



LOWER MANHATTAN COMMUNITY MS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M896

ADDRESS: 26 BROADWAY ROOM 613 NY, NY 10004

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M896 **SCHOOL NAME:** Lower Manhattan Community MS

SCHOOL ADDRESS: 26 Broadway Room 613 NY, NY 10004

SCHOOL TELEPHONE: 646-826-8100 **FAX:** 646-826-8101

SCHOOL CONTACT PERSON: Kelly McGuire **EMAIL ADDRESS:** kmcguire@lmc896.org

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Niquae Bell

PRINCIPAL: Kelly McGuire

UFT CHAPTER LEADER: Elizabeth Ribaudó

PARENTS' ASSOCIATION PRESIDENT: Jane Eisen

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** Bridges for Learning

NETWORK LEADER: Marina Cofield and Megan Roberts

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

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

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our teachers and staff do an exemplary job of helping your child reach his or her fullest potential. They have been superbly trained by the finest teaching universities including Columbia Teachers College, Bank Street College, and Pratt Institute. Currently three of our teachers hold National Board Certification, an honor achieved by only a small handful of educators.

Through a partnership with our PTA, LMCMS teachers and staff offer a wide variety of after school programs including academic, artistic, and enrichment activities. Over the past few years we have offered sports for boys and girls, a cooking club, guitar club, newspaper club, art club, science club, a math team, and homework help.

Our students study the world around them through service to their community. Our students are mentors to younger children, they raise money for charity organizations, and our student leadership team plans school wide activities.

At Lower Manhattan Community MS classes are scheduled in flexible blocks. All classes are heterogeneously grouped and our teachers meet the needs of these diverse learners through differentiating instruction. Our Collaborative Team Teaching (CTT) program is well-developed and a rigorous learning environment for all students.

All students at LMCMS spend time reading, writing, and speaking and we take the development of these skills very seriously. In addition to weekly response journaling, we learn how our students are writing and comprehending text through their completion of 5 major writing pieces that we include as a part of student's individual portfolios.

In mathematics, content and topics are taught through projects that involve real-world challenges. Rubrics are routinely used to evaluate math journaling and complex investigations. In the fall of each year our math department hosts, "Family Math Night", a time during which families come to school to learn math games and puzzles from their children.

All students are given courses in life science, physical science, and earth science. Our curriculum is hands-on and laboratory based. In 2008 we will open a new science lab, complete with all the equipment children and teachers need to conduct exciting research and experiments. Students become proficient at working with the scientific method develop meaningful literacy skills in science.

In social studies students are asked, "What makes a civilization?" in 6th grade, in 7th grade students learn "how to be an historian" and in 8th grade students tackle the question, "What does it mean to be an American?" Students research primary and secondary sources in history and make historical connections. In the spring, our 7th graders attend an overnight history-based trip to Philadelphia, PA. In May our 8th graders take a two day trip to Washington D.C. to deepen their understanding of our Nation's history.

Throughout their 3 years at Lower Manhattan Community MS students participate in arts-based programs both during and after school. All students take visual arts, as well as courses in dance and music. Eighth grade students take one semester of foreign language. Additional arts-based opportunities exist for students outside of the regular school day.

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:				
District:		DBN #:		School BEDS Code:

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

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
(As of October 31)				CTE Program Participants				
# 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?
-

There are several student achievement trends that we have identified according to data provided through State and City accountability systems, as well as through our own DY0 and school-based assessments. These include the following:

- **After two years of receiving additional credit for the progress of our students with disabilities, this population has not been making significant progress over the past year. This is particularly disturbing since our school has a population of students with disabilities that approaches 40% of the total student population.**
- **The perception that our school is not a place where there are rigorous standards for all students is of concern. These data were evident in our school learning environment survey.**
- **Connected to school environment is the perception amongst students and teachers that there are elements of disrespect – for students amongst themselves and the perception by adults in the school that students are not respectful of them.**
- **Student performance in reading and writing are not keeping up with student performance in mathematics**
- **Students who score Levels I or II on State assessments are making one year's progress at a greater rate than those students who are scoring Levels III and IV. These data are similar for both ELA and Mathematics**

There are also several data which reveal trends that demonstrate the strength of our classroom instruction and professional development for teachers. These include:

- **In many areas our black students are outperforming Citywide averages in ELA.**
- **In many areas our ELL students are outperforming Citywide averages in ELA.**
- **85% of all students demonstrated significant gains on ELA DY0 assessments, including the Gaites MacGinitie reading assessment and reading/writing assessments.**
- **90% of all students demonstrated significant growth on our DY0 assessments in mathematics including our Problem Solving Rubric – adapted from NCTM.**

- **Teachers at our school indicate that there is a strong sense of respect and collegiality amongst staff and between teachers and principal.**
- **Data from the school learning environment survey indicate that our school is perceived by students, parents, and teachers, as a safe learning environment.**

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.

1. Improve student achievement by increasing the use of responsive instructional strategies used in the classroom.

Our work this year is very much based on the vision of effective instruction developed by our leadership team last year and over the summer. This acronym CARE, stands for 1) High quality curriculum, 2) Rigorous use of assessment, 3) Responsive instruction, 4) Nurturing classroom environment. While we are working on all of these items, the primary focus this year is "responsive instruction".

2. Increase rigor of academic activities.

For the past year we have been working to build stronger interim assessment routines in ELA and math. While we have used a DYO interim plan in ELA for several years, we felt as though we needed to add a more robust layer to the process. Additionally, in mathematics, we are incorporating a greater use of the Scantron pre assessment, as well as a pre and post assessment using extended response problems and questions from years past. We need to increase the overall expectations for our students – both academically and behaviorally. An increase in these expectations will be revealed in our Learning Environment Survey data.

3. Increase after school and enrichment opportunities for all students.

Through partnership with our PTA, community based organizations, and through use of donations to our school and our school budget we seek to increase after school opportunities for our students in both academic and non-academic areas.

4. Improve student achievement.

We need to improve the achievement of our students in the lowest third, particularly in the area of ELA. Of the students who appear in our lowest third, 50/80 receive special education services. Our goals of increasing the use of responsive instructional strategies will help us to improve the proficiency levels of this group of students.

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): School-Wide – All Academic Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of teachers will report that they have increased their ability to provide responsive instructional strategies for students in their classrooms.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Over the summer we developed a teacher reflection tool that curriculum coaches will use with teachers on a weekly basis. Through this tool, teachers and coaches identify the learning needs of students and develop instructional strategies to address these needs. The process is cyclical – at the next meeting teachers will report the progress of the intervention they have attempted. 2. Release time for coaches and effective scheduling so that teachers and curriculum coaches have enough time to engage in this inquiry process. 3. Teacher reflections and evidence of their work will be shared and celebrated at “Days of Reflection” – days on which teachers share their progress with students in small learning communities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>This goal is primarily funded through budgeting of release time for teachers. It is supported by additional per session funding for all teachers – for example, to participate in after school “day of reflection” planning.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Teachers have completed a baseline self-evaluation. Additional interim data are collected informally through observations conducted by curriculum coaches and administrators. Final data to demonstrate achievement of this goal will be gathered in the final month of school through an additional administration of the self-evaluation tool.
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Subject/Area (where relevant): School-Wide and After School Programs

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, at least 100 students will have participated in after school programs.
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>	<ol style="list-style-type: none"> 1. Work with PTA to devise a funding source, including school budget and campaign to secure donations from families, including fundraisers. 2. Solicit school staff for staffing support for after school programs. Offer faculty the opportunity to develop after school programs. 3. Solicit outside community resources, in conjunction with school PTA to identify and “hire” programs for after school.
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>The general school budget will be used up to 10K to provide for salaries for teachers to conduct academically focused after school programs including honors book club, math team, and Math A preparation. Intervention work will also ensue 2 months prior to State exam time for the purpose of supporting struggling learners.</p> <p>Additional funding for after school programs will come from donations to the PTA and school fundraising.</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	There are two sign up periods throughout the year. Data will be collected from rosters at the start of the year and mid year.

Subject/Area (where relevant): School-wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the score measuring parent satisfaction with the education their child received this school year will increase from a score of 7.2 to a score of 7.5 or higher as measured by the DOE School Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Each individual department has set “SMART” goals that align with grade level curriculum in each content area. 2. SMART goals align with our school wide goal of increasing use responsive instructional strategies in the classroom. 3. Additional classroom routines have been added to increase communication with families regarding student performance. These routines include the use of progress reports, benchmark assessments, and daily school planner checks. 4. Our school will continue an ongoing discussion in our SLT regarding the use of homework as a strategy for reinforcing class curricula. The goal is to identify useful homework routines 5. Curriculum coaches will meet with individual teachers and teams to review progress toward goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>This goal is primarily funded through budgeting of release time for teachers. It is supported by additional per session funding for all teachers – for example, to participate in after school “day of reflection” planning.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>School surveys will be conducted at the mid year point, as well as during and following parent teacher conferences.</p>

ELA and MAThematics

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 90% of students will have made an improvement of 1 level or more as measured by internal DY0 assessments in ELA and mathematics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. We will continue to provide a part-time release for curriculum and staff coaches in the areas of a) new teacher support, b) mathematics, c) literacy, d) special education 2. We have applied for 2 early release days this year. On these days we will facilitate teacher inquiry presentations in small professional learning communities. 3. All teachers have been scheduled to meet 1x per week with a content or collaborative team teaching coach and 1x per week with a department. 4. Funding will be paid per session for teachers to remain at school until 5pm on release days as they participate in days of reflection. 5. Funding helps to support the salaries of our curriculum coaches.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>This goal is primarily funded through budgeting of release time for teachers. It is supported by additional per session funding for all teachers – for example, to participate in after school “day of reflection” planning.</p> <p>Release time will be paid for a large cadre of staff to participate in a 4 day workshop conducted by EDC and facilitated our school by LMC staff members.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>DY0 data are collected 6x per year. Data are analyzed following each interim period.</p>

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	24	12			12			
7	15	8			10			
8	14	6			14			
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students were assessed using both the State ELA assessment and school-based DY0 assessments. Students working below standard and grade level were targeted for intervention services. Those targeted were further assessed to determine if they should participate in a reading-focused group or a writing-focused group. Reading focused groups use comprehension strategies developed in the Daybook curriculum. Additional comprehension groups focus on the use of REWARDS. Writing teachers use writing program to target the needs of students in writing. All of these services are delivered in a small group setting before school three days a week.</p>
<p>Mathematics:</p>	<p>Teachers used the State Mathematics exam as well as the Scantron Assessment at the start of the year. Through an analysis of these assessments, teachers determine a skill focus area and conduct a pre assessment of that specific skill. Following an interim period, these skills are assessed a second time. All of these services are delivered in a small group setting using supplemental materials from the Impact Mathematics curriculum.</p>
<p>Science:</p>	
<p>Social Studies:</p>	
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and small group counseling focuses on expression of feelings in a positive way, building and dealing with relationships, and managing the stress of academics in school. Additional topics include attendance, high school application counseling, and study skills</p>
<p>At-risk Services Provided by the School Psychologist:</p>	

At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Formal student home language surveys are collected annually and Home Language Reports from ATS are run on an annual basis. Additionally, students entering school mid-year are interviewed to determine the preferred language in the home. Informal surveying is conducted by classroom teachers and counselors in start of year classroom activities.

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.

Home language surveys indicate that 10-15 percent of families in our school have a language other than English as their predominant language. Memos and letters home are translated and a translator is used to make phone calls to those families whose home language is other than English. Additionally, during parent-teacher conferences, translators are on hand and available to support parents and families.

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.

All communications sent home will be done so in translated languages. Several staff members speak Spanish fluently, so these documents and all conferences that need to be conducted in Spanish as well as English will include these staff members. In the case of large events, such as the twice annual parent teacher conferences, an additional translator will be hired by the school. For communications with our French and Chinese speaking families, we will again, send all written communications home in these languages in addition to English. Translators will be hired for conferences and meetings with parents and families.

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.

All communications sent home will be done so in translated languages. Several staff members speak Spanish fluently, so these documents and all conferences that need to be conducted in Spanish as well as English will include these staff members. In the case of large events, such as the twice annual parent teacher conferences, an additional translator will be hired by the school. For communications with our French and Chinese speaking families, we will again, send all written communications home in these languages in addition to English. Translators will be hired for conferences and meetings with parents and families.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The most important step we take each year is the careful collection of Home Language Surveys for new students, as well as our own school-based surveys for students and their families. These surveys help us understand which students and families need to be supported with language services. Additionally, all communications sent home in written form are translated.

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:	0	163,702	163,702
2. Enter the anticipated 1% set-aside for Parent Involvement:			1637
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	8185
4. Enter the anticipated 10% set-aside for Professional Development:		*	16,370

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, 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						
Title I, Part A (ARRA)	Federal	X			163,702	X	14-19
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

0
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Lower Manhattan Community Middle School					
District:	2	DBN:	02M896	School		310200010896

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	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		93.5	94.6	92.9
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 2	0	0	0		95.4	97.3	97.2
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 5	0	0	0		50.7	62.5	63.5
Grade 6	81	74	93	Students in Temporary Housing - Total Number:			
Grade 7	63	73	74	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 8	80	64	75		0	6	3
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	3	0
Grade 12	0	0	0	Special Education			
Ungraded	0	0	1	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Total	224	211	243		3	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	6	1	10
# in Collaborative Team Teaching (CTT) Classes	37	35	32	Superintendent Suspensions	4	2	7
Number all others	38	45	46	Special High School Programs - Total Number:			

<i>These students are included in the enrollment information above.</i>				<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	16	16	21
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	3	2
# receiving ESL services only	9	5	TBD	Number of Educational Paraprofessionals	2	2	2
# ELLs with IEPs	2	6	TBD				
<i>These students are included in the General and Special Education enrollment information above.</i>							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	31.3	43.8	47.6
				% more than 5 years teaching anywhere	12.5	18.8	33.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	69.0	69.0	71.4
American Indian or Alaska Native	0.9	0.5	0.8	% core classes taught by "highly qualified" teachers	100.0	93.1	95.7
Black or African American	24.1	23.2	22.2				
Hispanic or Latino	45.5	46.4	37.4				
Asian or Native Hawaiian/Other Pacific	12.5	13.3	22.6				
White	16.5	16.6	16.9				
Male	44.6	41.7	49.0				
Female	55.4	58.3	51.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
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	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	17.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

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

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

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

Template for Title I Parent Involvement Policy and Parent-School Compact for MS896⁴

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS896, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS896's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. MS896 will support parents and families of Title I students by:

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

This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

[add other activities, if applicable]

MS896's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the MS896 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, MS896 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ⁵dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a

Please note that only New York City Public schools that have attained a student population of two-hundred

dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

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

MS896 will further encourage school-level parental involvement by:

(200) or more will receive funding to hire a Parent Coordinator.

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- *[add other activities, if applicable]*

Section II: School-Parent Compact

MS896, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. MS896 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- *[add other activities, if applicable]*

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);
- *[add other activities, if applicable]*

Provide general support to parents by:

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

- *[add other activities, if applicable]*

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district

Title I Parent Advisory Councils, School or District Leadership Teams;
and

- share responsibility for the improved academic achievement of my child;
- *[add other activities, if applicable]*

Student Responsibilities:

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

[add other activities, if applicable]

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by ___SLT and PTA of MS896_____ on _____12/1/10_.

This Parent Involvement Policy was updated on _____12/10/10_____.

The final version of this document will be distributed to the school community on _____12/16/10_____ and will be available on file in the Parent Coordinator's office.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 1	District 02	School Number 896	School Name LMCMS
Principal Mr. Kelly McGuire		Assistant Principal Mr. Geoffrey Chang	
Coach Mr. Nicholas Kuroly		Coach Ms. Elaine Chin	
Teacher/Subject Area Ms. Ali Hicks, ELA		Guidance Counselor Ms. Ximena Brittan	
Teacher/Subject Area Ms. Maura Griffin, Humanities		Parent	
Teacher/Subject Area		Parent Coordinator Ms. Maria Ouranitsas	
Related Service Provider Ms. Nikki Patel		Other Cesarlina Aviles, Math/ESL	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	244	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	8.20%
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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.

(1) During enrollment time, first day of school, or a new student is enrolled, the ESL coordinator/teacher will collaborate with a school staff who is responsible in admitting new students to the system, and administer the Home Language Identification Survey (HLIS) to the parent/guardian. The ESL coordinator/teacher will go over the HLIS responses of the parent/guardian, and will conduct an informal interview in order to gather information about to the newly enrolled student in the system. If the student is identified as ELL based on HLIS, the ESL coordinator/teacher will administer the LAB-R within 10 days from enrolment time to determine the proficiency level of the student.

(2) With the assistance of the Parent Coordinator, the parent/guardian will have the opportunity to watch a video (presented in different languages) regarding the programs that the NYCPS has for ELLs. The parents can choose which type of program (Transitional-Bilingual Education, Dual Language, or Freestanding ESL) they want for their child/children. After watching the video, the parents/ guardian may complete the Parent Survey and Program Selection form. If they have decided and their chosen program is not offered in Lower Manhattan Community Middle School, the parent coordinator will help them find another school that offers the program they have chosen for their child.

(3) After watching the video, the ESL teacher/ coordinator will distribute the Entitlement letters and Parent Survey and Program Selection forms to the parents/guardian of newly enrolled ELL in the NYCPS system. They may return it on that same day or a day after and not more than a week, or the ESL coordinator will call and make a follow-up.

(4) Once the result of the LAB-R is available, the ESL coordinator will then inform the parents/ guardian through writing that their child is (or is not) entitled to receive the ESL services based on the result of the LAB-R. The letter may outline how the program be implemented and possible activities that their children will benefit from the program.

(5) For the past three years, parents' of newly enrolled ELLs in LMCMS had always chosen ESL Free Standing program.

(6) The program model offered in LMCMS aligned with parent request.

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														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							4	2	3					9
Total	0	0	0	0	0	0	4	2	3	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	0	3	9	0	4	1	0	1	20
Total	10	0	3	9	0	4	1	0	1	20

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian							1							1
Other									2					2
TOTAL	0	0	0	0	0	0	10	5	5	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

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

(1) The Free Standing English as a Second Language program in LMC use Push-In model. Most of the ESL instruction in LMC will be done during push-ins, since LMC believes that push-in programs promote collaboration between the classroom and ESL teacher, decrease in-class instruction time loss, and decrease student travel time from one classroom to another. The ESL teacher will travel from one class to another, and have prepared a lesson aligned with what the content teacher have prepared for the whole class as a result of collaboration between them. The ESL teacher will use appropriate Scaffolding strategies, such as modeling, bridging, contextualization, schema building, text representation and metacognition.

Pull-out method will only be used for specific activity to specific ESL students when necessary, and a modified schedule will be given to identified students.

(2) ESL and content teachers work collaboratively to ensure that the mandated number of instructional minutes is provided according to proficiency levels in ESL program. There is a well designed instructional planning as well as appropriate strategies planned out so that each ELL receives what he/she is entitled for, that is, Beginning and Intermediate ESL, 360 minutes per week of ESL instruction as required under CR Part 154; and for Advanced, 180 minutes per week ESL instruction and 180 minutes per week ELA instruction as required under CR Part 154.

(3) Content areas are delivered mainly in English. To have a meaningful instructional approaches and methods used to make content comprehensible to enrich language development, content and ESL teachers use different graphic organizers, activities involving scaffolding, user friendly dictionaries or dual language dictionaries or glossaries, differentiated instructions, use of computer and online resources.

(4a) N/A

(4b-d) To fully support the ELLs, they are requested to attend a program, which includes vocabulary study, listening, reading, and writing activities, during the extended day -37 ½ minutes or after-school. The school offers reading program, tutoring and afterschool program such as homework help that basically help the ELLs, as well as the non-ELLs. The school has after-school sports and non-sports activities where ELLs and non-ELLs can be together which would help the ELLs develop their speaking and listening skills as well as other positive values.

(4e) For ELLs identified as having special needs, the ESL teacher has to read the ELLs IEP to understand and support the student according to what is on the IEP. Content, special education and ESL teacher will collaborate through constant communication, meetings, and sharing of wonderful ideas on how to fully support the student.

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

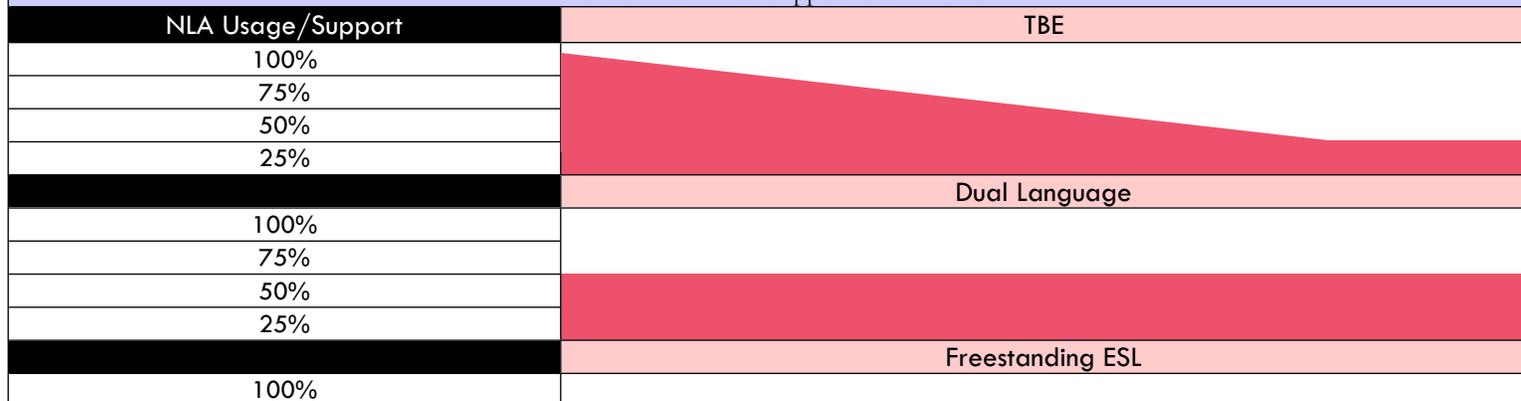
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



75%			
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?

(5a) As of now, there is no structured targeted intervention program for ELLs in ELA, Math and other content areas, other than that LMCMS has a Reading Program built-in in each of the students' program. The ELLs will have choice whether to read with a book or will read-along-online that the reading teacher will prepare in advance. The ELL will hear the word correctly and can read along with it. Pictures also come along with the online reading that helps the students understand the story better.

(6a) The ELLs who just reached proficiency on the NYSESLAT will continue to receive transitional support from the ESL teacher for two years. The ESL teacher will push-in during the ELLs ELA and Math class to support the student's need during the transition. The ESL will collaborate with the content teachers of these ELLs.

(7a) For the upcoming school year, grouping the ELLs according to its proficiency level mostly in a class is one improvement that will be considered.

(8a) N/A

(9) ELLs are invited and encouraged to attend in all after school programs and activities. The parents are also given the information about all after-school programs through flyers, emails and letters sent out. School programs such as academic and non-academic help the ELLs through speaking, listening, following directions and meet other students where they would be able to express their thoughts in an area where they think they are more comfortable with.

(10- 11) Each content teacher has prepared bilingual glossary for Science terms and Math words in English-Arabic, English-Chinese, English-Spanish and bilingual dictionary. All teachers of ELLs are seeking each others' help in providing additional materials that ELLs might benefit from. Online translation of sentences or group of words is used to support the ELL understand the concept presented. Teachers also create

class materials by incorporating visual cues. Some books used for silent reading are available in English and Spanish versions for students whose L1 is Spanish.

(12) Materials and all resources available such as books corresponds to ELLs' ages and grade level. The ELA department has a lot of books according to student's age and reading proficiency level, for ELLs and non-ELLs.

(13) To assist newly enrolled ELL students before the beginning of the school year, the class/school programmer will consider to put these ELLs in a class where there are students who can speak their language. During class programming, language of students will also be taken as a factor for class groupings so that some students can also support the newly enrolled ELL and be more comfortable in the class.

(14) N/A

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

(1) The teachers of ELLs are encourage to attend and be trained in Quality Teaching for English Learners (QTEL) professional development initiative offered by NYCDOE. There are also Grade Level Meetings where teachers discuss supports that they can offer to ELLs and other struggling students in the class, and Department meetings which also focus on curriculum and lesson planning, differentiating instructions to accommodate all levels of students. In-School Professional Development also includes differentiating instructions for all learners, ELLs and non-ELLs: working in teams to develop appropriate curriculum and instruction.

(2) Information such as L1, NYSESLAT result, and previous available data of the ELLs will be shared among the teachers so that these information will guide the teachers of the ELLs during transitions.

(3) The Grade Level Meetings, Department Meetings, and In-school PDs, as described in (1), covers the minimum 7.5 hours of ELL training for all staff as per Jose P.

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?

(1) Parents are very much involved in LMCMS afterschool activities participated by ELLs and non-ELLs. They are the major partners of the school in implementing and supporting the after school program. Parents and families are also invited to witness and be part of the school's activities such as Math Family Night and Talent Show where ELLs and non-ELLs showcase their knowledge and understanding of Math concepts as well as their special talent.

(2) The school's Parent Coordinator sent out emails and flyers to the parents of the ELLs informing them for possible workshops they could attend. The school also provide Translation and Interpretation Services during parent-teacher conferences and even used for daily help in communication between parents, teachers or school staff.

(3) ESL teacher will in-contact with ELL's parent, and this can be done either by phone, email or letter. To evaluate the needs of the parents, questionnaire will be sent out to gather information based on their needs as ELL's parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1						1
Intermediate(I)							2	1	4					7
Advanced (A)							7	4	1					12
Total	0	0	0	0	0	0	9	6	5	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	1	0				
	I							0	0	0				
	A							5	4	5				
	P							4	1	0				
READING/ WRITING	B							0	1	0				
	I							2	1	4				
	A							6	4	1				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		2		6		1		9
7	2		3		0		1		6
8	0		3		2				5
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		4		6		4		15
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	5		1		10		0		16
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

- (1) To assess the early literacy skills of the ELLs, Fountas and Pinnel reading assessment is given twice a year, and is determined by the ELA department as to when it is to be given to the students. LMCMS also uses Gates-MacGinitie reading tests to determine the vocabulary and comprehension level of all students, the ELLs and the non-ELLs students. The data will be shared among the ELLs' teachers so that they will have an idea about the reading level of the students, and use these data in the instructional planning.
- (2) About 80% of the ELLs were tested as beginners in the LAB-R, and currently, 95% are in Advanced and Intermediate proficiency level which shows that the ESL program is helping them perform better in class.
- (3) The patterns across NYSESLAT modalities affect the instructional decisions of the content and ESL teachers in way that it will be used as one of the information in which the teachers plan instructions for the students. When the ELL performs low in reading/writing modalities, the content and ESL teacher will plan on appropriate strategies that will be used in the instruction so help the ELLs understand the lesson and make the learning process meaningful.
- (4) LMCMS only offers Free Standing ESL program. The ESL program is helping the ELLs to become better in the English language. They are already approaching grade level in ELA state test, while 50% of 20 are performing in levels 3 to 4 in Mathematics.
- (5) N/A
- (6) The result of the annual NYSESLAT, NYS-ELA and NYS-Math exams are used as instruments in evaluating the success of our ESL program in the school. But not only those tests, but also their school's individual grade and progress reports will also indicate if the ESL program is helping the students perform a lot better in each of their classes.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

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