



NEW EXPLORATIONS INTO SCIENCE, TECHNOLOGY AND MATH HIGH SCHOOL

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: NEW EXPLORATIONS INTO SCIENCE, TECHNOLOGY AND
MATH HIGH SCHOOL**

ADDRESS: 111 COLUMBIA STREET

TELEPHONE: 212-677-5190

FAX: 212-260-8124

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310100011539M539 **SCHOOL NAME:** New Explorations into Science, Technology and Math High School

SCHOOL ADDRESS: 111 COLUMBIA STREET, MANHATTAN, NY, 10002

SCHOOL TELEPHONE: 212-677-5190 **FAX:** 212-260-8124

SCHOOL CONTACT PERSON: Dr. Olga Livanis **EMAIL ADDRESS:** OLivani@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joseph D'Amico

PRINCIPAL: Dr. Olga Livanis

UFT CHAPTER LEADER: Joseph D'Amico

PARENTS' ASSOCIATION PRESIDENT: Katy Stokes and Susan Townes

STUDENT REPRESENTATIVE:
(Required for high schools) Fabrice Charles

DISTRICT AND NETWORK INFORMATION

DISTRICT: 1 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support OrganizationCFN 201

NETWORK LEADER: GERARD BEIRNE

SUPERINTENDENT: ELAINE GORMAN

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
Dr. Olga Livanis	Principal	
Tina Yu	CSA - Council of School Admin	
Jared Rosoff	CSA - Council of School Admin	
Arkadiy Kusayev	Student Representative	
Karen Tong	Student Representative	
Jody Schaeffer	Parent	
Rena Amitay	Parent	
Leslie Seery	UFT Member	
Joseph D'Amico	UFT Chapter Leader	
Katy Stokes	PA/PTA President or Designated Co-President	
Susan Townes	PA/PTA President or Designated Co-President	
Les Honig	Parent	
Pieter Voorhees	UFT Member	
Fabrice Charles	Student Representative	
Joan Doscher	Parent	

Sophia Chang	Parent	
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* 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.

□

NEST m is a K-12 New York City public school for the Gifted and Talented. We are committed to providing a rigorous and accelerated curriculum for students who have the ability to excel academically.

The Lower School (K-5) develops and nurtures our students in literacy, numeracy, logical thinking, and creative expression. Middle School (6-8) challenges students to read, write, and think critically through a comprehensive humanities and arts program and an accelerated Regents math and science curriculum. Upper School (9-12) engages students to question, synthesize, and analyze through discussion and research. In addition to our high school curriculum, students may take college credit-bearing courses on-site through St. Johns University and off-site through New York University and Hunter College.

OUR MISSION

NEST+m is a New York City Department of Education city-wide coeducational school for Gifted & Talented students, grades K to 12. We offer an academically challenging curriculum designed to produce young scholars who are distinguished by their intellectual capabilities, communication skills, capacity for leadership, ethical values, and readiness to contribute to the betterment of the world at large. We are the only public Gifted & Talented school in New York City in which students can move seamlessly from kindergarten through 12th grade. Our three schools—Lower (grades K-5), Middle (6-8) and Upper (9-12)—each occupy their own unique space in our large, sun-filled building, but they share a single educational philosophy and a unified school spirit.

OUR VISION

NEST+m is committed to providing not just an outstanding academic education for all our students, but to creating programs that support their growth as scholars, artists, and citizens of the world. We aim to teach outstanding communication skills, whether through one of the five **six w**World Languages that we offer, the required computer course **science courses**, our **thematic unit** workshop model of reading and writing, or an expanded vocabulary in physics **the sciences**. *[Comment: "expanded vocabulary in physics" is unclear. Can we instead refer to Upper School writing electives, perhaps?].* We encourage students to make a difference to those around them, in their community, their city, and the world by performing community service, and we nurture their hearts and minds by providing a welcoming place for self-expression through music, art, writing, drama, and science.

OUR LOWER SCHOOL

In 2009, our Lower School was awarded the [Blackboard Award](#) *[Comment: By Whom? Not everyone will know what the Blackboard Award is.]* for Outstanding Elementary School in NYC. In the Lower School, teachers encourage our children's imagination and love of learning as they become confident students with a strong ability to articulate their ideas and use different strategies of inquiry to explore complex concepts. Our core curriculum includes [Singapore Math](#), thematic studies, and science. Every Lower School student studies Mandarin, dance, physical education, art, and music. Students in grades K-2 study chess once a week while students in grades 3-5 take a weekly technology class. Students also participate in a weekly enrichment cluster of their choice. We believe that New York City is the world's greatest classroom, and the students embark on numerous field trips throughout the year, both in conjunction with their studies and to take advantage of the city's cultural offerings. In addition, the Fourth Grade takes an overnight trip to Plymouth Plantation in **Massachusetts**, and the Fifth Grade travels to Camp Mason in **Hardwick, New Jersey**.

[Comment: Not everyone will know where these places are, or why there are worthwhile trips.]

OUR MIDDLE SCHOOL

The Middle School at NEST+m is consistently ranked as one of the top Middle Schools in New York City based on math and English scores. Students in grades 6-8 are challenged to read, write, and think critically through a comprehensive humanities and arts program and an accelerated Regents math and science curriculum. Our stellar academic curriculum is further enhanced with a strong athletics program—our soccer, track, and volleyball teams consistently rank at the top in citywide competitions—plus music and drama productions, art exhibits, and exciting after-school activities.

OUR UPPER SCHOOL

The Upper School at NEST+m has become one of the most dynamic, challenging, and esteemed high schools in New York City. In fact, it has been ranked among the top 100 Gold Medal high schools in the United States by [U.S. News & World Report](#) in 2008–09 and again in 2009–10.

Our Upper School is committed to providing a rigorous and accelerated curriculum for students who demonstrate the ability and drive to succeed academically. Starting in the Fall of 2011, all Upper School students will be required to take a minimum of three Advanced Placement classes. Our classes engage students to question, synthesize, and analyze through discussions and research **starting at early as 9th grade.** *[How about referring here to the new research program for incoming 9th graders?]* In addition to our high school curriculum, students may take classes for college credit on-site through St. John's University and off-site through the College Now program at Hunter College. Students also engage in the world at large by performing a minimum of 60 hour of community service. Since NEST+m opened in 2001, 100 percent of our graduating seniors have gone on to an institute of higher learning.

[Can we talk about after-school activities, clubs, and sports?]

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:	New Explorations into Science, Technology and Math High School								
District:	1	DBN #:	01M539	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.4/94.6	96.5/ 94.9	TBD		
Kindergarten	111	104	118						
Grade 1	107	119	101	Student Stability - % of Enrollment:					
Grade 2	82	113	118	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	61	77	109		99.6	99.37	TBD		
Grade 4	73	61	77						
Grade 5	63	69	63	Poverty Rate - % of Enrollment:					
Grade 6	119	157	137	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	73	116	146		11.8	12.6	19.6		
Grade 8	68	71	111						
Grade 9	146	177	145	Students in Temporary Housing - Total Number:					
Grade 10	52	140	177	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	50	50	130		0	6	TBD		
Grade 12	57	48	47						
Ungraded	1	0	1	Recent Immigrants - Total Number:					
Total	1063	1302	1480	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					1	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	27	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	7	TBD		
Number all others	49	48	41						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10		N/A	0	0		
# in Transitional Bilingual	0	0	0	Early College HS Participants	0	0	0		

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:			
# receiving ESL services only	5	4	28	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	69	81	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	14	TBD
				Number of Educational Paraprofessionals	0	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	37.7	32.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	18.8	14.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	74	TBD
American Indian or Alaska Native	0.5	0.5	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.9	96.6	TBD
Black or African American	9.7	11.2	11.6				
Hispanic or Latino	15.3	16.6	15.8				
Asian or Native Hawaiian/Other Pacific Isl.	22.4	21.8	25.2				
White	52.1	49.4	44.6				
Multi-racial							
Male	46.2	48	47.6				
Female	53.8	52	52.4				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:	Y		
Math:	Y			Math:	Y		
Science:	Y			Graduation Rate:	Y		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√	√	√	√	
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-	-	-	-	
Hispanic or Latino	√	√	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	√	√	-	-	-	-	
White	√	√		-	-	-	
Multiracial	-	-					
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged	√	√	-	-	-	-	
Student groups making AYP in each subject	6	6	1	1	1	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A/A	Overall Evaluation:	
Overall Score	80.8/ 78.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.1/ 10	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25.0/ 22.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.7/ 46.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR/ 0	Quality Statement 5: Monitor and Revise	
Key: AYP Status		Key: Quality Review Score	
√ = Made AYP		Δ = Underdeveloped	
√ ^{SH} = Made AYP Using Safe Harbor Target		► = Underdeveloped with Proficient Features	
X = Did Not Make AYP		√ = Proficient	
- = Insufficient Number of Students to Determine AYP Status		W = Well Developed	
X* = Did Not Make AYP Due to Participation Rate Only		◇ = Outstanding	
* = 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			

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 schools 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?

Our school's strengths and our accomplishments include:

- State ELA and Math scores in grades 3-8 continuously show students making one-year of progress.

What about Singapore math in the elementary school?

- 85% of our Regents results in grade 7 students attained mastery level (a grade of 85 or higher) in the Living Environment and Integrated Algebra Regents. student tested 85% at 85 and above.

- 98% of our grade 8 students attained mastery level in the Regents results in grade 8 Earth Science Regents 98% *[Is this what the 98% means?]*

- There was a 23% increase in the passing rate of the Physics Regents- The passing rate increased to 86% from the previous year's 63%

- The number of students taking the AP exams increased by a factor of two. doubled.

- 100% of our upper high school students passed the US History Regents, with 80% of the students attaining mastery.

- 100% of our high upper school students passed the Living Environment Regents.

- 99.9% of our high upper school students passed the ELA Regents

- 86% of our upper school students passed the Physics Regents, with an increase of approximately 20% in each of the two preceding years.

- Current status of NEST+m is at "developed" (2007-08 – present)

- Progress Report: K-8, A for the past three years. 9-12: two A and one B.

These results indicate an show increased strength in humanities and sciences.

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Our challenge is to increase the level of mastery level attained by high uUpper school School students in all three math Regents and to improve the pass rate in the Algebra2/Trigonometry Regents.

The barrier in this case is the cost of an additional teacher to support the math curriculum.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) *In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section.* (2) *Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.* (3) *When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.*

Annual Goal	Short Description
<input type="checkbox"/> To increase student participation by 20% and performance by 5% on Advanced Placement courses in English and US History during the school year 2010-11.	<input type="checkbox"/> AP US History and AP English Language will be added to every 11th grade student's program. Academic Intervention will also be provided when necessary.
To better serve our gifted population both academically and emotionally.	<input type="checkbox"/> Based upon the recommendation of the Guidance Counselor, students who have exceeded our course offerings will be matriculated at New York University or Hunter College.
<input type="checkbox"/> By June 2011 9th grade students taking the physics Regents exam will increase their score by 5%. As compared to the previous year's cohort of 9 th graders. To increase students' passing rate by 5% on the June 2011 Physics Regents exam. by 5%	<input type="checkbox"/> Students' programs will include an additional period (on alternate days) of a year-long enrichment class- of recitation/application to support regular physics instruction. An additional physics teachers was hired.
<input type="checkbox"/> By June 2011 there will be an increase of 5% on the verbal scores on the SAT taken by students in school year 2010-11 To increase verbal scores by 5 percentile on the SAT by 5% taken by students. in school year 2010-11	<input type="checkbox"/> The school will purchase and use the text Wordly Wise 3000 series for grades 9-12 a requirement.
<input type="checkbox"/> By June 2011 the graduation rate will be maintained at 100%. To maintain a 100% rate of graduation in the graduation class of 2011.	<input type="checkbox"/> To help students For assistance with credit recovery, . Students will be scheduled and monitored by a teacher to take and complete on-line courses after school via the Internet at school.
<input type="checkbox"/> To By June 2011 there will be a 5% increase of our 6th grade lowest third students. increase the scaled ELA score earned by 5% by the	<input type="checkbox"/> By utilizing the The school will use the Acuity-traditional interim assessment to track their these students' performance.

lowest 1/3 of 6th grade students.	
<input type="checkbox"/> By June 2011 there will be an increase in family response rate by 5% on items such as lunch forms, DOE environmental survey, and consent forms. To increase family response rate by 10% on items such as lunch forms and DOE surveys.,	<input type="checkbox"/> As an incentive-, students will receive a citizenship evaluation by their Official Class teacher , beginning school year 2010-11 for taking for timely returning school/DOE forms and surveys home and returning them in a timely manner and completed by their parents or heads of household.
To enhance technology skills..	Establish technology curriculum, expand printing capability, create Technology club.
To establish a lower school science fair.	Lower school-wide science fair.

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

Regents Physics

(where relevant) :

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 9th grade students taking the physics Regents exam will increase their score by 5%. As compared to the previous year’s cohort of 9th graders. To increase student participation by 20% and performance by 5% on Advanced Placement courses in English and US History during the school year 2010-11.</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>Students' programs will include an additional period (on alternate days) of a year-long enrichment class- of recitation/application to support regular physics instruction in addition to the Research class. A physics teacher was specifically hired for the recitation/application course.</p> <p>Revise the Global 9 curriculum to include pre-AP World concepts. Require all Juniors to take AP US History., and by increasing the number of different AP course sections offered.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include 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>Tax-levy money was used to hire the additional physics teacher and additional physics equipment was purchased for hands-on instruction. We support teachers who want to offer AP courses in the content area by allowing them release time to attend per diem (PD) sessions offered by College Board.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Purchase of the books by “textbook” money Six PD sessions have already been scheduled for all of our faculty to be given by Hunter College Center for Gifted Education on differentiation and UBD throughout the 2010-11 school year. The resource implication is the cost of the PD sessions.</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>Checking improvement on scores earned on weekly vocabulary quizzes.</p>

Subject Area
(where relevant) :

Academic Improvement/Graduation

<p>Annual Goal 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 the graduation rate will be maintained at 100%. To increase students' passing rate on the June 2011 Physics Regents exam by 5%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> To assist with credit recovery, students will be scheduled and monitored by a teacher to take on-line courses after school via the Internet at school. All students studying Regents level physics are concurrently scheduled in a course called applications and recitation in physics to support the Regents physics instruction</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> An additional physics teacher was hired to instruct the applications and recitation course. \$6605 was the cost of APEX, the on-line course developer used at NEST+m, paid by with PTA funds.</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><input type="checkbox"/> The teacher monitoring the students will report to guidance counselor every time an individual student has earned credit recovery for a specific course. There are four Diagnostics in place, to inform us of student progress and need, . Diagnostic 1 is scheduled for the weeks of November. 22, Diagnostic 2 is scheduled for the week of December 20, Diagnostic 3 is scheduled for the week of February 6, and Diagnostic 4 is scheduled for the week of April 24.</p>

**Subject Area
(where relevant) :**

Academic Improvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To increase verbal scores on the SAT by 5 percentile% taken by students in school year 2010-11</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> To incorporate "Wordly Wise 3000" in grade 9 and 10 ELA classes prior to the SAT</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> The cCost of books.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Checking improvement on scores earned on weekly vocabulary quizzes.
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Subject Area (where relevant) : High School Stats

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To maintain a 100% rate of graduation in the graduation class of 2011.
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>	<input type="checkbox"/> Following up with Having the student and parent meeting with the guidance counselor and principal where warranted, e.g., a pattern of i.e. low grades on the student's report card. for every marking period
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> No additional expense.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Marking period grades.

Subject Area
(where relevant) :

Student Achievement

<p>Annual Goal 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011 there will be a 5% increase of our To increase the scaled ELA score earned by 5% by the lowest 1/3 of 6th grade lowest thirdgrade students.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Utilizing AIS, Acuity predictives, classroom diagnostics, review of previous years' ELA results.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Per-session cost for AIS teachers. From tax-levy money</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><input type="checkbox"/> Monitoring Results results on the Acuity and predictive ITAs</p>

Subject Area
(where relevant) :

Parent Involvement

<p>Annual Goal 5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By June 2011 there will be an increase in To increase family response rate by 105% on items such as lunch forms, DOE environmental surveys, and consent forms.,</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>Institute a citizenship grade for students in grades 6-12, with - students responsible to bring documents and information home and return necessary documents back to school, i.e meal form, consent forms. etc.. Parent Coordinator instrumental in reminding students on a daily basis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities</i></p>	<p><input type="checkbox"/>Postage and translation services from OTPS.Nnone</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Establishing schedule for use of computers and printers during 2010-2011. Develop curriculum for 2011-2012 year.
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Subject Area (where relevant) : Lower School Science

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To have a lower school science fair.
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>	If possible, first and second grade students may partner with third, fourth, and fifth grade students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	Scheduling for all lower school teachers, and class time for students.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Creation of student science projects, using the scientific method reflect.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> N/A K-5 at-risk student receive Wilson reading to support their classroom learning pull-out during the school day.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> N/A Self-selected 6-12 students receive AIS once a week for one hour after school.</p>
<p>Science:</p>	<p><input type="checkbox"/> N/A Self-selected 7-12 students receive AIS once a week for one hour after school.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> N/A Self-selected 9-12 students receive AIS once a week for one hour after school.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> N/A Guidance Counselor, Assistant Principal, case-workers if applicable meet with student and parent during the day to discuss action plan based on student's progress.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> N/A</p>

**At-risk Health-related
Services:**

N/A

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

NCLB/SED requirement for all schools

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

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

N/A

Number of Students to be Served:

LEP N/A

Non-LEP N/A

Number of Teachers N/A

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

We do not receive Title III funding due to our small ESL population.

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.

N/A

Section III. Title III Budget

School: NEST+m

BEDS Code: 310100011539

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A

Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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 utilize our World Language teachers to translate written documents and pay per session for their time. We use the data from the home language survey conducted at the office of the OSE. This information is available in ATS

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.

Our top three languages of interest are Spanish, Chinese and , Russian. Teachers are informed of their students' home language via ARIS and Daedalus. Teachers may request translation both written and oral.

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.

Teachers fluent in Spanish, Chinese, Russian, and other languages provide our translation services. No out-side vendors have been required with the exception of form letter provided by the DOE. We also utilize the DOE for translation and interpretation unit. Parent coordinator is also bilingual.

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.

Teachers fluent in Spanish, Chinese, Russian, and other languages provide our translation services. No out-side vendors have been required. Parent Coordinator is involved as well. Parent coordinator is also bilingual.

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>.

The Home Language Identification survey is administered by the OSE. We review the information in ATS and provide translation where necessary.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

Part B:

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).
1
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 We do not receive Title I funding. We provide AIS, school uniform, and other required resources.

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. We received \$7330.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_01M539_110310-171717.doc

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 (2009-2010) LAP narrative to this CEP.

Part A: Language Allocation Policy (LAP) Language Allocation Policy 2010 – 2011

This narrative is based on the new LAP K-12 Submission Form issues Fall 2010

Part 1: School ELL Profile * Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

1)A) Language Allocation Policy Team Composition

The core LAP team members at NEST+m includes are: the Principal, Dr. Livanis, Assistant Principals Jared Rosoff and Tina Yu, Teresa Bruno, ESL Coordinator, TESOL certified, Joyce Otte, ESL and ELA Teacher, TESOL certified, Jian Lan Zhao, ESL and Mandarin Teacher, TESOL certified, Parent Coordinator Marcy Rios- Duran, Jared Rosoff, Assistant Principals Jared Rosoff and Tina Yu, Guidance Counselor Stephanie Glasgall, and guidance counselor/parent contributor Jill Neiberg, and the Principal, Dr. Livanis. Additionally, we have many teachers in the building who speak languages other than English, namely Russian, Polish, Mandarin, Cantonese, Spanish, German, Korean, and French. They are available to help translate and field questions regarding students’ home languages.

B) Teacher Qualifications

To serve our ELL population, our school employs 3 TESOL certified teachers and 11 foreign language teachers certified in Spanish, French, German, Russian, Mandarin and Latin.

3)C) School Demographics

NEST+m is a K – 12 school currently serving 1613 gifted and talented students. Of this population, Currently at NEST+m, there are 7 students eligible for ESL Services. This is 0.44 % of our school population. Please see section 3: ELL Demographics for more detailed information.

Part 2: ELL Identification Process

At NEST+m, we currently follow all city and state guidelines for the identification of ELLs. As a city-wide school for the gifted and talented, students enter the school at Kindergarten, Grade 6 and Grade 9. The HLIS is administered at the Department of Education Admissions, then entered into ATS for our information. To identify students who may potentially be ELLs, the school must check the Home Language Status in ATS. Using the RLER, LAB-R eligibility function, we can determine students who need LAB-R testing. At this time, we can also determine students who may have indicated the wrong home language in error and can correct this for their family in ATS. The LAB-R is administered by our 3 certified ESL teachers within the first 10 days of admittance. The LAB-R is graded by the teacher and reported to the ESL coordinator and the ELL status of the student is determined by that score. When testing is completed, students are scheduled for ESL services, if necessary. Upon scheduled return dates, the LAB-R is sent to the Borough Assessment Office.

Parents are an integral part of our school community. Parent outreach includes an active PTA with various events and Coffee Hours with the Principal monthly for Lower School, Middle School and Upper School. We also hold an annual Curriculum Night and Open School Week. During the annual curriculum night, the ESL teacher gives a detailed account of the daily activities and long term goals of the ESL program and allows time for

parents to ask questions and voice concerns. Parents also have the opportunity to discuss their student's participation in the ESL program at conferences and the ESL teacher will call parents if any problems arise with their student. These meetings also serve as a time to communicate with parents about their child's eligibility for services and program choices. After LAB-R Testing, the families of eligible students are sent entitlement letters, Parent Survey and Program Selection forms in both English and their home language. Currently at our school, we only offer Freestanding ESL services. The letter and Program Selection form informs parents that at our school, Freestanding ESL is the only option, but that their child is entitled to Bilingual Education and may find such programs and other schools. These forms are returned by the parent to the school office, in person or by mail. The ESL Coordinator ensures that the forms have been returned and contacts parents regarding any forms that have not yet been returned. To aide in communication with parents in their native language, we utilize our many bilingual staff members as well as the DOE Language and Interpretation Unit.

Parent Survey and Program Selection forms are reviewed annually. Parents consistently select Free Standing ESL. Considering this choice and our small population of ELLs, our program model remains Freestanding ESL.

Part 3: ELL Demographics

NEST+m serves all grades, Kindergarten through 12th Grade. Currently, we have 7 ELLs in our school. All students have been receiving services for less than 2 years, based on previous NYSESLAT scores and LAB-R scores. This population consists of with Mandarin predominantly represented. 4 kindergarten students, 2 first grade students, and 1 high school student. Of these students, 5 students are advanced level, and 2 students are intermediate level. The home languages of these students are Russian, 5 students, Mandarin, one student, and Japanese, 1 student. All 11 students placed advanced on their English proficiency exam and none have been identified as SIFE or special ed.

Part 4: ELL Programs

Part A and B – Programming and Scheduling Information

Services for our 7 ELL of these students is effectively rendered during one daily, free standing ESL course as well as Push In/Co-teaching by one of our certified ESL teachers. With respect to the. Due to the mixed language backgrounds of students and their high proficiency level in this course (Spanish, Mandarin, Cantonese, Japanese, and Russian), the language of instruction is English they receive English only instruction. The majority of students enrolled in this course are 9th graders, but there are 10th graders as well. The most appropriate model is English Only instruction in the Free Standing ESL class. Our staff is organized and scheduled to teach these programs. We have The 2 students at the intermediate level who require 2 units of instruction through CR Part 154. They receive those additional minutes of services in English only through a combination of pull out and co-teaching effort of push-in lessons in the general education classroom. To support our ELLs and other students in their language acquisition, We also offer a variety of foreign languages K-12; in lower school grades K-5, we offer Mandarin, in middle school grades 6-8, we offer French, Spanish, Mandarin and Russian, and in high school, grades 9-12, we offer French, Spanish, Mandarin, German, Russian and Latin. Although our current eligible ELL population is small, a total of 0.004% 44 % of the total student population, (approximately 1600), amongst the student body, there are 35 different home language student body is comprised of many ELLs formerly receiving services or for whom English is not a first language. These students are welcome to attend the grade appropriate ESL class at NEST+m. We also offer them a bi-weekly after school study hall where the students can receive literacy support from the ESL teacher.

In the content areas, teachers are aware of the needs of our ELLs and scaffold instruction to support learning in the English only classroom. Support through ESL services mentioned above continues until the student achieves proficiency on the NYSESLAT. Currently, none of our students

have received more than 1 year of services in the past and students in their second year of service are Advanced and Intermediate. Newly enrolled ELLs are identified after testing and supporting with Freestanding ESL services.

Each unit of study within the ESL program will be 2-3 weeks long. Students will be assessed at the end of each unit for the sophistication, organization, and grammatical accuracy of their writing and speaking as well as their comprehension of academic level written and spoken English. Concepts will be reviewed and retested at midterm and again at the end of each semester. Given that the majority of students are already advanced practitioners of English, the standard of excellence for each course will be near-native proficiency. For high school and middle school students, this means that they will read, write, and speak with very minimal errors in word-choice, comprehension, or grammar. The kindergartners will be expected to use and understand spoken English with the same accuracy as their peers. The ESL program at NEST+m has limited ability to incorporate students' native languages into instruction given the diversity of languages spoken in the ESL classroom. However, whenever possible, the ESL teacher will compare and contrast grammatical structures and vocabulary from students' native languages to help them deepen their understanding of English.

Due to the roughly equal proficiency of the ELLs at NEST+m, a homogenous mixing of students is most appropriate within the Freestanding ESL class. In said class, students are challenged to engage with new or difficult grammatical concepts presented first in isolation and then in the context of a topic meant to improve students' academic vocabulary, written and conversational accuracy, and reading comprehension. For example, high school and middle school students learn about the subjunctive tense, identify how it's used in the famous Broadway song "If I Were A Rich Man", have an informal brainstorming session with classmates about what they would do were they rich, re-interpret "If I Were A Rich Man" with their own lyrics, and perform it for the class. At the kindergarten level, the teacher cooperates with and supplements the mainstream curriculum as much as possible. So, while all the kindergartners learn about body parts, the ESL teacher uses body parts to enforce and practice the recognition and correct use of prepositions. Grammar concepts covered in the middle school and high school ESL using this methodology include sentence structures and making better combinations of phrases, clauses, and sentences; when and how to use the passive voice; what past and present participles are and how to use them as adjectives; self-editing skills and how to use Microsoft Word to improve one's grammar; and using inferential skills to understand the parts of speech and use of difficult vocabulary or idiomatic expressions. Kindergartners will practice prepositions, ordinals, Dolch sight words, verb conjugations, comparisons, and story telling/storytelling skills.

ELLs at NEST+m are fully immersed in English in their other classes. The ESL teacher conferences individually with each ELL's content area teachers to identify any concerns the teacher may have noticed the student having. Content area teachers will also be expected to periodically conference about their lesson plans and units to ensure the presentation of information is accessible to advanced ELLs. Additionally, content area teachers are asked to contact the ESL teacher or the ELL's counselor if their grade falls below average for the class in order to plan an appropriate intervention. While explicit native language support is unfeasible for such a diverse population of ELLs, the ESL teacher will draw on the expertise and communication skills of the wide array of foreign language speaking faculty at NEST+m if need be.

The majority of materials used in the ESL program at NEST+m are created by the ESL teacher and draw on the research Linda L. Kunz, expert of x-word grammar and sector analysis, Robert J. Marzano, vocabulary acquisition scholar, and the English as a second language textbook series produced by Heinle publishing as well as Betty Azar. All of these resources establish and build on a foundation for fluent communication, extending grammatical, lexical, and functional skills. Many of these resources contain color photographs and illustrations to facilitate the teaching of new vocabulary. We also utilize the Audio CDs and DVDs for Listening Activities as well as articles and fictional texts.

Part D – Professional Development and Support for School Staff

School staff benefits from ongoing communication with the ESL teachers regarding the language development of the students. The ESL teachers support staff in their approach with ESL students, making the transition to our school from other schools and grade levels a valuable learning experience. In addition to meetings and discussion at each grade level, the staff receives monthly professional development. Each PD session includes scaffolding and possible modifications for ELLs. Faculty is also encouraged to attend DOE administered professional development where applicable in the content area.

Part E: Parental Involvement and Communications

Parents are an integral part of our school community. Parent outreach includes an active PTA with various events and Coffee Hours with the Principal monthly for Lower School, Middle School and Upper School. We also hold an annual Curriculum Night and Open School Week and a Bi Annual Parent-Teacher Conferences. During the annual curriculum night, the ESL teacher gives a detailed account of the daily activities and long term goals of the ESL program and allows time for parents to ask questions and voice concerns. Parents also have the opportunity to discuss their student's participation in the ESL program at conferences and the ESL teacher will call parents if any problems arise with their student. These meetings also serve as a time to communicate with parents about their child's eligibility for services and program choices. All communications home from the beginning of the year to the end, including schedules, grade, and testing information, guidelines for student behavior, and newsletters are sent to parents in their native language as well as in English.

4)

All communications home from the beginning of the year to the end, including schedules, grade and testing information, guidelines for student behavior, and newsletters are sent to parents in their native language as well as in English. Parents are specifically informed of their child's participation in NEST+m's ELL program via letter. This letter informs them about the three types of ESL services offered in the NYC DOE- ESL, transitional bilingual and dual language; It articulates that NEST+m currently only offers ESL; and it has a response portion on which parents can communicate which English program they would prefer.. During the annual curriculum night, the ESL teacher gives a detailed account of the daily activities and long term goals of the ESL program and allows time for parents to ask questions and voice concerns. Parents also have the opportunity to discuss their student's participation in the ESL program at conferences and the ESL teacher will call parents if any problems arise with their student. All parent feedback is carefully considered and, when pedagogically appropriate, incorporated into the classroom. In addition, For further outread, the ESL teacher maintains a website and Daedalus i so where parents can regularly see how their students are performing in class and communicate any questions or concerns to the teacherher. Finally, in fall 2009, NEST+m will begin an ESL for adults program to increase parents' English fluency and knowledge of the American school system.

Part 5B Assessment Analysis

Our school uses a variety of tools to assess our ELLs, both standardized and classroom based. In addition to the LABR and the NYSESLAT, K and First Grade Students are assessed using the ECLAS. All of our students are Intermediate or Advanced. With respect to the NYSESLAT Modalities, some students tested proficient in Reading and Writing, while needing work on Listening and Speaking. Others followed the opposite trend, testing proficient in Listening and Speaking, while testing Advanced in Reading and Writing. Instruction and individual support is given to students where needed for each modality. In our small population, we are especially able to know the needs, strengths and weaknesses of our students and differentiate instruction. One student took Regents Exams last year. This student passes both exams, earning a 91% in Chemistry and a 90% in Algebra. This is evidence that we are supported and successful in the content areas. 5)

The mean and average scores on the listening and speaking portion of the NYSESLAT amongst the high school and middle school ELLs at NEST+m are both approximately 725, with a low of 667 and a high of 802. The mean and average reading and writing scores are a 746 and a 728 respectively. The split between the highest score (843) and the lowest score (668) is slightly larger for reading and writing. However, overall, every student whose test scores mandate that they receive ESL services placed advanced and needs roughly equal instruction time in all the major areas of English use and comprehension. The Regents data is less useful because the majority of students pass out of ESL before taking their exams. Therefore, there are only 3 scores for global history, 7 for algebra, and 2 for ELA. No students took their Regents in their native tongue. The average score on the global history exam is an 82 with a mean of 80. The average in algebra is an 86 with a mean of 85. The two ELA scores are 65 and 70.

Each unit of study within the ESL program will be 2-3 weeks long. Students will be assessed at the end of each unit for the sophistication, organization, and grammatical accuracy of their writing and speaking as well as their comprehension of academic level written and spoken English. Concepts will be reviewed and retested at midterm and again at the end of each semester. Given that the majority of students are already advanced practitioners of English, the standard of excellence for each course will be near-native proficiency. For high school and middle school students, this means that they will read, write, and speak with very minimal errors in word-choice, comprehension, or grammar. The kindergartners will be expected to use and understand spoken English with the same accuracy as their peers. The ESL program at NEST+m has limited ability to incorporate students' native languages into instruction given the diversity of languages spoken in the ESL classroom. However, whenever possible, the ESL teacher will compare and contrast grammatical structures and vocabulary from students' native languages to help them deepen their understanding of English.

6)

Due to the roughly equal proficiency of the ELLs at NEST+m, a homogenous mixing of students is most appropriate within a stand alone ESL class. In said class, students are challenged to engage with new or difficult grammatical concepts presented first in isolation and then in the context of a topic meant to improve students' academic vocabulary, written and conversational accuracy, and reading comprehension. For example, high school and middle school students learn about the subjunctive tense, identify how it's used in the famous Broadway song "If I Were A Rich Man", have an informal brainstorming session with classmates about what they would do were they rich, re-interpret "If I Were A Rich Man" with their own lyrics, and perform it for the class. At the kindergarten level, the teacher piggy backs onto the mainstream curriculum as much as possible. So, while all the kindergartners learn about body parts, the ESL teacher uses body parts to enforce and practice the recognition and correct use of prepositions. Grammar concepts covered in the middle school and high school ESL using this methodology include sentence structures and making better combinations of phrases, clauses, and sentences; when and how to use the passive voice; what past and present participles are and how to use them as adjectives; self-editing skills and how to use Microsoft Word to improve one's grammar; and using inferential skills to understand the parts of speech and use of difficult vocabulary or idiomatic expressions. Kindergartners will practice prepositions, ordinals, Dolch sight words, verb conjugations, comparisons, and story telling skills.

ELLs at NEST+m are fully immersed in English in their other classes. The ESL teacher conferences individually with each ELL's content area teachers to identify any concerns the teacher may have noticed the student having. Content area teachers will also be expected to periodically conference about their lesson plans and units to ensure the presentation of information is accessible to advanced ELLs. Additionally, content area teachers are asked to contact the ESL teacher or the ELL's counselor if their grade falls below average for the class in order to plan an appropriate intervention.

While explicit native language support is unfeasible for such a diverse population of ELLs, the ESL teacher will draw on the expertise and communication skills of the wide array of foreign language speaking faculty at NEST+m if need be.

7)

The majority of materials used in the ESL program at NEST+m are created by the ESL teacher and draw on the research Linda L. Kunz, expert of x-word grammar and sector analysis, Robert J. Marzano, vocabulary acquisition scholar, and the English as a second language textbook series produced by Heinle publishing as well as Betty Azar. All of these resources establish and build on a foundation for fluent communication, extending grammatical, lexical, and functional skills. Many of these resources contain color photographs and illustrations to facilitate the teaching of new vocabulary. The We are also using the Audio CDs and DVDs for Listening Activities as well as articles and fictional texts.

6)

Given the similar nature of

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___X___ ESL ___ Both **Number of LEP (ELL) Students Served in 2007-08:** _____1011_____

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

No push-in service for ESL at NEST+m.

Supplemental program: ESL service offered five times per week for 180 minutes before school.

Textbook: New Interchange 2, English for International Communication; Jack C. Richards. Cambridge University Press; 7th printing (2004)
Integrated syllabus: We follow an integrated, multi-skill syllabus that links topics, communicative functions, and grammar. Grammar—seen as an essential component of second and foreign language proficiency and competence— is always presented communicative, with controlled accuracy-based activities leading to fluency-based communicative function. The syllabus is carefully graded, with a gradual progression of teaching items.

Topics: Memories, lifestyle changes, going places, making requests, interpreting body language. Past vs. present perfect, two-part verbs, infinitives, conditionals, passive, past continuous, modals, adverbs.

Textbook: New Interchange 2, English for International Communication, builds on the foundations established in the Level 1 for accurate and fluent communication, extending grammatical, lexical, and functional skills. Color photographs and illustrations facilitate the teaching of new vocabulary. The New Interchange series teaches students to use English for everyday situations and purposes related to school, work, social life, and leisure. We are also using the Audio CD for Listening Activities.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Extracurricular: Students participate in various extracurricular activities afforded to all students in our school.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.

- Parent-Teacher conferences
- Phone conferences
- Letters home
- Suggested extracurricular activities

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Parental information about the program/service offered.

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

- Continuous professional development throughout the year
- ELL compliance technical support meeting, 2/5/08
- Q-TEL training, 9/07
- Integrated Curriculum workshop, 2/08
- Brain-based Teaching and Learning Workshop 1/22/08
- Liven it up and They Will Succeed Workshop 1/22/08

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Supplemental program: ESL service offered five times per week for 180 minutes before the student's school day begins

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Guidance counselor/Administrative staff

0	From: 7:30 AM To: 8:15 AM	Subject (Specify) ESL				
1	From: 8:30 AM To: 9:16 AM	Subject (Specify) AP BIOLOGY				
2	From: 9:19 AM To: 10:05 AM	Subject (Specify) AP BIOLOGY				
3	From: 10:09 AM To: 10:55 AM	Subject (Specify) LUNCH				
4	From: 10:59 AM To: 11:45 AM	Subject (Specify) MANDARIN YEAR 3				
5	From: 11:49 AM To: 12:35 PM	Subject (Specify) AP CALCULUS				
6	From: 12:39 PM To: 1:25 PM	Subject (Specify) ECONOMICS				
7	From: 1:29 PM To: 2:25 PM	Subject (Specify) ENGLISH 12				
8	From: 2:29 PM To: 3:05 PM	Subject (Specify) SENIOR HEALTH				
9	From: 3:09 PM To: 3:55 PM	Subject (Specify)				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	New Explorations into Science, Technology and Math						
District:	1	DBN:	01M539	School		310100011539	

DEMOGRAPHICS

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

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		96.4/94.6	96.5/	96.6 /
Kindergarten	104	118	103				
Grade 1	119	101	125	Student Stability - % of Enrollment:			
Grade 2	113	118	101	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	77	109	118		99.6	99.4	99.5
Grade 4	61	77	107				
Grade 5	69	63	76	Poverty Rate - % of Enrollment:			
Grade 6	157	137	135	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	116	146	118		11.8	19.6	24.4
Grade 8	71	111	142				
Grade 9	177	145	119	Students in Temporary Housing - Total Number:			
Grade 10	140	177	147	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	50	130	163		0	6	6
Grade 12	48	47	128				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	1302	1480	1583	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	27	42
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	7	15
Number all others	48	41	46				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	4	28	TBD	Number of Teachers	69	81	85
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals	13	14	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	1	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	37.7	32.1	50.6
				% more than 5 years teaching anywhere	18.8	14.8	17.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	74.0	82.3
American Indian or Alaska Native	0.5	0.5	0.8	% core classes taught by "highly qualified" teachers	91.9	96.6	90.8
Black or African American	11.2	11.6	12.1				
Hispanic or Latino	16.6	15.8	15.2				
Asian or Native Hawaiian/Other Pacific	21.8	25.2	25.9				
White	49.4	44.6	45.8				
Male	48.0	47.6	48.4				
Female	52.0	52.4	51.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/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: v
Math:	v	Math: v
Science:	v	Graduation Rate: v

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A / B	Overall Evaluation:					NR
Overall Score:	80.2 /	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.8 / 8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	24.1 /	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	49.3 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	0 / 0						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 201	District 01	School Number 539	School Name NEST+m
Principal Dr. Olga Livanis		Assistant Principal Jared Rosoff & Tina Yu	
Coach		Coach	
Teacher/Subject Area Teresa Bruno, ESL Coordinator		Guidance Counselor Melissa Chen	
Teacher/Subject Area Joyce Otte, ESL & ELA		Parent Jill Neiberg	
Teacher/Subject Area Jian Lan Zhao, ESL & Mandarin		Parent Coordinator Marcy Rios - Duran	
Related Service Provider		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	9
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	1581	Total Number of ELLs	7	ELLs as Share of Total Student Population (%)	0.44%
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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.

At NEST+m, we currently follow all city and state guidelines for the identification of ELLs. As a city-wide school for the gifted and talented, students enter the school at Kindergarten, Grade 6 and Grade 9. The HLIS is administered at the Department of Education Admissions, then entered into ATS for our information. The HLIS is sent to the school with the students' files. To identify students who may potentially be ELLs, the school must check the Home Language Status in ATS. Using the RLER, LAB-R eligibility function, we can determine students who need LAB-R testing. At this time, we can also determine students who may have indicated the wrong home language in error and can correct this for their family in ATS. The ESL Coordinator checks the RLER report daily and schedules LAB-R Testing. The LAB-R is administered by our 3 certified ESL teachers, Ms. Bruno, Ms. Otte and Ms. Zhao, within the first 10 days of admittance. The LAB-R is graded by the teacher administering the exam and reported to the ESL coordinator, Ms. Bruno and the ELL status of the student is determined by that score. When testing is completed, students are scheduled for ESL services, if necessary. Upon scheduled return dates, the LAB-R is sent to the Borough Assessment Office.

The NYSESLAT is administered in the Spring to all eligible ESL students. Eligible students are confirmed in ATS using the RLAT or RLER functions. The AP of Organization orders the NYSESLAT materials from NY State for administration. The NYSESLAT is scheduled by the ESL Coordinator and administered by the ESL teachers on staff. The AP Organization double ensures that all state testing protocol is upheld, as well test security. All current staff is trained in administration of the exam by the ESL Coordinator and by DOE provided professional development.

Parents are an integral part of our school community. Parent outreach includes an active PTA with various events and Coffee Hours with the Principal monthly for Lower School, Middle School and Upper School. These meetings also serve as a time to communicate with parents about their child's eligibility for services and program choices. After LAB-R Testing, the families of eligible students are sent entitlement letters, Parent Survey and Program Selection forms in both English and their home language. These forms are modeled on the DOE forms available from the office of ELLs. Currently at our school, we only offer Freestanding ESL services. The letter and Program Selection form informs parents that at our school Freestanding ESL is the only option, but that their child is entitled to Bilingual Education and may find such programs and other schools. These forms are returned by the parent to the school office, in person or by mail. To aide in communication with parents in their native language, we utilize our many bilingual staff members as well as the DOE Language and Interpretation Unit. Please see the section below and the CEP Appendix 3 for more information regarding Parent Communication.

Parent Survey and Program Selection forms are reviewed annually. Parents consistently select Free Standing ESL. Considering this choice and our small population of ELLs (7 students at mixed grade levels, and less than 1% of our total populations) our program model remains Freestanding ESL.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown													Tot #	
	K	1	2	3	4	5	6	7	8	9	10	11	12	

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

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

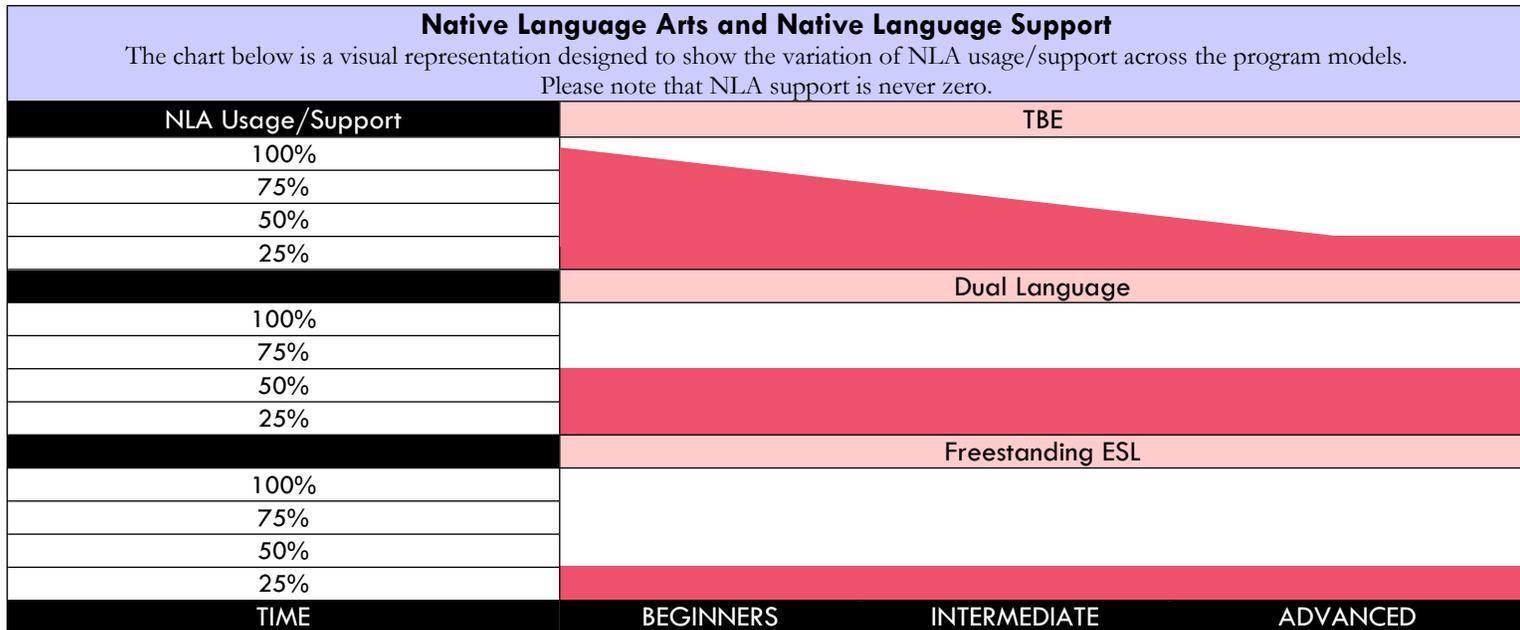
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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.

NEST+m is a K-12 school serving English Proficient students at all grade levels. We do not currently have ELLs at each grade level. There are 3 grade levels with ELL students : Kindergarten, First Grade and 11th Grade. Services for our 7 ELL students are effectively rendered during one daily, free standing ESL course as well as Push In/Co-teaching by one of our certified ESL teachers. With respect to the mixed language backgrounds of students and their high proficiency level, the most appropriate model is English Only instruction in the Free Standing ESL class. Instruction is delivered using the whole language approach and workshop model. Students are exposed to comprehensive input, both oral and text, and workshop to produce language responses, both oral and in writing.

Our staff is organized and scheduled to teach these programs. The ESL Coordinator monitors the hours of instruction needed per NYS CR Park 154 based on the LABR and/or NYSESLAT proficiency of the student, and the AP Organization, Ms. Cunninham, programs the teachers and students' schedules for instruction. We have 2 students at the intermediate level who require 2 units of instruction through CR Part 154. They receive those additional minutes of services in English only through a co-teaching effort of push-in lessons in the general education classroom. This is one example of differentiated instruction for our subgroups. The early childhood subgroup (K and 1st grade) are instructed together and our 11th grader received individual instruction and small group instruction with other former ELLs. The ESL teachers differentiate each lesson to meet the individual needs of the learner, as well as the language standards. To support our ELLs and other students in their language acquisition, we offer a variety of foreign languages K-12; in lower school grades K-5, we offer Mandarin, in middle school grades 6-8, we offer French, Spanish, Mandarin and Russian, and in high school, grades 9-12, we offer French, Spanish, Mandarin, German, Russian and Latin. Although our current eligible ELL population is small, a total of 0.44 % of the total student population, the student body is comprised of many ELLs formerly receiving services or for whom English is not a first language. These students are supported through AIS programs as well as during the scheduled 9th period English support class for High School ELLs (1 student) and former ELLs. The AP Organization and Testing Coordinator ensures that eligible students receive testing accommodations for standardized exams.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Support through ESL services mentioned above continues until the student achieves proficiency on the NYSESLAT. Currently, none of our students have received more than 1 year of services in the past and students in their second year of service are Advanced and Intermediate. Newly enrolled ELLs are identified after testing and supporting with Freestanding ESL services. To support our ELLs and other students in their language acquisition, we offer a variety of foreign languages K-12; in lower school grades K-5, we offer Mandarin, in middle school grades 6-8, we offer French, Spanish, Mandarin and Russian, and in high school, grades 9-12, we offer French, Spanish, Mandarin, German, Russian and Latin.

Each unit of study within the ESL program will be 2-3 weeks long. Students will be assessed at the end of each unit for the sophistication, organization, and grammatical accuracy of their writing and speaking as well as their comprehension of academic level written and spoken English. Concepts will be reviewed and retested at midterm and again at the end of each semester. Given that the majority of students are already advanced and intermediate, the standard of excellence for each course will be near-native proficiency. For example, for our high school students, this means that they will read, write, and speak with very minimal errors in word-choice, comprehension, or grammar. The kindergartners and 1st graders will be expected to use and understand spoken English with the same accuracy as their peers, per the standards for their grade level. The ESL program at NEST+m is structured as English Only Freestanding ESL. However, whenever possible, the ESL teacher will compare and contrast grammatical structures and vocabulary from students' native languages with student participation to help them deepen their understanding of English.

Due to the roughly equal proficiency of the ELLs at NEST+m, a homogenous mixing of students is most appropriate within the Freestanding ESL class. In said class, students are challenged to engage with new or difficult grammatical concepts presented first in isolation and then in the context of a topic meant to improve students' academic vocabulary, written and conversational accuracy, and reading comprehension. For example, high school students may learn about the subjunctive tense, identify how it's used in the famous Broadway song "If I Were A Rich Man", have an informal brainstorming session with classmates about what they would do were they rich, re-interpret "If I Were A Rich Man" with their own lyrics, and perform it for the class. At the kindergarten level, the teacher cooperates with and supplements the mainstream curriculum as much as possible. So, while all the kindergartners learn about body parts, the ESL teacher uses body parts to enforce and practice the recognition and correct use of prepositions. Grammar concepts covered in the high school ESL using this methodology include sentence structures and making better combinations of phrases, clauses, and sentences; when and how to use the passive voice; what past and present participles are and how to use them as adjectives; self-editing skills and how to use Microsoft Word to improve one's grammar; and using inferential skills to understand the parts of speech and use of difficult vocabulary or idiomatic expressions. Kindergartners will practice prepositions, ordinals, Dolch sight words, verb conjugations, comparisons, and story telling skills.

ELLs at NEST+m are fully immersed in English in their classes. The ESL teacher conferences individually with each ELL's content area teachers to identify any concerns the teacher may have noticed the student having. Content area teachers will also be expected to periodically conference about their lesson plans and units to ensure the presentation of information is accessible to advanced ELLs. Additionally, content area teachers are asked to contact the ESL teacher or the ELL's counselor if their grade falls below average for the class in order to plan an appropriate intervention. While explicit native language support is unfeasible for such a diverse population of ELLs, the ESL teacher will draw on the expertise and communication skills of the wide array of foreign language speaking faculty at NEST+m if need be.

The majority of materials used in the ESL program at NEST+m are created by the ESL teacher and draw on the research of Linda L. Kunz,

expert of x-word grammar and sector analysis, Robert J. Marzano, vocabulary acquisition scholar, and the English as a second language textbook series produced by Heinle publishing as well as Betty Azar. All of these resources establish and build on a foundation for fluent communication, extending grammatical, lexical, and functional skills. Many of these resources contain color photographs and illustrations to facilitate the teaching of new vocabulary. We also utilize the Audio CDs and DVDs for Listening Activities as well as articles and fictional texts.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

School staff benefits from ongoing communication with the ESL teachers regarding the language development of the students. The ESL teachers support staff in their approach with ESL students, making the transition to our school from other schools and grade levels a valuable learning experience. In addition to meetings and discussion at each grade level, the staff receives monthly professional development. Each PD session includes scaffolding and differentiation, which is instrumental in modifications for ELLs. Faculty is also encouraged to attend DOE administered professional development where applicable in the content area. Once a month, K- 5 teachers attend grade level meeting and 6-12 teachers attend content strand meetings. Each grade level also meets weekly for team planning. At these meetings, teachers work on their plans and curriculum and are briefed on differentiation for ELLs and former ELLs. The ESL Coordinator and ESL Teacher have attended DOE Professional Development in the past and current school year and will continue to attend DOE professional document as it becomes available.

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?

Parents are an integral part of our school community. Parent outreach includes an active PTA with various events and Coffee Hours with the Principal monthly for Lower School, Middle School and Upper School. We also hold an annual Curriculum Night and Open School Week and Bi Annual Parent-Teacher Conferences. During the annual curriculum night, the ESL teacher gives a detailed account of the daily activities and long term goals of the ESL program and allows time for parents to ask questions and voice concerns. Parents also have the opportunity to discuss their student's participation in the ESL program at conferences and the ESL teacher will call parents if any problems arise with their student. These meetings also serve as a time to communicate with parents about their child's eligibility for services and program choices. All communications home from the beginning of the year to the end, including schedules, grade, and testing information, guidelines for student behavior, and newsletters are sent to parents in their native language as well as in English. Our school employs a full time bilingual Parent Coordinator who serves as a point person for parents. Parents express their needs at the above mentioned Open School Week, Curriculum night and month Coffees with the Principal. Parents can also communicate their needs to the Parent Coordinator, who then relays these needs to the appropriate administrator. See also Appendix 3 regarding translation for Parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Alegbra</u>	1		1	
Math				
Biology				
Chemistry	1		1	
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

Our school uses a variety of tools to assess our ELLs, both standardized and classroom based. In addition to the LABR and the NYSESLAT, K and First Grade Students are assessed using the Fontas Pinnel assessment by the classroom teacher. Students also take part in all mainstream classroom assessments, including diagnostic exams and state exams. All of our students are Intermediate or Advanced. With respect to the NYSESLAT Modalities, some students tested proficient in Reading and Writing, while needing work on Listening and Speaking. Others followed the opposite trend, testing proficient in Listening and Speaking, while testing Advanced in Reading and Writing. Instruction and individual support is given to students where needed for each modality. In our small population, we are especially able to know the needs, strengths and weaknesses of our students and differentiate instruction. Using the RNMR form in ATS, the modalities are displayed for each student. With our small group of ELLs, there is not an opportunity for a generalized pattern to emerge, but an excellent opportunity for individualized instruction. Instead of gleaning patterns from a small sample, we concentrate on the individual performance of each of our 7

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.

Reasons and differentiate for this individual student. Regarding the Regents Exams, the one 11th grade student took Regents Exams last year. This student passed both exams at the advanced level, earning a 91% in Chemistry and a 90% in Algebra. This is evidence that are our ELLs

Additional Information

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		

	Other		
	Other		
	Other		