



**ISAAC NEWTON MIDDLE SCHOOL FOR
MATH AND SCIENCE**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 04M825

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M825 **SCHOOL NAME:** Isaac Newton Middle School for Math & Science

SCHOOL ADDRESS: 280 Pleasant Ave, New York, NY 10029

SCHOOL TELEPHONE: 212 860-6006 **FAX** 212 987-4197

SCHOOL CONTACT PERSON: Lisa Nelson **EMAIL ADDRESS:** LNelson7@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Lisa Nelson

UFT CHAPTER LEADER: David McKinney

PARENTS' ASSOCIATION PRESIDENT: Rolando Sierra

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 4 **CHILDREN FIRST NETWORK (CFN):** 101 – Bridges for Learning

NETWORK LEADER: Marina Cofield

SUPERINTENDENT: Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Lisa Nelson	*Principal or Designee	
David McKinney	*UFT Chapter Chairperson or Designee	
Rolando Sierra	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Gina Wright	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Isaac Newton Middle School for Math and Science (INMSMS) is a middle school with a math and science focus located in East Harlem. We have approximately three hundred and sixty-five students in grades six through eight. We have four classes on each grade, one of which is a Collaborative Team Teaching (CTT) class. We are dedicated to providing an excellent education to students from the neighborhood. Among supervisors, teachers, and support staff there is an intimate and collegial rapport. All the adults at INMSMS are dedicated to meeting the needs of our students and there is a genuine love for the work we do. Our vision is based on math and science as a vehicle for students to develop critical thinking skills that are applicable to other content areas, and subsequently to problem-solving in life, in general. While we are focused on math and science, we are dedicated to helping students develop strong literacy skills, and to encouraging them to have a love of reading both for learning and enjoyment. We base our work on the belief that it is the job of our school to meet the needs of our students and that our school serves not only our students, but also serves their families.

Last year, INMSMS received a General Electric Foundation (GEF) grant for \$231,000 that was intended to foster student success in math and science. We used this funding to build our Professional Learning Community, provide professional development opportunities with a specific focus on meeting the needs of targeted groups of students including, our English Language Learners (ELLs) Students with disabilities (SWDs), and our highest performing students on standardized tests in ELA and mathematics. This year we received a GEF grant for \$55,000 to continue this professional development work.

INMSMS has a strong commitment to maintaining partnerships with the broader East Harlem/New York City community. Each organization brings its unique resources, personnel, and opportunities to our students, their families, and our school staff. Following is a list of our key partnerships:

New York University (NYU)

Our NYU Partnership provides us with student teachers, mentors, tutors, social work interns, and classroom volunteers. In addition, our school staff gains access to professional development opportunities and some coursework at the college for no cost.

College For Every Student (CFES)

CFES, an early college awareness program, helps our middle school students to get their minds set on attending college. The students engage in three core practices: mentoring, pathways to college, and leadership through service in order to solidify the message. Studies have shown that Black and Latino students who engage in this type of program have a 50% higher chance of attending college.

Citizen Schools (CS)

New to New York City, this Extended Learning Time (ELT) provider facilitates an afterschool program for 100 of our students. The students get help with homework daily and engage in a specialized learning lab once a week. Twice a week they are exposed to a new career or technology, participating in 10 week apprenticeships which culminate in authentic learning presentations. And finally, twice a month the students go on explorations around the city, visiting cultural and educational institutions. During the 2011-2012 school year, all sixth grade students will have mandated ELT with CS.

Pace University

We work with Pace University to integrate technology into our curriculum in meaningful ways. Teams of under-graduate students have introduced robotics to our students.

Harlem Community Justice Center – Attendance Court

We were selected for this pilot program, now running successfully in its third year. The program provides support to the families of students whose attendance is impacting their academic progress. Families are screened for a multitude of issues often faced in under-resourced communities. They are then directed to services within the community to address the issues. They meet monthly with a court appointed counselor, and the students receive academic intervention counseling as well.

Mt. Sinai Health Plus Family Clinic

Now in its second year, this on-site, grant funded, full service mental health clinic is run by Mt. Sinai clinicians. All students in our school will have access to mental illness screening, and if diagnosed will receive all necessary services free of charge depending on their health insurance carrier. Counseling and therapy are available at the school. Additionally, we have access to Mt. Sinai's Health Clinic which can provide a full range of medical services for our students.

Union Settlement - Victory After-School Program

Last fall, our eighth grade students were invited to participate in a free after-school program based at our school, that promotes academic achievement and social awareness. There are about (60) sixty INMSMS students enrolled.

Urban Advantage Demonstration School

We serve as a demonstration site for exhibiting best practices around inquiry based science and engaging students in scientific investigations. Our science teachers participate in professional development sessions on Saturdays throughout the school year to both enhance their science content knowledge and to conduct research at a local science institution. Teachers learn how to best use out of school settings for learning and assessment of taught science concepts. In addition, each year we plan a family outing to a local science institution organized by our Parent Coordinator and intended to encourage families to make use of the plentiful, free, local resources.

MISSION STATEMENT

The Isaac Newton Middle School for Math and Science is dedicated to developing mathematically and scientifically knowledgeable students who make connections between what they learn and the world in which they live. The Isaac Newton Middle School for Math and Science is a school where high expectations and active learning experiences develop students' natural curiosity and problem solving ability. We offer an extensive and integrated curriculum that develops the skills and interests of all learners. We strive to create a rigorous learning environment characterized by high academic standards and success for all students. All members of the Isaac Newton Middle School for Math and Science learn from one another. We value families as partners in their children's education. We celebrate the voices and culture of our students, our school, our neighborhood, and our city.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Isaac Newton Middle School for Math and Science				
District:	04	DBN #:	04M825	School BEDS Code:	310400010825

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

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

In 06/07 INMSMS added a sixth grade as part of the reorganization of District 4. This increased enrollment by approximately one-third. In 06/07 one of the 7th grade classes became a CTT class. In 07/08 we established one CTT class at every grade (6th, 7th, and 8th).

The number of ELLs increased significantly over the last three years from 15 students in 05/06 to approximately 40 students in the incoming class of 10/11. In addition, we also have about 50 former ELLs. We are a Title I school with Universal Free Lunch through 2012, which means that we do not have an accurate view of changes to the Poverty Rate. (As a Universal Free Lunch school the Poverty Rate is reported to be 68.5% each year. We are not allowed to collect Income Data from our students.) We assume that the Poverty Rate at Isaac Newton is significantly higher than the official data. We estimate the poverty rate to be between 75% and 90%.

The changing size and demographics of our school's population challenged us to meet the growing needs of our students. This led to an on-going focus on differentiating instruction in order to meet the needs of our students. To provide meaningful differentiated instruction, we have systems in place to organize and review student data in a manner that supports teaching and learning.

I. MATHEMATICS

The percentage of students who received Levels 3 or 4 on the state Math test was 31.6% in 06, 47.1% in '07, 63.6% in '08, 83.0% in '09, and 44.3% in '10. The percentage of students who made Annual Yearly Progress as evidenced by the state math test went from 39.6% in '07 to 62.8% in '08 to 64.7% in '09. In 2010 our Median Growth Percentile was 51.0 and our Median Growth Percentile for Students in the Lowest Third was 60.0.

SPECIAL EDUCATION (SE)

Standardized test results show that general education (GE) students consistently outperform SE students in mathematics. The rate of improvement for GE and SE students' progress from '06 to '09 was similar. The percentage of SE student who achieved exemplary proficiency gains in '09 was 38% up from 34% in '08. In 2010 the percentage of CTT students who achieved exemplary proficiency gains was 14.6 and the percentage of SETSS students who achieved exemplary proficiency gains was 21.2.

While our SE students are improving at a rate that is similar to our GE students, they are starting at a much lower point. It is therefore necessary for the school to provide opportunities for Students With Disabilities (SWD) to learn faster. To this end, we are providing additional PD for all teachers about differentiated instruction and learning disabilities. We have two inquiry teams – one with a math focus and one that focuses on meeting the needs of SWDs. We expect that this work as its on-going findings are presented will improve capacity amongst all of our teachers.

ELLs

Non-ELL students consistently outperform ELL students in mathematics. The overall rate of improvement from '07 to '09 was the same for ELLs than for non-ELLs. 16.7% of ELL students made Exemplary Proficiency Gains.

We are planning to improve academic achievement among our ELL population in the following ways:

1. Additional support for ELLs in math and science funded by Title III.
2. Maximizing resources by inviting ESL student teachers to work directly with our students.
3. Our Vocabulary Study Group is investigating the acquisition of academic language and its role in improved student achievement.
4. Training a core group of teachers in Q-Tel.

ETHNICITY

In 2009 – 2010, Hispanic students (86% proficient) outperform Black students (70% proficient) in mathematics. In 2008-09, the percentage of Hispanic students was 69% who achieved levels 3 and 4 on the state math exam was compared to 58% of our Black students. (The statistical validity of this comparison must take into account the significantly greater number of Hispanic students (245) than Black students (78).

In 2009 – 2010, 44.4% of Hispanic students in the lowest third citywide achieved Exemplary Proficiency Gains in mathematics. 39.3% of Black students in the lowest third citywide achieved Exemplary Proficiency Gains in mathematics.

GENDER

Proficiency levels in mathematics as evidenced by the state Math exam for '08 are essentially the same for female and male students. The rate of improvement for girls (20%) was greater than for boys (10%) between '07 and '08. In 2009, the results show that the girls and boys are performing at the same level (83% on grade level).

II. ELA

The percentage of students who received Levels 3 or 4 on the state ELA test was 44.1% in '07, 55.8% in '08, 71.7% in '09, and 23.75 in '10. The percentage of students who made AYP as evidenced by the state ELA test went from 49% in '07 to 59% in '08 to 61.8% in '09. In 2010, the Median Growth Percentile was 47.0 and the Median Growth Percentile for the School's Lowest Third was 64.0.

SE

There is a greater rate of improvement over three years (2006 to 2009) for SWDs than for GE students. In 2010, 27.1% of our SE students were at a 75th Growth Percentile or Higher in ELA. In 2009 54% of SE students made Exemplary Proficiency Gains in ELA. While our SE students are improving at a rate that is greater than our GE students, their performance is still below our expectations. It is therefore necessary for the school to provide opportunities for the SWDs to learn faster. To this end, we are

providing additional PD for all teachers about differentiated instruction and learning disabilities. We have an inquiry team focusing on special education. This work focuses on diagnosis and the development of instructional strategies and social and academic interventions to improve student achievement.

ELLs

Non-ELLs consistently outperform ELLs; however, the overall *rate of improvement* from '07 to '08 was greater for ELLs than for non-ELLs. 28.2% of our ELLs made Exemplary Proficiency Gains. In 2008-09, in ELA 47% of our non-ELLs achieved levels 3 and 4, versus the ELLs where only 16% performed at those levels. However, the results of the 2009 ELA exam show that the gap between non-ELLs and ELLs is closing. The percentage of non-ELLs that made AYP is 56% versus 52% of the ELLs. The percentage of ELLs at proficiency level in ELA rose from 3% in 2007, to 16% in 2008, to 45% in 2009, while the school's overall proficiency level was at 55%. In 2010, 19.4% of our ELLs had Exemplary Proficiency Gains at 75th Growth percentile or Higher.

ETHNICITY

Previously, Hispanic students outperformed Black students – the percentage of Black students who achieved levels 3 and 4 on the state ELA exam was 38% compared to 45% of Hispanic students. In 2009, the results were equal, 72% of Black students were at grade level and 72% of Hispanic students were at grade level.

GENDER

Although female students outperform male students in ELA, the rate of improvement for boys (27%) is almost even with that of the girls (30%), in 2009. The percentage of male students achieving proficiency, as evidenced by the state ELA test, rose from 30% in '07 to 41%, in '08. The percentage of female students achieving proficiency rose from 41% in '07 to 47% in '08. The girls outperformed the boys, however, over time the boys improved at a faster rate. Some of our initiatives to support our male students are to have gender-based reading groups and to build our non-fiction libraries.

ACCOUNTABILITY METRICS

- On the Annual Progress Report, Isaac Newton rose to an A in 07/08 from the D we received in 06/07. We maintained our A in 08/09 with a 12 point increase in our overall score. We received a C for school year 09/10.
- On the Quality Review, Isaac Newton went from a U in 06/07 to a P in 07/08. We have not had a QR since '07-'08, but we will have one in December 2010.
- The percentage of students who received Levels 3 or 4 on the state Math test were 31.6% in 06, 47.1% in '07, 63.6% in '08, 83% in '09, and 44.3% in '10.
- The percentage of students who received Levels 3 or 4 on the state ELA test were 33.7% in 06, 44.1% in '07, 55.8% in '08, 71.7% in '09, and 23.7% in '10.

	Survey Score 07-08	Survey Score 08-09	Survey Score 09-10	Progress Report City Horizon Score	Overall Survey Scores Compared to Peer Horizon	Change in Score from 08-09
Academic Expectations	8.3	8.4	8.1	69.6%	72.7%	-0.3
Communication	7.4	7.8	7.3	72.0%	73.1%	-0.5
Engagement	7.5	7.7	7.6	72.0%	74.1%	-0.1
Safety and Respect	7.5	7.9	7.6	59.3%	63.0%	-0.3

Attendance improved from 91.2% to 93.8% from '07-'08 to '08-'09 and decreased to 91.6% in '09-'10.

HIGH SCHOOL (HS) ADMISSIONS

In June 2010, 97% of our 8th grade class was accepted to their 1st, 2nd, or 3rd choice for HS. In June 2009, 96% of our 8th grade class was accepted to their 1st, 2nd, or 3rd choice for HS. During the 07/08 school year 76.12% of 8th grade students were matched with their 1st, 2nd, or 3rd choice for HS. Additionally, admissions to Manhattan Center for Science and Math has increased each year over the past four years, with 29 students from IN attending MCSM as 9th graders in the 08/09 school year, 38 of our students attending as freshman in 09/10, and 52 students attending as freshman in 10/11.

PARTNERSHIPS

We have developed several significant partnerships over the last several years. These were outlined in Section III: School Profile.

CTT

We have one CTT class on each grade level. All teachers are encouraged to embrace the model and are informed of the professional development opportunities offered. We have been working hard to create an exemplary program by (1) sending all participating teachers to PD (Marilyn Friend), (2) having an Inquiry Team that focuses on meeting the needs of students with IEPs, (3) participating in a Network study group focused on best practice in the CTT class, (4) visiting other schools that have successful CTT programs.

STRENGTHS

Teaching Staff

Our school has highly effective and dedicated teachers who work together to meet our students' needs and plan to make learning engaging, empowering, and culturally relevant.

Professional Development

Professional development takes a wide variety of formats:

- All teachers participate in PD (on-going, in-house, outside providers, Learning Walks, inter-visitations, conferences, and focused observations by coaches)
- All teachers are members of a grade level team and a content area team (both teams meet weekly and these meetings are facilitated by content area coaches and by administrators)

CHALLENGES

Budget Cuts and Recession

As school budgets continue to decline, we are challenged to keep the same level of service with reduced resources. Furthermore, times of recession create additional challenges for all schools, especially those in under-resourced neighborhoods. These challenges include a notable increase in crime (muggings, robberies, gang violence, and fights), a notable increase in domestic violence, and serious challenges for families who face financial difficulties. During the 2009 to 2010 school year our budget was reduced significantly leading to a reduction in staff of three teachers, two part-time coaches, one full-time computer technician (reduced to two days per week), and three school aides. During the 2010 to 2011 school year, our teaching staff has been reduced by one full-time position, but we have added a half-time school aide and a full-time CUNY Tech Intern (due to begin during the middle of November).

Family Involvement

We have an open door policy for our students' family members. Teachers have excellent communication with families via phone, e-mail, and monthly progress reports. In 2008-09, we were able to purchase Phone Messenger which enables us to send daily attendance messages, in both English and Spanish. This service is also used to send reminders of school events. We have an on-line grading system (Teacher Ease) which means that any family member who has access to e-mail can check how their child is progressing at any time. Families can also check Teacher Ease on-line to see what work has been assigned as homework. In-house computer classes and access to our school's Tech Lab are intended to increase family member's access to these systems. We have excellent participation at events such as Family Science Night, Family Literacy Night, Family Math Night, Art Show, pot-luck suppers, and performances. Over 90% of our families attend Parent Teacher (PT) Conferences which is when they pick up their children's report cards and meet with teachers. We are developing a Family Leadership Group where a core group of parents engage in workshops to understand (a) how to advocate for their children, (b) how to support their children's learning and success in school, and (c) how to recruit and train other families. We are also in the second year of a Parent Technology Class. Here parents/guardians learn basic information about how to navigate the World Wide Web, how to navigate the DOE website, how to use ARIS and Teacher Ease, how to keep young people safe as they interface with web-based programs such as MySpace, and the fundamentals of word processing. Our success with meeting the needs of our families is reflected in excellent scores on the Environmental Surveys. Our challenges lie in engaging more families in productive and sustained ways. Although the attendance at PTA meetings is improving, it still remains low, and our families need a better understanding of how to support their children in school. We are looking for additional ways to engage our students' families.

Student Achievement

Although there had been significant improvement in performance on test scores, our achievement levels for school year 2009-2010 declined significantly:

- (1) there are still too many students not testing Proficient
- (2) there are still too many students who do not make AYP
- (3) students who score high Level 3 and/or Level 4 are not showing as much growth as our students who are functioning at Level 1/Level 2

We, therefore, need to increase our focus on supporting students who are not achieving Proficiency on state assessments as well as challenging those students who are functioning at higher levels (as determined by state assessments). Additionally, we need to provide support to increase achievement for our SWDs and ELLs.

We intend to provide this support by engaging in reflective practice, sharing of best practice (in-house), identifying schools in our Peer Horizon who are achieving greater gains, visiting them, and adapt their best practices to our school. We will provide additional PD for all teachers targeting these needs, and carefully analyze students' progress in relation to these approaches. Additionally, we will focus on the language of the test. We have found that students are learning, but they are not able to demonstrate some of their learning because we do not use the language or the format of the test enough. During the 2010 to 2011 school year, all teachers will re-focus on providing sensible test preparation while maintaining authentic learning experiences. They will incorporate actual test items in all tests, *Do Nows*, and reviews.

Finally, we have redesigned our delivery of Academic Intervention Services (AIS) during Extended Day. Teachers work on grade level teams to develop and implement six week clinics that specifically

target students' areas of weaknesses. All mandated students will participate in clinics and non-mandated students will participate on an "as needed basis."

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.

GOAL 1

- Humanities curriculum, instruction, and assessment will be planned, implemented, and supported in a manner that accelerates learning for all students, with a focus on special populations including students in the top third, ELLs and students with IEPs.
 - Students' academic achievement will be reflected in NYS ELA Test as follows:
 - 6th grade: 3 of the 5 students who scored a L1 will move to L2 and 2 students who scored a high L2 will move to L3
 - 7th grade: 10 of the 15 students who scored a L1 will move to L2 and 15 students who scored a high L2 will move to L3
 - 8th grade: 9 of the 12 students who scored a L1 will move to L2 and 12 of the 16 students who scored a high L2 will move to L3
 - Between September 2010 and May 2011, all humanities teachers will participate in weekly PLC meetings that focus on improving teaching and accelerating student learning with a focus on special populations including students in the top third, ELLs and students with IEPs.
 - Between September 2010 and May 2011, all humanities teachers will develop a deeper understanding of their students, as evidenced by the development of a department-wide system for supporting students in developing their own short-term, actionable reading goals.
 - Extended Day intervention services will be organized in a workshop model where grade level teams of teachers identify cohorts of students with similar areas of deficit. Teachers will then plan and implement interventions and assessments that target specific areas of needs. Student cohorts will vary on a four to six week schedule.

GOAL 2

- Math curriculum, instruction, and assessment will be planned, implemented, and supported in a manner that accelerates learning for all students, with a focus on special populations including students in the top third, ELLs, and SWDs.
 - Students' academic achievement will be reflected in NYS Math Test as follows:
 - 6th grade: the 3 students who scored a L1 will move to L2 and 15 of the 18 students who scored a high L2 will move to L3
 - 7th grade: 4 of the 5 students who scored a L1 will move to L2 and 18 of the 22 students who scored a high L2 will move to L3

- **8th grade: 1 of the 2 students who scored a L1 will move to L2 and 12 of the 14 students who scored a high L2 will move to L3**
- **Between September 2010 and May 2011, all math teachers will participate in PLC meetings every other week that focus on improving teaching and accelerating student learning with a focus on special populations including students in the top third, ELLs and SWDs. (on-going)**
- **All math teachers will develop a deeper understanding of their students, as evidenced by the development of department-wide differentiation strategies to address student needs. (on-going)**
- **Extended Day intervention services will be organized in a workshop model where grade level teachers identify cohorts of students with similar areas of deficit. Teachers will then plan and implement interventions and assessments that target specific areas of needs. Student cohorts will vary on a four to six week schedule.**

GOAL 3

To improve school-wide attendance with a focus on students who are chronically absent.

The table below shows the number of students who were chronically absent during the 2009 to 2010 school year, and the number of students we anticipate during the 2010 to 2011 school year.

	10 – 19 days absent		20+ days absent	
	2009 - 2010	2010 - 2011	2009 - 2010	2010 - 2011
6th grade	27	15	12	8
7th grade	42	20	23	18
8th grade	26	17	36	28

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal # 1 - Humanities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Humanities curriculum, instruction, and assessment will be planned, implemented, and supported in a manner that accelerates learning for all students, with a focus on special populations including students in the top third, ELLs and students with IEPs. • Students’ academic achievement will be reflected in NYS ELA Test as follows: <ul style="list-style-type: none"> ▪ 6th grade: 3 of the 5 students who scored a L1 will move to L2 and 2 students who scored a high L2 will move to L3 ▪ 7th grade: 10 of the 15 students who scored a L1 will move to L2 and 15 students who scored a high L2 will move to L3 ▪ 8th grade: 9 of the 12 students who scored a L1 will move to L2 and 12 of the 16 students who scored a high L2 will move to L3 • Between September 2010 and May 2011, all humanities teachers will participate in weekly PLC meetings that focus on improving teaching and accelerating student learning with a focus on special populations including students in the top third, ELLs and students with IEPs. • Between September 2010 and May 2011, all humanities teachers will develop a deeper understanding of their students, as evidenced by the development of a department-wide system for supporting students in developing their own short-term, actionable reading goals. • Extended Day intervention services will be organized in a workshop model where grade level teams of teachers identify cohorts of students with similar areas of deficit. Teachers will then plan and implement interventions and assessments that target specific areas of needs. Student cohorts will vary on a four to six week schedule.
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<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>Professional Development</p> <ul style="list-style-type: none"> • Departmental professional book study of <u>6+1 Traits of Writing</u>, by Ruth Culhan and <u>Leveled Books</u>, by Fountas and Pinnell will continue during weekly Humanities meeting. (on-going) • Teachers will use the <u>6+1 Traits of Writing</u> to integrate writing units into their curriculum maps to ensure that all the traits are taught over the course of three years. (on-going through 2012) • All teachers will receive PD about how to differentiate instruction during the 2010 to 2011 school year • Analysis of this year's predictive and diagnostic, and annual standardized ELA exam results (school-wide, class-wide, and student level), to identify specific areas of strengths and weaknesses, as they relate to target populations. (as results become available) • School-wide and department meetings focus on analysis of test results so that teachers can independently access and understand this information. (on-going) • School-wide vocabulary study group to study vocabulary development across content areas and implement school-wide vocabulary initiatives. (restarting September 2010 and on-going) • Regular communication between humanities coach, math coach and science coach to share strategies, best practices, and implementation of school-wide goals. (September - June, on-going) <p>Instruction</p> <ul style="list-style-type: none"> • Use of in-class reading assessments (Teachers College and Orbit-Wrap) to provide data to inform instruction in addition to state and interim assessments. (on-going) • All students will set actionable goals to improve reading based upon an understanding of their current level and the steps needed to make improvements. (on-going) • Students will know their reading level and select independent reading books within their reading level (on-going)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>This work is funded by Title I SWP, Title I ARRA, Contract for Excellence, Title III (LEP), Title IV, IDEA, and Tax Levy.</p> <p>Who is responsible: Literacy Coach, AP (Humanities), Principal, Partnership Coordinator, Science and Math Coaches, AIS Coordinator, classroom teachers</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>Data about students</p> <ul style="list-style-type: none"> • Interim assessment results (1 to 2 times each year) • Results of in-class reading assessments (TC and Orbit-Wrap) (three times annually) • Students' grades (by semester) • Reading logs (weekly) • Students' work and goals (on-going)

	<p>Artifacts</p> <ul style="list-style-type: none"> • Humanities meeting agendas • Science meeting agendas • After school study group agendas • Professional Development Plans • Students' Portfolios <p>Teacher Behavior</p> <ul style="list-style-type: none"> • Teacher-led reading conferences (quarterly) • Teachers' lesson plans reflecting increased understanding of target populations and differentiation strategies to address them (on-going) • All teachers will participate in PLC activities (on-going) <p>Student Behavior</p> <ul style="list-style-type: none"> • Students set and implement action plans to achieve goals • Students use Writing Rubric • Students select books at their reading level
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal # 2 - Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Math curriculum, instruction, and assessment will be planned, implemented, and supported in a manner that accelerates learning for all students, with a focus on special populations including students in the top third, ELLs, and SWDs. • Students' academic achievement will be reflected in NYS Math Test as follows: <ul style="list-style-type: none"> ▪ 6th grade: the 3 students who scored a L1 will move to L2 and 15 of the 18 students who scored a high L2 will move to L3
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	<ul style="list-style-type: none"> ▪ 7th grade: 4 of the 5 students who scored a L1 will move to L2 and 18 of the 22 students students who scored a high L2 will move to L3 ▪ 8th grade: 1 of the 2 students who scored a L1 will move to L2 and 12 of the 14 students who scored a high L2 will move to L3 <ul style="list-style-type: none"> • Between September 2010 and May 2011, all math teachers will participate in PLC meetings every other week that focus on improving teaching and accelerating student learning with a focus on special populations including students in the top third, ELLs and SWDs. (on-going) • All math teachers will develop a deeper understanding of their students, as evidenced by the development of department-wide differentiation strategies to address student needs. (on-going) • Extended Day intervention services will be organized in a workshop model where grade level teachers identify cohorts of students with similar areas of deficit. Teachers will then plan and implement interventions and assessments that target specific areas of needs. Student cohorts will vary on a four to six week schedule.
<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>Professional Development</p> <ul style="list-style-type: none"> • Seminal professional readings in department meetings (on-going) • All teachers will receive PD about how to differentiate instruction (on-going) • Analysis of this year's predictive and diagnostic, and annual standardized Math exam results in school-wide, class-wide, and student level to identify specific areas of strengths and weaknesses, as they relate to target populations. (as available) • School-wide and department meetings focus on analysis of test results so that teachers can independently access and understand this information to improve planning and instruction (on-going) • Regular communication between humanities coach, math coach and science coach to share strategies, best practices, and implementation of school-wide goals (weekly) <p>Instruction</p> <ul style="list-style-type: none"> • Students will be receive differentiated instruction to meet their needs • Teachers will implement a variety of strategies to meet the needs of targeted populations • Students will receive additional periods of math instruction • Targeted students will receive additional instruction during Extended Day to address critical deficits that impede learning <p>Data about students</p> <ul style="list-style-type: none"> • Acuity assessment results (3 times each year) • Students' grades (by semester) • Students' work (on-going)

	<ul style="list-style-type: none"> • State Math exam item analysis (on-going) • Results of in-class math assessments (on-going) • Students grades (quarterly) • Portfolios (2 times each year) <p>Artifacts</p> <ul style="list-style-type: none"> • Math meeting agendas • After school study group agendas • Professional Development Plans • Teachers' lesson plans reflecting increased understanding of target populations and differentiation strategies to address them (on-going) • AIS binders <p>Teacher Behavior</p> <ul style="list-style-type: none"> • All teachers will participate in PLC activities (on-going) • Teachers working to understand implications of student work • Teachers will use data to understand students strengths and weaknesses , including Acuity, strand and item analysis of student work
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>This work is funded by Title I SWP, Title I ARRA, Contract for Excellence, Title III (LEP), Title IV, IDEA, and Tax Levy.</p> <p>Who is responsible: Math Coach, APs, Principal, Partnership Coordinator, Science and Math Coaches, AIS Coordinator, classroom teachers</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>Data about students</p> <ul style="list-style-type: none"> • Acuity assessment results (3 times each year) • Students' grades (by semester) • Students' work (on-going) • State Math exam item analysis (on-going) • Results of in-class math assessments (on-going) • Students grades (quarterly) • Portfolios (2 times each year) <p>Artifacts</p> <ul style="list-style-type: none"> • Math meeting agendas • After school study group agendas • Professional Development Plans

	<ul style="list-style-type: none">• Teachers' lesson plans reflecting increased understanding of target populations and differentiation strategies to address them (on-going) <p>Teacher Behavior</p> <ul style="list-style-type: none">• All teachers will participate in PLC activities• Teachers working to understand implications of student work• Teachers will use data to understand students strengths and weaknesses, including Acuity, item analysis of student's work
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal # 3 Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve school-wide attendance with a focus on students who are chronically absent.</p> <p>The table below shows the number of students who were chronically absent during the 2009 to 2010 school year, and the number of students we anticipate during the 2010 to 2011 school year.</p> <table border="1" data-bbox="737 711 1690 870"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">10 – 19 days absent</th> <th colspan="2">20+ days absent</th> </tr> <tr> <th>2009 - 2010</th> <th>2010 - 2011</th> <th>2009 - 2010</th> <th>2010 - 2011</th> </tr> </thead> <tbody> <tr> <td>6th grade</td> <td align="center">27</td> <td align="center">15</td> <td align="center">12</td> <td align="center">8</td> </tr> <tr> <td>7th grade</td> <td align="center">42</td> <td align="center">20</td> <td align="center">23</td> <td align="center">18</td> </tr> <tr> <td>8th grade</td> <td align="center">26</td> <td align="center">17</td> <td align="center">36</td> <td align="center">28</td> </tr> </tbody> </table>		10 – 19 days absent		20+ days absent		2009 - 2010	2010 - 2011	2009 - 2010	2010 - 2011	6 th grade	27	15	12	8	7 th grade	42	20	23	18	8 th grade	26	17	36	28
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8 th grade	26	17	36	28																					
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Weekly attendance meeting with AP, Guidance Counselor, Parent Coordinator, Attendance Court representative to review weekly attendance data and targeted students • Daily calls to the families of students who are late or absent (School Messenger) • Recruiting students and families to participate in Attendance Court (an initiative through the Harlem Community Justice Center where families work with coordinator and retired judge to develop and implement an attendance plan that includes resources (mental health, health, housing) that will improve students attendance • Referral for mental health interventions • Coordinated effort with ACS for chronically absent students whose families are unresponsive • Participation in Mayor’s Attendance Initiative • Careful analysis of attendance trends – individual students, weather related, by HR teacher • Incentives for classes with excellent weekly attendance (Newton Dollars, movie tickets) • HR teachers encouraging students to attend and letting students know that they were missed when absent • Mentorship for chronically absent students • Incentivizing attendance during PD Half-Days by having “dress down days” 																								

	<ul style="list-style-type: none"> • Improved 8th grade attendance during final weeks of June by creating Senior Week with special activities for 8th grade students daily
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>This work is funded by Title I SWP, Title I ARRA, Contract for Excellence, Title III (LEP), Title IV, IDEA, and Tax Levy.</p> <p>Who is responsible: Assistant Principal, Principal, Guidance Counselor, Parent Coordinator, HR teachers, Citizen Schools, Attendance</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly monitoring of individual students attendance rates • Weekly evaluation of school-wide attendance

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	45	38	10	45	5	2	0	33
7	48	29	7	48	6	2	0	30
8	42	31	5	42	14	4	0	31
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: 37.5 minutes Wilson Just Words Achieve 3000 Tutoring by teachers & HS students Citizens Schools/ Union Settlement	Extended Learning Time - Small group instruction is provided by grade level in the morning before the school day begins. (63 students) Achieve 3000 – technology - based literacy program with non-fiction content (35 students) Just Words – Advance de-coding program (6 students) Wilson- small group meets during extended learning time. (10 students) Tutoring – one-to-one, and small group occurs during the day and after-school, as needed. After-school and Saturday program with a strong homework help and academic support component.
Mathematics: 37.5 minutes Tutoring by teachers & HS students Citizens Schools/ Union Settlement	Mathematics teachers provide early morning instruction to students in small groups. About 15 students are receiving remedial instruction in mathematics. Tutoring – one-to-one, and small group occurs during the day and after-school, as needed.
Science: Tutoring by teachers & HS students Citizens Schools/ Union Settlement	See above
Social Studies: Tutoring by teachers & HS students Citizens Schools/ Union Settlement	See above
At-risk Services Provided by the Guidance Counselor: Group or individual sessions	Students are assigned through the pupil-personnel committee for up to 6 weeks of service. When further attention is needed we enlist the services of our on-site, Mt. Sinai social workers.
At-risk Services Provided by the School Psychologist: Group or individual sessions	Students are assigned through the pupil-personnel committee for up to 6 weeks of service. When further attention is needed we enlist the services of our on-site, Mt. Sinai social workers.
At-risk Services Provided by the Social Worker: none	None – one day a week position.

At-risk Health-related Services:	Mt. Sinai Mental Health Clinic provides on-site screening and subsequent counseling as needed.
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AIS EXPECTATIONS: 2010-2011 (Effective AIS is a teacher's job)

Objective: To give academic support to students in a targeted and productive manner

- Facilitated by grade level teams
 - Teams are grouped by grade level
 - Each team member must be part of the teaching and administrative duties to produce an effective AIS program
 - All members of the team help create the curriculum based on student needs
 - The use of “Acuity,” or another formal assessment is recommended
- AIS should run as a clinic
 - Topics and curriculum should change when the student has mastered the skill
 - A clinic runs 4 days a week, for 4-6 weeks
 - Team teachers rotate instruction so that each has one of the four days off from teaching to plan new curriculum, form groups, phone home, and manage attendance
 - All team members are responsible for all students
 - Student groups can change (4-6 week intervals) for each new clinic
 - Non mandated students may attend any clinic team suggests
- AIS must be engaging and focus on student learning
- As needed, Wilson reading program will be part of AIS

Outcomes:

- Student improves academically
- Student feels successful in school
- Student builds self confidence
- Student becomes more reflective of self as learner and takes ownership of learning
- Student attends because they know all his/her teachers have high expectations, believe in their abilities, and expect them to participate in class

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s): 6, 7, 8 Number of Students to be Served: 32 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

INMSMS will offer an after-school program to all ELLs and former ELLs in order to further enhance their acquisition of academic English. The program will be offered twice a week, Tuesday and Wednesday afternoons from 3:07 – 5:00 pm. The program will run from January 2010 to June 2010 and the last session will consist of student presentations in which family, school staff and community members will be invited to celebrate students' final projects. The after-school program will be conducted regularly by one certified ESL instructor as well as one ELA instructor. The ESL Coordinator will also participate on a monthly basis.

Students who participate in the after-school program will be engaged in group activities focused around the theme of immigration in New York City. The program will also include virtual tours as well as a number of outings and field trips to various sites throughout the city. Included in the outings would be several walking tours of different neighborhoods led by Big Onion Walking Tours as well as two visits to El Museo Del Barrio to participate in guided tours focused around themes of urban immigration and identity. The program will focus on reading materials and writing activities to engage students in developing literacy skills as they learn about the history of immigration and how immigrants continue to influence that many cultures and communities of New York City.

As immigrants and/or children of immigrants, the inclusion of multi-cultural short stories and poems that focus on the immigrant experience will enable students to make meaningful connections while simultaneously increasing their exposure to academic English. Furthermore, the use of QTEL learning strategies will provide students with multiple opportunities to enhance their reading, writing and speaking skills and further their ability to achieve academic success in the classroom. Students will also strengthen their computer literacy skills, as they will conduct internet research and type all written assignments.

Finally, students will be expected to create a culminating project of their choice in order to demonstrate what they have learned over the course of the program. As part of the program, students will conduct interviews with family members and community members regarding the immigrant experience. Furthermore, students will learn how to design, layout and publish a newsletter to share with the school community. The goal of our program is to write and publish newsletters for our school community around the issue of the immigrant experience. Our school community is populated by children of immigrants or immigrants themselves, and we would like to have a regularly published forum to express the richness of that background. To create such an on-going project under Title III programs, we need 4 pc computers to create a station where students can write, edit and publish their work. This is exclusively an on-going Title III project.

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.

INMSMS is dedicated to providing professional development to the staff in areas pertaining to quality education for ELLs and has formed an ELL Inquiry Team to Best Teaching Practices for ELLs to continue the work started under the ELL Success Grant. The team will turn-key findings to the rest of the staff during PD Monday after-school sessions, and on "lunch and learn" days. The team consists of a math teacher, a Humanities

teacher, two ESL teachers, and a science teacher. The inquiry team is focusing on Content-Area language acquisition for ELLs. Additionally, our ELL team meets with Humanities teachers bi-monthly to plan and strategize Q-Tel based teaching in the classroom and further push ELL students to become more successful in the classroom, on formal and informal assessments.

Section III. Title III Budget

School: 04M825

BEDS Code: 310400010825

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	\$8,780.00	2 teachers X 49.89 x22 weeks x 4 hours
Purchased services - High quality staff and curriculum development contracts.	\$2,300.00	4 Big Onion Walking Tours @ \$425.00 per tour = \$1700.00 3 group tours to El Museo Del Barrio @ 200/visit = 600.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,500.00 420.00	4 Dell PC Computers Class sets for Title III: Francisco Jimenez, "The Circuit" Gary Soto, collection of short stories, Sandra Cisneros, "The House on Mango Street"
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

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.

Assessment – PTA, SLT, Home Language Survey, ATS, ARIS, teacher and family survey, were all reviewed to assess our need for translations to families in written form, and for interpreters at face-to-face meetings. We note all of the translation and interpretation needs on our students' Emergency Contact Forms which are available to all members of our schools community.

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.

20% of our families are monolingual in Spanish. These families need both written translation and oral interpretation. 45% of our families need written translation in Spanish. Thus, we translate all materials being sent home are translated into Spanish and we have translators available at all times. Three of our families are monolingual in Chinese and/or Korean. These families always bring a translator with them and their children translate written communications. We have four families whose primary language is French. We have two staff members who are able to provide oral translation in French. In three cases, when parents only spoke Arabic we called upon the interpretation services at the DOE.

There are several posters visible throughout our school informing families of their rights to translation and interpretations services. Additionally, we include this information in fliers that are backpacked home. Finally, we always inform families of these services in all meetings including our orientation, PTA meetings, and PT Conferences.

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.

Assistant Principal, Nadine Kellogg, translates all short written materials into Spanish, and all long materials are sent to the Translation Unit. She also provides oral interpretation (Spanish, French, and Portuguese) at all formal meetings with parents/guardians. Additionally, our school's secretary, guidance counselor and two school-aides are available for interpretation services. Longer letters are directed to Edgar Leon, our Spanish Teacher for translation.

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

We found that a translator must be available at all times for individual interpretation in Spanish, and that someone must be available at all formal parent meetings to provide simultaneous translations. Spanish speaking parents stated that they felt welcome when someone helped them to understand the conversations at the meetings. There are twelve members of the staff who speak Spanish fluently. We hire bilingual high school students to be available for interpretation at parent/teacher conference days.

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>.

Translation and Interpretation Services posters are posted prominently throughout our school. We ask all families if they would like a translator. We use the Home Language Survey data to determine when messages need to be translated in *School Messenger*. When we are writing letters home, we send them to the Translation Service offered by the DOE. Otherwise, we translate in-house.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$222,472	\$139,144	\$361,616
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,225	1,392	3,617
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,125	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,243	*	

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

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

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

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

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

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

Isaac Newton MS for Math & Science Parent Involvement Policy

According to the National Middle School Association parental involvement is important to the educational success of young adolescent. Isaac Newton MS for Math & Science recognized this and has established six types of parental involvement that will foster Parental Involvement. They are parenting classes, communication, volunteering, learning at home, and decision making and collaborating with the community. Parent teachers' conferences will be held four times a year. At the beginning of the school year a survey was given to all families and from the data that was collected the school then set a calendar as to how and when each of the six types of parental involvement would be implemented effectively. Here at Isaac Newton MS for Math & Science we maintain an "open door policy" At anytime, our parents are welcome to visit the school. We also provide school tours for all interested families to come and see our school and what we offer.

1. **Parenting:** Isaac Newton MS for Math & Science will offer Parenting classes through our **Family Academy**. These classes are designed to help families understand young adolescent development, and to provide level parenting skills. Enable families to establish home condition that is conducive to support learning at each grade level. This will also, help school to obtain pertinent information about students that might not otherwise be available. (i.e.) home situations such as domestic violence, homelessness, hunger or any other emotional issue that families are facing.
2. **Communication:** We have established different way for parents to communicate with the school and visa versa. Each child parent that has an active email is sent an invitation to Teachers ease. Once the parent logs in he/she will be able to keep track of his/her child academic progress. Parents are also, sent progress reports. Every notice that is sent home is always done in both languages that are prominent to our school. English and Spanish.

Provide activities that will allow parents to be aware of activities that are taking place at the school. These activities include parent teacher's conferences but are not limited. Translators are available to our Spanish speaking families at our parent teacher's conferences. This is done through our partnership with Manhattan Center for Science and Mathematics.

Computer Classes: Introductory computer classes are being offered in our technology lab with collaboration from our Humanities teachers and our parent coordinator. These classes will teach families basic information needed for them to be able to obtain and track their child's progress through Teachers Ease on-line grading system.

3. **Volunteering:** Families are invited to attend Learners Leaders workshops. These workshops are being offered to all families interested in volunteering in any school. Once this training is completed they can then work in the classrooms with teachers. Parents are also, invited to chaperone their child class trip.
4. **Learning at home:** This is done by setting learning goals between students, teachers and parents. (Teachers Ease)
5. **Decision making:** We recognize that when families take part in the decision making part of their child school they have a greater sense of ownership and are more likely to support the school's mission. We seek to inform all of our constituents (families) of all decisions that are made through our PTA meetings and SLT meetings, and making the minutes of these meeting public.
6. **Collaborating with the community:** We are very proud of our collaboration with **Citizen Schools, Urban Advantage, Union Settlement (Victory), Mt. Sinai Hospital Mental Health Clinic, Harlem Community Justice Center (Attendance Court), Pace University, Teachers College-Columbia University, and New York University.** *Citizen Schools* After-School program runs four days a week (Mondays-Thursdays) from dismissal until 6:00 P.M. *Urban Advantage*, in addition to professional development, offers vouchers for all of our families. The families can visit six of New York's Science institutions free of cost. Our 8th grade students participate annually in the city wide science exit project exhibit held at the Museum of Natural History. *Union Settlement – Victory After-School Program* works with our teachers on planning programs for the Advisory periods, and has an After-School program for our eighth graders. *Mt. Sinai Mental Health Clinic* provides on-sight screening and counseling. *Attendance Court* serves families seeking help to improve their child's attendance at school. *Pace University* sends college students to work with our teachers on integrating technology into their lesson planning. To further strengthen the home-school connection, this year we received a grant from **Project Connect**, which will put a computer in the homes of all of our students. Graduate students of science education at *Teachers College* help put together our "Family Science Night." We have "America Reads" tutors from *New York University* working directly with students in the classrooms.

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

HOME – SCHOOL CONTRACT

Isaac Newton Middle School for Math and Science - School year 2010-2011

Student's Name _____

We ask that you sign this pledge agreeing to work together as a team to ensure the continued success of all of our students. Below are our expectations for students and their families.

Family Expectations

Families will:

- Support Isaac Newton Middle School for Math and Science's mission of high academic standards and commitment to the community.
- Make sure your child shows up to school everyday on time and in uniform.
- Make sure your child has a nutritious breakfast.
- Support your child in doing his/her homework by making sure that you provide positive reinforcement for student's progress and success, and that students has a quiet place with no distractions and adequate lighting to complete all of his/her homework every night.
- Read, understand, and support the *New York City Department of Education Code of Conduct* in order to maintain a positive and safe school community.
- Work to ensure good attendance by phoning the school at the start of the day if your child is going to be late or absent.
- Volunteer if possible.
- Support other families.
- Offer input to the school on our annual surveys to assess how the school can better serve our students and families.
- Attend workshops offered by the school.
- Attend PTA meetings to know what is going on in your school community.

Students will:

- Abide by Isaac Newton Middle School for Math and Science New York City Department of Education Code of Conduct

The Isaac Newton Middle School for Math and Science will:

- Use every resource possible to educate every student

- **Keep our school safe.**
- **Encourage each child to practice good citizenship through New York City Department of Education Code of Conduct.**
- **Communicate regularly with families about students' progress.**
- **Seek out strength and talents of all students and their families.**
- **Provide outreach services that will support the needs of families.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Pages 12 to 17

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

Pages 5 to 6; 18 to 24; and Appendices I, II, and III.

3. Instruction by highly qualified staff.

We have a hiring committee who screen resumes, interview and evaluate demonstration lessons. We have close relationships with several teacher preparation programs who recommend highly qualified applicants.

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

All teachers are provided extensive Professional Development both in the school and through outside workshops. Teachers participate as members of a supported planning team. Coaches are provided for all subject areas.

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

Teachers are supporting with curriculum development, teaching methodology, and promoting a productive classroom environment. All teachers are given the supplies that they need to be good teachers. Collegial relationships are systemically supported.

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

We have an open door policy to support families to support their children.

We provide classes in computer literacy, ESL, and citizenship.

We have several celebratory events during the year such as Family Science Night which engage families in productive ways.

We have a space where PTA Executive Board can meet.

We encourage all families to share concerns.

We believe that all families want what is best for their child.

We work with Extended Learning Time partners to provide additional support to our students and their families.

We help families identify resources within the community.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All of these decisions are made by consensus in content area meetings and grade level meetings.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students' data and progress is reviewed by teachers weekly in AIS meetings and twice monthly during grade level meetings.

Administrators and coaches review students' data and progress twice a month.

PPT and AIS committees develop plans to support students' success.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We work with Harlem Community Justice Center, Mt. Sinai, Union Settlement, and various other local agencies to provide resources to our students and their families.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			222,472	x	
Title I, Part A (ARRA)	Federal	x			139,144	x	
Title II, Part A	Federal	na			0	na	

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

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

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

Title III, Part A	Federal	x			15,000	x	
Title IV	Federal	na			0	na	
IDEA	Federal	x			154,469	x	
Tax Levy	Local	x			2,310,606	x	

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

5 Students out of 362 Active Enrollment (1.38%).

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

Services for Students Residing in Temporary Housing

Role of the School and Counselors: The counselors play a major role in facilitating maturation adjustment and achievement, through work with parents, students, school staff and community based organizations/ agencies support.

- Provide students and families (also in their native language) information regarding their rights under the McKinney-Vento Act (Policies and Procedures).
- Establish a comprehensive record keeping system that helps meet the student's immediate needs and kindles their interest and abilities through consistent ongoing review and updates.

- Assess pupil's strength, weaknesses, interest, goals in order to provide appropriate remediation at the school level.
- Introduce and offer community services to students and families that will help broaden their approaches to learning and improve their living situation. In addition, teach students how to recognize and negotiate CBO's in a manner that will address their current situation.
- Meet with the students and parents individually and in groups to give them information and point out opportunities so they can make appropriate plans to meet their educational, health, housing and social needs.
- Make referrals to the PPT Committee, IEP Teams, Attendance Committee and school based Health Programs (Mt.Sinia, Children's Aid Society, Union Settlement etc.) in order to screen students with academic and social emotional needs.
- Maintain a Liaison with CBOs', DOE Officials and City agencies in order to provide immediate help in cases of emergencies. Also to use as vehicles to provide additional assistance.
- Conduct periodic checks to make sure that students are at their current academic levels and to ensure that are getting their health, academic, school supplies, transportation, tutoring and housing needs met.
- Report any significant changes immediately to the schools administration for proper and immediate follow-up.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Isaac Newton Middle School for Math & Science					
District:	4	DBN:	04M825	School		310400010825

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.8	93.8	91.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	110	120	115				
Grade 7	112	123	122				
Grade 8	112	119	124				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	334	362	361				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.1	94.7	97.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	68.5	81.8	81.8

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	10	20

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	2	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	75	27	76
# in Collaborative Team Teaching (CTT) Classes	34	42	35	Superintendent Suspensions	11	9	18
Number all others	17	22	29				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	29	29	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	6
# receiving ESL services only	26	21	TBD	Number of Educational Paraprofessionals	1	0	1
# ELLs with IEPs	5	13	TBD				

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
	2	1	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	44.8	72.4	81.5
				% more than 5 years teaching anywhere	37.9	37.9	51.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	86.0	92.6
American Indian or Alaska Native	0.6	0.6	0.6	% core classes taught by "highly qualified" teachers	91.8	98.4	93.7
Black or African American	22.2	23.2	23.0				
Hispanic or Latino	73.7	72.4	72.9				
Asian or Native Hawaiian/Other Pacific	2.1	1.9	2.2				
White	0.3	0.8	1.4				
Male	53.0	58.0	56.8				
Female	47.0	42.0	43.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	22.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	8.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	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

04M825 TITLE III

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s): 6, 7, 8 Number of Students to be Served: 32 LEP 0
Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

INMSMS will offer an after-school program to all ELLs and former ELLs in order to further enhance their acquisition of academic English. The program will be offered twice a week, Tuesday and Wednesday afternoons from 3:07 – 5:00 pm. The program will run from January 2010 to June 2010 and the last session will consist of student presentations in which family, school staff and community members will be invited to celebrate students' final projects. The after-school program will be conducted regularly by one certified ESL instructor as well as one ELA instructor. The ESL Coordinator will also participate on a monthly basis.

Students who participate in the after-school program will be engaged in group activities focused around the theme of immigration in New York City. The program will also include virtual tours as well as a number of outings and field trips to various sites throughout the city. Included in the outings would be several walking tours of different neighborhoods led by Big Onion Walking Tours as well as two visits to El Museo Del Barrio to participate in guided tours focused around themes of urban immigration and identity. The program will focus on reading materials and writing activities to engage students in developing literacy skills as they learn about the history of immigration and how immigrants continue to influence that many cultures and communities of New York City.

As immigrants and/or children of immigrants, the inclusion of multi-cultural short stories and poems that focus on the immigrant experience will enable students to make meaningful connections while simultaneously increasing their exposure to academic English. Furthermore, the use of QTEL learning strategies will provide students with multiple opportunities to enhance their reading, writing and speaking skills and further their ability to achieve academic success in the classroom. Students will also strengthen their computer literacy skills, as they will conduct internet research and type all written assignments.

Finally, students will be expected to create a culminating project of their choice in order to demonstrate what they have learned over the course of the program. As part of the program, students will conduct interviews with family members and community members regarding the immigrant experience. Furthermore, students will learn how to design, layout and publish a newsletter to share with the school community. The goal of our program is to write and publish newsletters for our school community around the issue of the immigrant experience. Our school community is populated by children of immigrants or immigrants themselves, and we would like to have a regularly published forum to express the richness of that background. To create such an on-going project under Title III programs, we need 4 pc computers to create a station where students can write, edit and publish their work. This is exclusively an on-going Title III project.

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.

INMSMS is dedicated to providing professional development to the staff in areas pertaining to quality education for ELLs and has formed an ELL Inquiry Team to Best Teaching Practices for ELLs to continue the work started under the ELL Success Grant. The team will turn-key findings to the rest of the staff during PD Monday after-school sessions, and on “lunch and learn” days. The team consists of a math teacher, a Humanities teacher, two ESL teachers, and a science teacher. The inquiry team is focusing on Content-Area language acquisition for ELLs. Additionally, our ELL team meets with Humanities teachers bi-monthly to plan and strategize Q-Tel based teaching in the classroom and further push ELL students to become more successful in the classroom, on formal and informal assessments.

Section III. Title III Budget

School: 04M825

BEDS Code: 310400010825

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	\$8,780.00	2 teachers X 49.89 x22 weeks x 4 hours
Purchased services - High quality staff and curriculum development contracts.	\$2,300.00	4 Big Onion Walking Tours @ \$425.00 per tour = \$1700.00 3 group tours to El Museo Del Barrio @ 200/visit = 600.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,500.00 420.00	4 Dell PC Computers Class sets for Title III: Francisco Jimenez, “The Circuit” Gary Soto, collection of short stories, Sandra Cisneros, “The House on Mango Street”
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 101	District 04	School Number 825	School Name Isaac Newton
Principal Lisa Nelson		Assistant Principal Nadine Kellog	
Coach Patrice LoCicero, Literacy		Coach Verneda Johnson, Science	
Teacher/Subject Area Linda Fisher, Humanities		Guidance Counselor Dennis Ortiz	
Teacher/Subject Area Dawn Mirowitz, Humanities		Parent Mrs. Glafira Sanchez	
Teacher/Subject Area Bridget Lupia, Math		Parent Coordinator Cheryl Hinkson	
Related Service Provider Catherine Pacilio, CTT Teacher		Other type here	
Network Leader Marina Cofield/Meghan Roberts		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	370	Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	10.00%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here 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 NYSESLAT.

1. Isaac Newton Middle School for Math and Science (INMSMS) is a Middle School Choice program, therefore, the majority of students entering our 6th grade are accepted during the Middle School Choice process the previous spring. The ESL teachers review the data on ATS as well as existing Home Language Identification Surveys in order to identify all ELLs who are new to the school. The New York State English as a Second Language Achievement Test (NYSESLAT) scores are generated from ATS to determine the mandated scheduling of ESL instruction.

For those students who register at INMSMS during the year, and/or are new to the system, the family of the student is given the HLIS form by Ms. LoCicero (a licensed ESL teacher) at enrollment and an informal interview (in the family's native language) is conducted. Many of the INMSMS staff members are bilingual (English/Spanish) such as one ESL teacher, one Math teacher, one Spanish teacher, and one Administrator who also speaks French, Portuguese and Italian. Therefore, depending on the family's native language, these staff members and/or translation services are utilized in order to facilitate this crucial oral interview. After administering and collecting the HLIS, if it is determined that the student does infact speak a language other than English at home and is therefore Language Assessment Battery-Revised (LAB-R) eligible, our full-time ESL teacher administers the LAB-R exam within 10 days of admittance and scores the test to determine if the student is eligible for ESL. If the student's native language is determined to be Spanish, and the student scores below proficient on the LAB-R, the student is given the Spanish LAB in order to determine which language is dominant.

2. In almost all cases, INMSMS students are accepted during the Middle School Choice process during the spring. However, for those families who register at Isaac Newton during the year, if it is determined that the family speaks another language at home during the HLIS survey and infomal interview, and the student is eligible for ESL as determined by the LAB-R, parents are informed of the three choices available and are shown the Department of Educaion's DVD on Second Language Learner's and their school choice options by the ESL Coordinator, Ms. LoCicero. Because newly enrolled students need to be placed into appropriate language programs within ten days of initial enrollment, the ESL Coordinator ensures that parents are informed of and fully understand the three available program choices as promptly as possible.

3. If a student scores below proficiency on the LAB-R and is therefore eligible to receive ESL services, Ms. LoCicero, the ESL Coordinator as well as Cheryl Forsyth, the Parent Coordinator provide the family with the Entitlement Letter, Parent Survey and Program Selection Form, as well as the Placement Letter immediately after conducting the initial assessment. Ideally, all documents are delivered and signed during the intial meeting, but if not, they are sent home. If the parents do not initially return Parent Survey and Program Selection, the Parent Coordinator follows up with a telephone call and a letter. If this does not work, the letter is sent by registered mail. For those previous ELL students who score below proficiency on the NYSESLAT, they are sent a Continued Entitlement Letter. And finally, for students who score above proficiency on either the LAB-R or NYSESLAT, they are sent a Non Entitlement/Transitional Letter.

4. INMSMS offers a freestanding ESL program. If a parent were to express interest in a bilingual program, we would make a note of it, and they would be referred to MS 45 which has a Spanish language bilingual program in place. We also refer students to MS 117 which has a Spanish language bilingual program. We have one new arrival from Senegal who speaks French, and that family specifically wanted their child enrolled at INMSMS receiving ESL instruction. Additionally, the Assistant Principal, Ms. Kellogg, speaks Spanish, French, Portuguese, Italian and English and translates and communicates with most families who are registering at INMSMS.

5. After reviewing the Parent Survey and Program Selection form over the past three years, the trend indicates that there were only six parents who were new to the New York City School System and enrolled their child in INMSMS. Parents at our school want free-standing ESL services.

6. Are the program models offered at your school aligned with parent requests? Yes, the program models offered at INMSMS are aligned with parent requests. In the past, six families requested a Free-Standing ESL program. Presently, we have one new arrival, and

that family specifically requested ESL Free-Standing program and chose INMSMS for their child who speaks Chinese. He attended fifth grade at an elementary school and chose to attend INMSMS.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							14	16	7					37
Total	0	0	0	0	0	0	14	16	7	0	0	0	0	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	7
SIFE		ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	9

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

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	10		2	18		3	9		2		37
Total	10	0	2	18	0	3	9	0	2		37

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

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	14	6					32
Chinese							1		1					2
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	14	16	7	0	0	0	0	37

Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ul style="list-style-type: none"> 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)? <ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. a. How is instruction delivered? What are the organizational models? INMSMS has a student body of 369 students, of whom 37 students are ELLs, or approximately 10% of the population. The ELLs at INMSMS are served by a push-in/pull-out Free-standing ESL program. Our ELLs are generally Spanish speaking, although there are several students who speak African languages or French/French-Creole, Bengali, Chinese and Turkish. ELL students receive ESL instruction via adapted content materials that enhance vocabulary acquisition and foster reading comprehension skills. Furthermore, the ESL teachers work with Humanities teachers to ensure that lessons are student-centered and ELL students are grouped heterogenously within the classroom in order to provide them with multiple opportunities to increase their acquisition of academic English along with their non-ELL peers. In terms of materials used, all classroom libraries are leveled, smart boards are used in the Science and Math classrooms and all teachers regardless of subject area use graphic organizers, process charts and other differentiated worksheets. Newcomer and beginning level ELLs receive more targeted ESL instruction by means of picture dictionaries, the Side by Side series, Rewards Reading program, Wilson Reading program as well as Nina Rosen's text, "Javier Arrives in the U.S.- A Text for Developing Readers".

1. b. What are the program models? ELLs at INMSMS are grouped in blocks per grade. The groups are heterogenous in terms of proficiency levels. INMSMS ELLs usually come to our school from the Middle School Choice process, and as a result we are able to program cluster them into an ELL class per grade and a CTT class with ESL support. Our full time and part-time ESL teachers coordinate a comprehensive ESL program that includes Push-In and Pull-Out services to meet the needs of all ELL students as determined by the NYSESLAT exam and teacher observations. Our program is structured for effective articulation between regular classroom teachers, our ESL teachers, and the families of the students. The ESL teachers also work with classroom teachers to develop lesson plans that provide appropriate support, multiple points of entry, and scaffolding to meet the needs of both ELLs as well as other students based on NYSESLAT scores, RYOS ATS report, ELA scores and classroom conferencing and student performance. Additionally, ESL teachers administer the NYSESLAT every spring.

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?

ELLs are served by one full-time licensed ESL teacher who coordinates the program and teaches the students. There is also a half-time licensed ESL teacher who pushes into the Humanities classes to provide additional academic support to ELLs. Humanities is taught in 90 minute blocks, 5 times per week. Both of our ESL teachers push into Humanities classrooms in all three grade levels as well as provide targeted, small group instruction in pull-out settings. The Humanities classes that contain ELL students are scheduled at different times during the school day which allows for the mandated number of instructional minutes to be provided. Therefore, all Advanced level ELLs receive 180 minutes of ESL instruction per week, while Intermediate and Beginning ELL students receive 360 minutes of ESL instruction per week.

2. a. The Push-In/Pull-Out model is used for beginner, intermediate, and advanced students. Mandated minutes of ESL are delivered to all ELLs, as are mandated ELA minutes delivered according to the CR Part 154. The ESL teachers provide small group instruction which is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient Learners.

Our ELLs fall into the following categories:

	General Ed.	Special Ed.
Newcomer:	10	2
4-6 years:	18	3
Long-term:	9	2
SIFE	0	0

3. Describe how the content areas are delivered in each program model. Please specify language, the instructional approaches and methods used to make content comprehensible to enrich language development.

Humanities classroom teachers and ESL/AIS teachers use the Balanced Literacy Approach including strategies such as jigsaw reading and writing projects, scaffolding, semantic mapping, predicting, graphic organizers, cooperative learning groups and opportunities for accountable talk. The Humanities Department and ELL team meets weekly to discuss curriculum mapping, lesson planning and individual students' progress.

Materials used:

Leveled Classroom Libraries

Time for Kids: Reading and Writing

The History of Us

History Alive

You Wouldn't Want to Be A....Series

If You Lived in the Time of...Series

Escape from Slavery: The Boyhood of Frederick Douglass

Orca Book Series

Bluford Series

AMP Reading Program published by Globe Fearon

Additionally, the Science Department uses a "Project Based Inquiry Science" curriculum which promotes hands-on approach to learning science. The Department hosts a Science Fair each year for which students work together on group projects and present a report and project both individually and as a group. This fosters language development and content-area vocabulary which ELLs must develop to succeed academically. The Humanities teachers and ESL teachers work with students and teachers to provide support in the writing and presentation of projects. Additionally, INMSMS uses Impact Math curriculum using manipulatives and group work to teach math concepts.

4. In the ESL classroom, as in the general education classroom, students are exposed to read-alouds, shared reading, guided reading and the Reading/Writing Workshop model. In addition, ESL students listen to books on tape, work on content-area reading and writing, specifically in Humanities and Science. The ESL teacher pushes into the Humanities classroom at least 50% of the time, and also pulls students out and tailors the instruction to follow Humanities curriculum.

Beginner and Intermediate students receive 360 minutes of ESL per week while Advanced students receive 180 minutes of ESL per week, as mandated by the CR Part 154. Instruction for Long-term ELLs receive mandated minutes of ESL which is delivered in push-in/pull-out program. For all ELLs, instruction is geared toward developing their reading and writing skills, in order for them to be proficient on the NYSESLAT and successful in high school. We provide students with modeling and time to practice reading and writing, teach high and low frequency words and provide rich language instruction in the ESL and Humanities classroom to develop vocabulary. Long-term ELLs have support with drafting process and focused edits. We provide sentence starters, transition words, teach strategies for good readers and writers. Use graphic organizers and stop and jot, summarizing and paraphrasing strategies.

*All Long-Term ELLs receive Extended Day AIS where they receive targeted intervention based on assessments in reading program or Wilson Reading Program or small group reading and writing instruction.

Students who have achieved proficiency are offered ESL support in order to transition from ESL to general education successfully. These students are invited to attend ESL several times a week to develop essay writing skills and continue to develop Tier II vocabulary.

4a. Currently, there are no SIFE students at INMSMS, however, should we admit a SIFE student we would program beginning ESL for 360 minutes, have the Speech and Language teacher see them on an "at-risk" basis, provide counseling and life/study skills curriculum, provide after school programs and community services to assist in transition.. Additionally, we have Citizens School After-School program on-site and that program has been noted as an exceptional program providing homework help and helps students to develop connection to the community and beyond.

4b. Newcomers receive 90 minutes of pull-out ESL four times per week and benefit from push-in model with an ESL teacher in Humanities classes 50% of the time. Materials include Side-By-Side CD Level 1 and 2 by Prentice Hall and ESL vocabulary and grammar activities. New arrivals also have access books on tape and leveled non-fiction articles to prepare them for their future ELA exam. Additionally, through our partnership with NYU, we receive America Reads tutors who assist in the classroom by providing additional one-on-one tutorial services.

4c. ELLs who receive service under the 4 to 6 year category receive mandated ELL services within the push-in/pull-out model. These students benefit from a curriculum tailored to Humanities and have shown considerable growth in their ELA scores as seen by INMSMS's progress in ELA scores in the past. This year our ELA scores dropped due to changes in the test and we are currently focusing on enhancing Tier III vocabulary in ESL and in the Humanities curriculum. We are also strengthening our work with "Book Bands" during independent reading to push our students reading comprehension. We have begun a drive to engage our families to push reading at home by sending flyers and phone-blasts to reinforce the importance of reading every day for 30 minutes.

4d. Our Long-term ELLs are fluent speakers of English and require instruction which develops vocabulary and stronger writing skills. We use scaffolded activities to help Long-Term ELLs acquire skills and behaviors needed to advance to the next level of proficiency. Most of our long-term ELLs are at the Advanced level and require help with reading and writing. As a result, we use balanced literacy in the

classroom and the small group instruction to provide opportunities to read and write in meaningful ways. Long-term ELLs are allotted extra time for writing projects, individualized editing with a focus and multiple drafts are allowed for their success. Students are provided with sentence starters and outline questions that help them successfully complete writing assignments. Long-term ELLs have support with drafting process and focused edits, use graphic organizers and stop and jot, summarizing and paraphrasing strategies.

*All Long-Term ELLs receive Extended Day AIS where they are scheduled in a small group for reading and writing instruction. We use Wilson Reading Program, Just Words, Time for Kids Reading Program, and leveled reading with small group instruction.

4e. Our ELLs who have special needs are also fluent speakers of English and are often struggling readers. They receive services as per their IEP. We have programmed them to receive Wilson Reading Program, Just Words, Rewards Reading programs according to their specific needs. As a result of these interventions, we currently have 6 ELLs performing at Level 1 in ELA or Math.

INMSMS is committed to on-going professional development. Last year, many of our teachers attended QTEL training and the “All Kinds of Minds” workshops provided by our Network. Due to the ELL Success Grant two years ago, we were able to bring QTEL to Isaac Newton to work with the ELL team. We have continued to push QTEL strategies with Humanities and Science teams through our weekly department meetings.

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

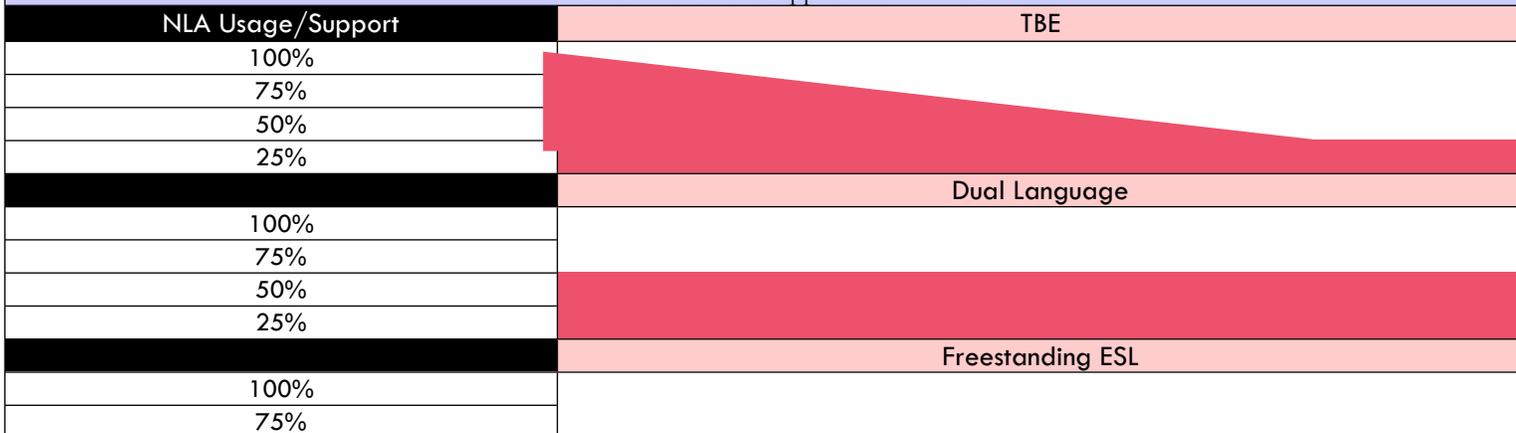
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. ELLs who require additional help in math are programmed for Extended Day AIS during the morning where they work in small groups to advance their skills and develop vocabulary necessary for academic success. Additionally, the ESL teacher pushes into the 6th grade Math and Science classes to help the new arrival ELLs 2 times per week for additional services.

We also have an ELL student teacher from NYU who provides additional support the the sixth grade ELLs and an America Reads tutor who works with children individually to support growth in reading comprehension.

Additionally, the Science Department uses a "Project Based Inquiry Science" curriculum which promotes hands-on approach to learning science.

The Department hosts a Science Fair each year for which students work together on group projects and present a report and project both individually and as a group. This fosters language development and content-area vocabulary which ELLs must develop to succeed academically. The Humanities teachers and ESL teachers work with students and teachers to provide support in the writing and presentation of projects. Additionally, INMSMS uses Impact Math curriculum using manipulatives and group work to teach math concepts.

6. ELLs who have reached proficiency on the NYSESLAT are programmed with three periods of ESL per week in order to develop their writing skills and higher level comprehension skills. Furthermore, these students are encouraged to make appointments with the ESL teacher for help completing extensive projects, such as the end of year science fair/exit project. Moreover, the push-in model allows for additional support in the classroom for former ELLs. They are also given extended time on tests for two additional years, as mandated by New York State.

7. In school year 2010 – 2011 we will add targeted math clinics to our AIS program, and we will add 2111 – 2012 Extended Learning Time for 6th grade.

8. We discontinued the web-based computer program, Achieve 3000 as a result of the ELL Success Grant not being renewed.

9. INMSMS offers equal opportunity to all students. During the school day, our ELL students participate in a push-in/pull-out model and

with the combined efforts of ESL teachers, content area teachers as well as student-teachers, our ESL students receive academic instruction according to their language needs. Furthermore, we offer several after school programs such as Citizen Schools, which complements student learning by means of apprenticeships and hands-on learning projects. We also offer the Bridges/Victory after school program, in which students participate in sports, field trips and are offered free tutoring services. Finally, we also offer a Title III after school program specifically designed to assist ELLs and former ELLs with their ongoing acquisition of academic English. ELLs are encouraged to participate in all programs are afforded equal access as we ensure that all written announcements are translated in order to communicate effectively with ELLs and their families. Lastly, INMSMS recently received a grant which provides all 6th grade families with a laptop computer at home along with internet service.

10. Materials used: Leveled Classroom Libraries, Time for Kids: Reading and Writing, The History of Us, History Alive, You Wouldn't Want to Be A...Series, If You Lived in the Time of...Series, Escape from Slavery: The Boyhood of Frederick Douglass, Orca Book Series, Bluford Series, AMP Reading Program published by Globe Fearon, Wilson Reading Program, Just Words Reading Program, PBIS Science Curriculum, Impact Math, books on tape, and we are piloting a program with Kindle ebooks offering a read-aloud function.

11. How is native language support delivered in the program model? ELLs have access to books in native language, particularly in Spanish. We have picture dictionaries in native language and English, book titles in native language include: The House on Mango Street and Woman Hollering Creek by Sandra Cisneros, The Color of my Words by Lynn Joseph in Spanish and English. Students are encouraged to read in their native language as well as in English. Our Title III afterschool program encourages connections to native language for ELLs. Additionally, the INMSMS ELL Study Group conducted a language survey with students to determine the way in which they use their second language at home and are currently looking into ways to support the native language in new ways.

12. Services and resources correspond to ELLs' ages and grade levels. Our programs are geared toward ages 11 – 14 and our materials, instructional programs, afterschool programs are mindful of middle school experience, scholastic requirements and social/emotional needs.

13. Newly enrolled ELLs are invited to attend 6th Grade Orientation Night in June for incoming students and families where they meet new teachers, students and opportunities available to them at INMSMS. On the first day of school, 6th grade students are greeted separately in the auditorium and do not travel out of their homeroom for the first day. We also have advisory periods to help students with middle-school issues. We also host 6th Grade Orientation Night for incoming students and families, to be held on June 6th. In September, we host "Back to School Night." Additionally, a student who is a new arrival will be put in contact with a family who can speak the same language and who can help them adjust to the school and neighborhood. We have also referred families to ESL programs for adults in the community. Our school makes staff available to help ELL's as they transition from elementary-to-middle school by having CTT and ELL teachers visit elementary feeder schools and meet students and teachers at those schools. We communicate regularly with elementary guidance counselors.

14. All 8th grade students receive Spanish as an elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here NA

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Both ESL teachers at INMSSM has been trained in Q-Tel, as have 50% of the Humanities teachers, all of whom work with the ELL population. Additionally, one ESL teacher and two Humanities teachers took part in a 6+1 Traits of Writing Workshop, offered by Educhange and continue to hold a monthly workshop to deepen the work of scaffolding and assessing instruction in meaningful ways to further student achievement at INMSSM. Furthermore, both ESL teachers continue to attend workshops relating to ELLs, including one on Long-Term ELLs offered by the Department of Education. Learnings from such workshops are then turn-keyed so that all staff members, including guidance counselors,

secretaries and parent coordinators, are well informed in terms of best practices for ELLs.

Upcoming PDs:

-- INMSMS staff-wide half days:

1/14- ESL Best Practices

2/14- Using context clues to increase vocabulary acquisition

3/14 - ESL strategies in the content areas: Math

4/07- ESL strategies in the content areas: Science

Other:

1/21 & 2/11 ".Common Core State Standards in Mathematics: Implications for English Language Learners" Workshop

1/22, 1/29, 2/5 Multiple Paths to Literacy: Differentiating Instruction for Language Development

3/17 Touro College One-Day Seminar: Douglas Fisher: "Better Learning for ELLs through Structured Teaching"

2. Our ELLs are offered the following support in order to ease their transition into high school. Our bilingual guidance counselor is always available to provide support to INMSMS staff and families in terms of the high school application process. Additionally, all students participate in an advisory program for 60 minutes per week where they learn to set goals that will aid them in high school. Thirty percent of INMSMS students remain in the building to attend Manhattan Center for Science and Math. The remaining students have chosen to attend other high schools. Students who have IEPs and/or ELLs are encouraged to seek out the guidance counselor at the high school and ESL teacher in order to ensure they receive their services. Students are encouraged to check back at INMSMS, and often keep us informed of their progress.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All teachers participate in content-area meetings weekly that cover scaffolding instruction for ELLs on an on-going basis. INMSMS has allotted eight ½ professional development days for the entire staff throughout the course of the year. We ensure that 7.5 hours are dedicated to learning strategies for ELLs and heightened awareness of the needs ELLs in INMSMS. Records are maintained by INMSMS administration.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. We have an open-door policy at INMSMS and encourage parents and families to be more involved in the school. We hold Parent-Teacher conferences twice per school year, and invite parents to after school events such as Literacy and Math and Science nights. Furthermore, in October, for Hispanic Heritage Month, we sponsored a school-wide event honoring the diversity of Hispanic Culture and families were encouraged to bring in dishes native to their country, along with music. Also, there is a Parent Room where parents can meet and volunteer to help in the learning community. They organized a fundraiser and a diabetes awareness campaign that promoted community involvement in our student body. Additionally, the Parent Coordinator offers Tech classes for parents during the day, every Wednesday and Thursday, morning from 10 – 11 am and evenings from 6 - 7 pm. Currently four families have attended the program and we hope to increase enrollment over the year. As for translation services, many of our staff members are bilingual (Spanish and English) and some staff members speak other languages such as French and Portuguese. We utilize the translation services offered by the DOE for written documents and interpretation services for meetings on a needs basis.

2. The school partners with Citizens School to offer quality, extended-learning afterschool programs. The parents of ELLs who are serviced by the afterschool program are invited to attend WOWs in which students demonstrate their accomplishments. There are bilingual opportunities for parents at those programs. We partner with Harlem Community Justice Center, Urban Advantage, El Museo Del Barrio and Victory/Bridges to provide quality extended-time learning for all students.

3. We evaluate the needs of parents by conducting Parent Surveys that are translated into Spanish and other languages spoken by ELL families. Our parent coordinator serves to communicate regularly with parents, as well as hold training sessions in ARIS and other computer programs.

4. We make sure that all material sent to families is translated to their native language and that there are translators available during Parent Teacher Conferences. Furthermore, families are invited to participate in post-school activities such as Math, Science and Literacy nights as previously mentioned. Because we have translators readily available at these events, we are able to communicate effectively with parents regarding their specific needs to assure they are in fact being met.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	0	0					1
Intermediate(I)							0	3	1					4
Advanced (A)							13	13	6					32
Total	0	0	0	0	0	0	14	16	7	0	0	0	0	37

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B							1						
	I								1	1				
	A							13	15	6				
	P													
READING/WRITING	B							1						
	I								3	1				
	A							13	13	6				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	11	1		13
7	4	11	1		16
8	1	2	2		5
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	1		6		6				13
7	1		11		4				16
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	1		11		17	4			33
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	8	0	6	0	20	0	2	0	36
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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 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.

Paste response to questions 1-6 here

1. Our instruction is geared toward pushing students to become proficient readers and writers of English through exposing them to rich, academic language in ESL and in the Core Curriculum. Our ESL and Humanities teachers who work with ELLs use ELA, NYSESLAT and informal assessments, such as Fountas and Pinnell, TCRWP and Orbit Wrap to determine students Independent Reading Level. We focus our instruction around the Reading/Writing Workshop method and each student is required to read their Leveled Library book both in school and at home each night. Students are responsible for maintaining reading logs and reading journals which are monitored to ensure that students are moving through the levels at an appropriate rate.

2. Proficiency level by NYSESLAT shows that the majority of our ELL population is scoring at the Advanced level with 32 out of 37 students, 4 are at the Intermediate level and only one student scores at Beginning level, as he is a new arrival. Currently, there are 4 ELL students testing

content area teachers to use higher level questioning and differentiated reading materials to help these students to develop core curriculum knowledge, as well as rigorous academic skills in the classroom. Students are involved in group projects and presentations on a regular basis in all core classes in order to advance oral language skills. Daily instruction in all classes includes "Accountable Talk" to develop higher level thinking skills. In terms of Humanities and ESL specifically, we are currently ramping up work with Independent Reading periods around "Book Band" work so that we may be able to model different genres, characteristics and levels of difficulty for students to deepen their comprehension while reading. Additionally, the Humanities Department, including all Humanities teachers as well as the ESL teachers will continue to work with 6+1 Traits of Writing to increase proficiency across all grades in writing.

4a. Examining the pattern of ELLs performance on the ELA exam, we notice that their performance levels dropped last year. Prior to last year, we had shown consistent growth with ELLs. However, last year, scores dropped across New York City and at ISMSMS as well. The ELLs are consistently performing at Level 2 on the ELA and slightly better on Math with more ELLs testing at Level 3 on the NYS Math test and 1 ELL performing at Level 4. In an effort to address lower performance on the ELA, ELLs performing on Level 2 receive AIS reading intervention during 37 ½ minutes during morning Extended Day where they are grouped according to skill level in order to receive additional targeted instruction by a Humanites and/or ESL teacher.

Our NYSESLAT scores are as follows: Grade 6, (13) thirteen Sixth grade ELLs are scoring at the Advanced Level on the NYSESLAT, one student is scoring at the beginning level. Data on the New York State Math Exam shows the ELLs are performing slightly higher than on the ELA. In Grade 6, there is one student scoring at Level 1, 6 students at Level 2, and sis students at Level 3 and no students at Level 4 in Math. Whereas, in ELA there is one student on Level 1, eleven students on Level 2 and one student on Level 3.

In Grade 7, all ELLs are performing at Advanced level on the NYSESLAT, except for two students who are Intermediate. One student performing at an Intermediate level has an IEP that requires a scribe. She is being assisted with an Alpha board and a Kindle to help her with reading. There are two students performing at Level 2 and six students scoring at Level 3 on the ELA. Additionally, there are two on Level 2 and five on Level 3 in Math. In Grade 8, one ELL is scoring at Intermediate Level on NYSESLAT, two ELLs are scoring at Level 2 in ELA and Level 2 in Math. The remaining students are scoring at Level 3 in Math and are Advanced on the NYSESLAT.

We do not use translated tests at Isaac Newton because all students are receiving instruction in English.

4b. It is our practice that our ESL teachers review the results of our Periodic Assessment before the ELA. The findings are then shared with the department heads as well as Humanities teachers in order to devise lessons that address those areas of weakness. We also look for clustering of wrong answers to better understand and address areas of confusion. The same efforts are made before the Math test. In particular, our ESL teachers look at the vocabulary and language needed to understand word problems, and that deepen mathematical understanding. Our After-school programs, Citizen Schools and the Victory Program, are providing additional opportunities for our ELLs to enhance their English skills.

We use multiple assessments for grade-level spans including teacher observations, analysis of student work, periodic assessment, Scranton assessments, and teacher made assessments and TCRWP.

4c. The Periodic Assessments have been incredibly helpful in terms of assessing which skill areas to target. We are able to accurately predict ELL students' strenghts and weaknesses both in terms of content materail as well general test taking strategies. Because we only offer an ESL program at INMSMS, the native language is used mainly in terms of bilingual glossaries and translated exams.

5. Not Applicable- As we are ESL Free-standing Program.

6. We evaluate the success of our ELL program by several different criterions. We look at how New York State standardized test scores move and how many ELL students score at the proficient level at the end of each year. Additionally, we look at student work, formative I assessments, and the number of ELLs who have passing grades in content area classes. Finally, we look to see how many of our ELLs are testing Proficient on the NYSESLAT, and there, we have found significant growth.

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.

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		1/6/11
	Assistant Principal		1/6/11
	Parent Coordinator		1/6/11
	ESL Teacher		1/6/11
	Parent		1/6/11
	Teacher/Subject Area		1/6/11
	Teacher/Subject Area		1/6/11
	Coach		1/6/11
	Coach		1/6/11
	Guidance Counselor		1/6/11
	Network Leader		1/6/11
	Other		

	Other		
	Other		
	Other		