" teachers	89.4	90.2	96.8
Black or African American	22.5	27.8	24.7				
Hispanic or Latino	56.7	56.5	58.6				
Asian or Native Hawaiian/Other Pacific	13.4	10.9	9.1				
White	5.6	4.3	5.9				
Male	54.5	53.5	54.8				
Female	45.5	46.5	45.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					WD
Overall Score:	40.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	7.9	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	25.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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

Template for Title I Parent Involvement Policy and Parent-School Compact for MS 301

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS 301, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS/HS XX's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. MS 301 will support parents and families of Title I students by:

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

MS 301's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the MS 301 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, MS 301 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ⁴dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

MS 301 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;

- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

MS 301, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. MS 301 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;

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

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the School Leadership Team on November 3, 2010.

The final version of this document will be distributed to the school community on February 2, 2011 and will be available on file in the Parent Coordinator's office.

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

**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 102	District 1	School Number 301	School Name TASS TASS/TECHNO
Principal George Morgan		Assistant Principal Chris Chambers	
Coach Margaret Jones		Coach	
Teacher/Subject Area		Guidance Counselor Mike R. Goodwin	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Darlene Fein	
Related Service Provider		Other	
Network Leader Courtney Dowd		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	188	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	10.11%
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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.
- 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.)
 - 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.

ste response to questions 1-6 here

1. When students are admitted to the NYC public school system for the first time, parents fill out The New York City Department of Education Parent/Guardian Home Language Identification Survey (HLIS). The certified ESL teacher or qualified pedagogue conducts an informal interview with the parents to establish the home language using the HLIS survey in the family’s native language. Bilingual staff, family members, and/or NYCDOE over-the-phone translation services can help to facilitate oral and written communications between the family and the school.

If the home language is not English, the ESL teacher administers the LAB-R standardized test within 10 days of student enrollment. The results of the test are hand-scored by the ESL pedagogue, as well as formally scored, to determine the student’s English proficiency in all modalities – speaking, listening, reading, and writing – as well as eligibility for service.

In addition to the LAB-R standardized assessment, the NYSESLAT is administered every spring by the certified ESL teacher. This test assesses student gains in English proficiency in the four modalities of speaking, listening, reading, and writing. The speaking and listening tests are administered first, followed by the reading and writing assessments. All eligible ESL students must take the test, including X-coded students with IEPs who do not require services.

The Certified ESL Teacher, Margaret Jones, is responsible for conducting the initial HLIS survey in the parent’s native language, administering the LAB-R, and other initial assessments.

2. After the HLIS survey is completed, and the LAB-R is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members.

During the meeting with the ESL pedagogue, the parent reads the ELL Parent Brochure and views the Parent Orientation DVD, both in the native language. The Parent Choice Program, described in detail by the pamphlet and DVD, includes the following: 1.) Transitional Bilingual Education (TBE), 2.) Bilingual Education, and 3.) Freestanding English as a Second Language.

The certified ESL teacher informs the parent or guardian about all program choices, regardless of what the school offers. If a specific program choice is not offered at the school, the administration will arrange for the transfer of the student to another school with that program.

The ESL teacher informs the family that the student’s placement by parent choice is for one school year. Furthermore, the student will be placed in an age-appropriate class until service needs are identified.

Parents should be encouraged to select one program for the duration of the child’s education. Research suggests that staying consistently with one language program – instead of switching between two or more programs – may be more beneficial for acquiring a second language.

After the brochure and DVD are viewed, and all programs are thoroughly described, parents have a chance to ask questions. Then, parents are given the “Parent Survey and Program Selection” form in the native language.

The two major objectives of the form are to 1.) survey whether or not pertinent information was disseminated by the pedagogue to help parents make an informed decision, and 2.) allow parents to make first, second, and third choices for the child’s English language program. Parents can either complete the form at the end of the meeting, or at home.

If the “Parent Survey and Program Selection” form is not returned by a specific due date, then the student will be enrolled in a Transitional Bilingual Education program at the school, if there are a sufficient number of students who speak the same language. If TBE or bilingual education is not available at the school, the student may be placed in a Freestanding ESL program

3. The certified ESL teacher mails entitlement letters to the parent or guardian after the HLIS and LAB-R are completed. If an answer is not received within a sufficient period of time, the ESL pedagogue contact the parent, using over-the-phone translation and interpretation services (718) 752-7373 X4, if necessary, to schedule the Parent Choice meeting.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2	2	2					6
Push-In							2	3	3					8
Total	0	0	0	0	0	0	4	5	5	0	0	0	0	14

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	5	1					9
Chinese									1					1
Russian														0
Bengali								1	2					3
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	6	4	0	0	0	0	14

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1a. Free standing ESL Program, Push-In, Co-teaching, Pull-out

b. ESL services are created according to LAB-R and NYSELAT score.

- Homogeneous, Pull-out services are provided for Beginning and Intermediate students.
- Push-in services for Heterogenous grouping for Intermediate and Advanced
- Extended day services available for students regardless of level (Beginning, Intermediate and Advanced

2. Staff organization for mandated ESL services

3. How are content areas delivered in each program model.

We have only a free-standing model of ESL. All content area classes are in English with additional push-in support for ESL students.

4. Differentiation for ESL sub-groups

- SIFE Although TASS has no SIFE ELLs at this time, we would plan lessons in Basic Interpersonal Communication Skills (BICS), academic language, vocabulary, and adjusting to school in the United States, among others. SIFE students may also need instruction in the basics, which may include the English alphabet, phonics, and basic reading, as well as math skills, such as multiplication tables. Total Physical Response, or TPR, is very effective with both SIFE and newcomer students, with application for the entire population of students.

Teaching techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills.

SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have access to higher level learning through writing personal essays, through high-interest, low-level nonfiction and literature, and through projects involving technology and the arts.

After school programs, employing technology and project-based learning, are available to all ELLs and Former ELLs.

- ESL for students with less than three years Extended Day, Additional Self-Directed study

Other newcomers may accelerate very quickly and are quickly integrated into content area classes. They require that content area and ESL teachers explicate new concepts using a number of intelligences that help all students to use English skills in a variety of modalities. These newcomers, not to mention their mainstream and special education counterparts, often require a great deal of visuals and graphic organizers to help envision and break down concepts that might otherwise be overwhelming or incomprehensible without categorization and analysis. Because these newcomers may have a solid foundation in their L1 literacy, they are able to pick up English rather quickly. However, explicit teaching techniques in vocabulary, academic language, and content are necessary for students to reach greater levels of English proficiency.

More specifically, newcomer ELLs should receive a high quality education that focuses on higher-level thinking skills. They should receive opportunities to express themselves, mostly in speaking and writing, at every opportunity through daily interactive journals and project-based learning. Technology, such computers, digital cameras, and Smart Boards can help to engage new learners, and provide visual, auditory, and tactile content to enhance lessons. Portfolio assessments are even more helpful in understanding the progress of a newcomer than standardized tests – they show progress based on subjective, measurable goals, even though lessons are based on national and state standards.

ELLs 4-6 years

Middle school ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help students become successful in high school. At this point, most ELLs are either at the intermediate or advanced levels in speaking/listening and reading/writing, and require continued explicit teaching of strategies, vocabulary, and content to become proficient in English.

According to a number of studies, it takes 1-2 years for students to attain BICS, while it takes 5-7 years for students to catch up academically with their peers. Our plan with the 4-6 year group is to 1.) use collaborative strategies (e.g. QTEL) and plan activities which encourage higher-level thinking skills, 2.) explicitly teach academic vocabulary to enhance comprehensible input in the content areas, 3.) allow students to use language technology programs 1-3 times a week during class and after school, and 4.) help students to relate to information in a meaningful way through encouraging the use of project-based learning (concludes with a synthesis and application of what students have learned and how they have progressed).

As abilities and skills in English vary greatly, many of the strategies used with newcomers and SIFE students can also be employed, with differentiation, to the 4-6 year group.

- Special needs: TASS has five (6) special education students who are serviced by their IEP.

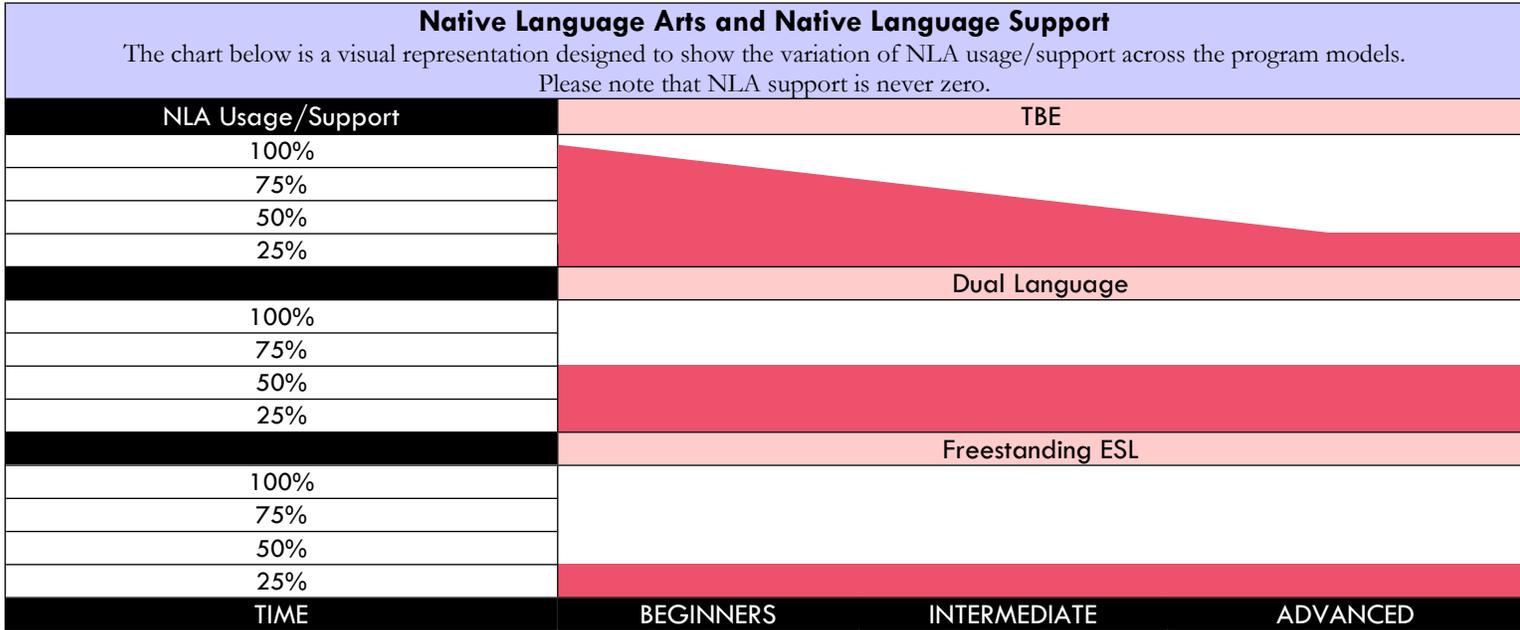
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



B. Programming and Scheduling Information--Continued

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

5. School has an Enrichment Program for ESL students who are also designated as Special Education
6. Students who require continuing transitional support are provided ESL services during the extended day program.
7. Improvements such as more systematic use of technology are planned for next year. ELLs will also have the opportunity to practice taking 'mock' ELA exam
8. Achieve 3000 is being phased out this year and will be discontinued next year.
9. All ELLs, former ELLs, and interested students (should there be space) are eligible to participate in the ESL after school from 2:20PM to 3:10PM. In the ESL after school program, we create presentations together in groups that are relevant to students' lives, and are related to content area learning (social studies, geography, culture, mathematics, science, etc.). All students are eligible to try out and play for our sports teams, which include soccer and basketball (offered in fall and spring). A guitar club meets regularly; several ESL students participate in the Chess and Drama club.
10. Pull-out classes and the extended day program extensively uses technology in project-based and collaborative learning, including the creation of PowerPoints, websites, comics (www.toondoo.com, and blogs. Students will also use the laptops for word processing, Internet research, including as Google SketchUp.
11. ELL students are provided with bi-lingual glossaries and dictionaries for use in ELL/ELA and content area classes. We possess a small bilingual library of books – both fiction and non-fiction – borrowed from the public library or owned by the school available to our students.
12. Yes. Even though most of our ELLs read at different levels, from pre-literacy to middle school-appropriate chapter books, even the lowest level reading material we use to teach our students is high-interest, and often has a focus on culture (non-fiction content). Even the simplest of picture books may be repositories of rich content, which can lead to discussions relating to the students lives. Lessons on content and vocabulary based on these books can lend themselves to projects that push the learner into greater self-expression, analysis, and application of English within the four ESL modalities.
13. We are working on a summer program for ELLs commencing in Summer 2011
14. We offer Spanish to ELLs

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.

Paste response to questions 1-3 here

1. ELL Liaison to attend Liaison meetings at District Office and will attend QTEL Training
2. ELL Liaison to give staff presentations highlighting successful ESL strategies and practices, ELL Liaison will help 8th grade students with High School applications and prepare them for high school curriculum.
3. Staff receives periodic announcements from Office of English Language Learners, Turo College and other participating institutions regarding ELL training.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents receive mailings regarding all school functions in native language
2. School will make plans to reach out to Community Based Organizations to reach out to Chinese, Begali, Spanish and Arabic speaking families.
3. ELL team has periodic informal gatherings and parent meetings,with parents suggestion box and survey
4. ELL Liaison will set up email list for ELL parents in native language.

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)							1	4						5
Intermediate(I)							2		2					4
Advanced (A)							1	2	6					9
Total	0	0	0	0	0	0	4	6	8	0	0	0	0	18

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

	I							14						
	A							1						
	P							4						

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

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

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

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

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

Paste response to questions 1-6 here

1. TASS utilizes TCRWP and QRI to provide data about ELLs. Data obtained by these instruments helps staff information regarding what discreet reading and writing skills need attention. They also provides insight on how each student is progressing with greater detail than the NYSELAT which provides raw scores. Combined this data informs instruction.

2. Because listening and speaking are the highest scores for most students, primarily we will be focusing on literacy strategies related to reading and especially writing. Focus on listening and speaking skills, as well as basic reading and writing skills, will be of utmost importance to newcomers.

3. After examining the data above, we found that students who tested on the 2010 NYSESLAT as beginner in either the speaking/listening and/or reading/writing modalities were 1.) newcomers with 0-3 years of service, or 2.) in special education because of literacy issues and/or severe cognitive disabilities or delays.

Cognitive disabilities, reading problems, and other literacy issues are also apparent among Long Term ELLs and X-Coded students, especially in special education. For example, three out of five special education ELLs test as advanced in the speaking and listening modalities, but fall short on the reading and writing sections, where they frequently test as an intermediate or beginner.

Students who were either advanced or proficient in all four modalities were mostly students receiving 4-6 years or longer of service (75 percent). Only 25 percent of these students have received 0-3 years of service. The data also supports the theory that Long Term ELLs do not perceive problems regarding literacy and academics, because they speak English very well

6. TASS has a solid, successful ESL Program which consistently meets the needs of it's students. There is assessment both formative and summative in addition to the NYSESLAT Scores which illustrates mobility and acquisition of or program across all modalities.

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		