



CATHERINE & COUNT BASIE MIDDLE SCHOOL 72

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: CATHERINE & COUNT BASIE MIDDLE SCHOOL 72
ADDRESS: 133-25 GUY R BREWER BOULEVARD
TELEPHONE: 718-723-6200
FAX: 718-527-1675

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010072 **SCHOOL NAME:** Catherine & Count Basie Middle School 72

SCHOOL ADDRESS: 133-25 GUY R BREWER BOULEVARD, QUEENS, NY, 11434

SCHOOL TELEPHONE: 718-723-6200 **FAX:** 718-527-1675

SCHOOL CONTACT PERSON: CRYSTAL TAYLOR BROWN **EMAIL ADDRESS** cbrown28@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Spencer Belcher

PRINCIPAL: CRYSTAL TAYLOR BROWN

UFT CHAPTER LEADER: Valerie Smith

PARENTS' ASSOCIATION PRESIDENT: Kwesi Donkor

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

NETWORK LEADER: NANCY RAMOS/WILLIAM COLAVITO/Christine Etienne

SUPERINTENDENT : JEANNETTE REED

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
Crystal Taylor Brown	Principal	Electronic Signature Approved.
Dawnine Septh	Parent	
Sophia McKenzie	Parent	Electronic Signature Approved. Comments: Provided verbal approval
Valerie Smith	UFT Chapter Leader	Electronic Signature Approved. Comments: Provided verbal approval
Karl Augustin	UFT Member	Electronic Signature Approved. Comments: Verbal approval given
David Street	UFT Member	
Spencer Belcher	UFT Member	Electronic Signature Approved. Comments: Verbal agreement given
Angela Malcolm	UFT Member	

* 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.

Vision:

Catherine and Count Basie Middle School 72 cultivates in its students a passion for learning and respect for others. Embracing diversity and the pursuit of excellence, we create a community in which individuals develop confidence, competence, and character. Our active learning environment, in and out of the classroom, develops creative and critical thinkers, unafraid to express their ideas, prepared to seek meaningful lifetime success and to live by our motto, "Advancing Minds. Inspiring Futures." The faculty, staff, and administration of Catherine and Count Basie Middle School 72 are committed to giving our children an exciting, productive, and rewarding educational experience.

Mission:

Catherine and Count Basie Middle School 72 is a small, heterogeneously diverse school community structured to meet the needs of all students, including English Language Learners, students with individual educational plans, and high achieving students. We will strive to provide standard-driven instruction. instilling in each student the intellectual, emotional and physical skills necessary to function productively as life long learn in an ever changing society.

Through our ARISTA Honor Society to we open the doors of the world to our students. Students in good academic standing continue to be afforded the opportunity to travel to destinations such as Canada, Mexico, Spain, France, California, Pennsylvania, New Jersey, and Washington D.C.

We continue to partner with our community based organizations which provide a host of services and after-school activities for our students. Through our partnerships with Beacon, Sports and Arts, and Kid Wise/Safespace our students have access to a host of leisure, social emotional and educational activities ranging from, counseling, to tutoring, dance, arts, music, sports and so much more. Our supplemental Educational Services (SES) provides out students with intensive tutoring in the Kaplan reading and writing curriculum.

Our school has a host of partnerships which enhance the educational opportunities for our students and professional development for our teachers. Urban Advantage in collaboration with the Hall of Science continues to provide professional development to MS 72 staff and a plethora of opportunities to our students in support of science and the science Exit Project process. The Center for Social and Emotional Education (CSEE) continues to support our school in our quest to maintain an emotionally safe school climate.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Catherine & Count Basie Middle School 72								
District:	28	DBN #:	28Q072	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.8	92.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.5	92.42	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	130	147	166	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	325	328	305		64.3	64.4	81.6		
Grade 8	287	328	333						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		15	14	TBD		
Grade 12	0	0	0						
Ungraded	0	4	0	Recent Immigrants - Total Number:					
Total	742	807	804	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					9	7	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	69	71	67	Principal Suspensions	46	98	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	15	33	Superintendent Suspensions	26	40	TBD		
Number all others	48	51	44						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	22	22	24	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	1	6	Number of Teachers	60	64	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	15	TBD
				Number of Educational Paraprofessionals	1	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	5	TBD	% fully licensed & permanently assigned to this school	100	95.3	TBD
				% more than 2 years teaching in this school	76.7	71.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	56.7	56.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	75	69	TBD
American Indian or Alaska Native	0.5	0.7	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	90.8	TBD
Black or African American	63.9	63.2	66.4				
Hispanic or Latino	14	13.6	11.8				
Asian or Native Hawaiian/Other Pacific Isl.	20.8	21.8	20				
White	0.8	0.6	0.7				
Multi-racial							
Male	55.1	53.2	52.5				
Female	44.9	46.8	47.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Grad. Rate	Progress Target
	ELA	Math	Science	ELA	Math			
All Students	√	√	√	-	-			
Ethnicity								
American Indian or Alaska Native	-	-	-					
Black or African American	√	√		-	-			
Hispanic or Latino	√	√						
Asian or Native Hawaiian/Other Pacific Islander	√	√						
White	-	-	-					
Multiracial								
Students with Disabilities	√	√						
Limited English Proficient	-	-	-					
Economically Disadvantaged	√	√						
Student groups making AYP in each subject	6	6	1	0	0			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	65.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.1	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	17.5	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	35.2	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	W

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Three Year Trend Analysis of ELA Performance Total School- All Tested Students Math Performance on State Assessments

Year	Level 1	Level 1	Level 2	Level 2	Level 3	Level 3	Level 4	Level 4
2009	40	5.0%	185	23.2%	431	53.9%	143	17.9%
2008	58	97.9%	191	26.0%	389	52.9%	98	13.9%
2007	126	15.9%	251	31.6%	349	44.0%	68	8.6%

Total School Trends- Over a three year period, from 2007-2009, the percentage of all tested students scoring a Level 1 on the math assessment decreased from 15.9% to 5.0% (-10.9). The percentage of students scoring a Level 2 decreased from 31.6% to 23.2% (- 8.4%). There was a significant increase of students scoring at level 3 from 44.0% to 53.9% (+ 9.9). There was also a dramatic increase in the number of students scoring at Level 4, from 8.6% to 17.9% (+9.3). An analysis of this three year trend in ELA Total School performance for all tested students indicates that we have made noteworthy gains in the reduction of the number of students scoring at levels 1 and 2 and significant gains in the number of students scoring at levels 3. The positive trend in student achievement will be maintained by continuing activities and programs that strengthen skills of students at Levels 3 and 4 to ensure that there is no decline in their progress and our inquiry team will be examining ways to improve the achievement of high performing students. Additionally, targeted instructional initiatives that address the specific needs of students scoring at Levels 1 and 2 will be accelerated.

Three Year Trend Analysis of ELA Performance Total School- All Tested Students ELA Performance on State Assessments

Year	Level 1	Level 1	Level 2	Level 2	Level 3	Level 3	Level 4	Level 4
2009	7	0.9%	292	36.6%	487	61.0%	12	1.5%

2008	29	4.0%	328	45.3%	362	50.0%	5	0.7%
2007	52	6.6%	384	48.7%	338	42.8%	15	1.9%

Total School Trends- Over a three year period, from 2007-2009, the percentage of all tested students scoring a Level 1 on the ELA assessment decreased from 6.6% to 0.9% (-5.7). The percentage of students scoring a Level 2 decreased from 48.7% to 36.6% (- 12.1%). There was a dramatic increase of students scoring at level 3 from 42.8% to 61.0% (+ 18.2). There was a slight decrease in the number of students scoring at Level 4 (-0.4). An analysis of this three year trend in ELA Total School performance for all tested students indicates that we have made noteworthy gains in the reduction of the number of students scoring at levels 1 and 2 and significant gains in the number of students scoring at level 3. The trend in moving students to level 4 is disappointing. The positive trend in student achievement will be maintained by continuing activities and programs that strengthen skills of students at Levels 3 and 4 to ensure that there is no decline in their progress and our inquiry team will be examining ways to improve the achievement of high performing students. Additionally, targeted instructional initiatives that address the specific needs of students scoring at Levels 1 and 2 will be accelerated.

Data Source: A Three Year Analysis of Performance Trends for Student with Disabilities ELA State Assessment

Year	Level 1	Level 1	Level 2	Level 2	Level 3	Level 3	Level 4	Level 4
2009	6	4.6%	99	75.6%	25	19.1%	1	.08%
2008	18	16.4%	78	70.9%	14	12.7%	0	0%
2007	22	19%	83	71.6%	11	9.5%	0	0%

Over a three year period from 2007 to 2009, the percentage of special education students scoring at level one on the ELA assessment decreased from 19% to 4.6% (-14.4). The number of level two students increased from 71.6% to 75.6% (+4). The percentage of level three students increased from 9.5% to 19.1% (+ 9.6%). Only one student with disabilities achieved a level four in 2009. An analysis of the three year trend for students with disabilities indicate significant improvement for students moving from level one to level two and level two to level three in 2009.

However, because of 80.2% of students have not met the standard of performing at level three, M. S. 72 failed to make AYP in for this sub-group. Effective differentiated instructional initiatives must be continued and identified in order to ensure student progress to state proficiency levels.

Barriers to Continuous Improvement

Upon careful examination of the scores of all of our incoming students with disabilities, we have identified the following:

Grade	Level 1	Level 2	Level 3	Level 4
8	19	26	3	0
7	20	27	3	0
6	20	17	2	0

Significant Barriers to Continuous Improvement

- Middle School 72 receives sixth, seventh, and eighth grade students with disabilities intermittently throughout the course of the school year.
- Teachers and students with disabilities are new to education (1-3 years)

- Expand the use of data to address achievement gaps between gender and ethnic groups and to assess cultural sensitivity in the classrooms.
- Address achievement gaps through culturally sensitive and differentiated instructional activities.
- Build upon present efforts to increase parental involvement in the school life of their children.
- Distribute all interim testing results and information to parents in order to share information about goals and achievement consistently.
- Developing instructional strategies and academic interventions that foster the progress of students with disabilities will remain a school-wide priority.
- The trend analysis for students with disabilities in ELA for Grades 6, 7, and 8 indicates that while there has been significant movement of students from Level 1 to Level 2, the preponderance of students with disabilities are still performing at Level 2. This achievement trend continues to have a major impact on the ability of this student group to make AYP.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 a comprehensive professional development plan will be written on CCSS in Math and Literacy for 95% of all teachers.	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> By September 2010, each teacher will be introduced to the Common Core State Standards (CCSS). • By February 2011, the CORE Instructional team will create a plan for implementation of the CCSS: Writing component only.
<input type="checkbox"/> <input type="checkbox"/> By June 2011, 50% of all parents (350) will be trained on the use of ARIS to increase their capacity to assist in their child’s learning and track their child’s progress over time, thereby increasing communication and collaboration between school and home.	<input type="checkbox"/> Parents will attend ARIS training (October 2010, December 2010, February 2011, and April 2011) Monthly Parent Sessions- ELA (October 2010-May 2011) Use of Engrade to facilitate home school communication, and tracking student work.
<input type="checkbox"/> The percentage of students with disabilities making exemplary gains as determined by the Progress Report will increase by 5%. <input type="checkbox"/>	<input type="checkbox"/> Providing SWD students with equity and access to all instructional initiatives and materials is a priority. Therefore, SWDs are taught using the same curriculum as the general education students. The percentage of students with disabilities making exemplary gains as determined by the Progress Report will increase by 5%.
<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> By October 2012 all academies will have a representative student government that will address the student concerns from the 2010-2011 Learning Environment Survey. A school wide student government will be created to represent all academies by October 2012 </div>	<input type="checkbox"/> September 2010 each academy will appoint a Student Council Faculty Liaison. October of 2010 each official homeroom class will elect a class cabinet. November 2010 each academy

	<p>will elect an Executive Student Council. May 2011 First Annual Town Hall Meeting facilitated by the Student Council of MS 72</p> <p><input type="checkbox"/></p>
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SECTION VI: ACTION PLAN

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

Subject Area
(where relevant) :

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 a comprehensive professional development plan will be written on CCSS in Math and Literacy for 95% of all teachers.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Professional Development on data collection, evaluation, analysis, and application will be ongoing. Teachers will use the data to identify student’s deficiencies and strengths in order to scaffold and differentiate instruction. There will be ongoing assessment, monitoring and follow up sessions using Acuity, Predictive ITA, and school related assessments. The data collected will be reviewed, discussed and applied to the learning community through lesson planning, curriculum development, small group guided/shared practice and targeted literacy centers.</p> <p style="padding-left: 40px;">The workshop model will continue to be implemented and targeted strategies will be aligned to the data collected and reviewed.</p> <p style="padding-left: 40px;">Common planning time will allow teachers to meet in small groups to discuss data, plan instruction, develop curriculum, and share best practice. Infusion of technology will take place during the writers workshop in order to motivate student learning and provide students with an interactive tool.</p> <p style="padding-left: 40px;">Students will receive enrichment in both reading and writing during our Saturday Academy. In addition, part of our 37 1/2 minutes extended day, which is infused into the academic day will be dedicated to improving literacy skills.</p> <p style="padding-left: 40px;">Activity #1: Saturday Academy for Target Population: All Students Responsible Staff: Principal, Assistant Principal Implementation Timeline: Program Begins October 4</p> <p style="padding-left: 40px;">Activity #2 Afterschool Program for Target Population: All students Responsible Staff Members: Principal, Assistant Principal Implementation timeline: Program Begins Third week of September</p>

	<p>Activity #3: Specialized High School Prep for Target Population: All Grade 8 Students Responsible Staff: Principal, Assistant Principal Implementation Timeline: Program begins third week of September.</p> <p>Activity #4 A.I.S. for Target Population: All Students Responsible Staff: Assistant Principal, AIS teachers Implementation Timeline September through June</p> <ul style="list-style-type: none"> Activity #5 Professional Development Target Population: All Literacy Teachers Responsible Staff: Assistant Principal, Literacy Teachers, Coach Implementation Timeline: Weekly Common Planning/ Sept-June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Contract For Excellence (C4E)-reduce class size Title I-Professional Development (UFT Teacher Center) Title I-Classroom Libraries Title I-Extended Day (AIS) Title I/Tax Levy - Support Materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Professional Development Plan Acuity Periodic Assessment Data Formative Assessments Focused Observations Calendar of PD sessions Agenda for PD sessions Attendance Sheets for PD sessions Schedule of Common Planning AIS lesson plans (37 ½ minutes) Attendance sheets for targeted student sessions Observations of targeted student sessions</p> <p><input type="checkbox"/></p>

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>By June 2011, 50% of all parents (350) will be trained on the use of ARIS to increase their capacity to assist in their child’s learning and track their child’s progress over time, thereby increasing communication and collaboration between school and home.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/>Parents will attend ARIS training (October 2010, December 2010, February 2011, and April 2011) • Monthly Parent Sessions- ELA (October 2010-May 2011) <p>Use of Engrade to facilitate home school communication, and parent tracking of student work and progress.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>Contract For Excellence (C4E)-reduce class size Title I-Professional Development (UFT Teacher Center) Title I-Extended Day (AIS) Title I/Tax Levy - Support Materials</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>The percentage of students with disabilities making exemplary gains as determined by the Progress Report will increase by 5%.</p>
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	□
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Targeted professional development on identified SWD strategies and evaluation of I.E.P to inform instruction will be ongoing. In addition, SWD teachers will receive training on target data collection, evaluation, analysis and application will be on-going. Teachers will use the data to identify student deficiencies and strength in order to scaffold and differentiate instruction. There will be on-going assessment, monitoring and follow up sessions using the Acuity, Predictive, ITA and school related assessments. The data collected will be reviewed, discussed and applied to the learning community through lesson planning, curriculum development, small group guided/shared practice and targeted literacy centers. The Teacher’s College workshop model will continue to be implemented and targeted strategies will be aligned to the data collected and reviewed. Common planning time will allow all teachers to meet in small groups to discuss data, plan instruction, develop curriculum and share best practice. Infusion of technology will take place during the writer’s workshop in order to motivate student learning and provide them with an interactive tool. There will be a Saturday Academy, After-School Program and Vacation School dedicated to teaching SWD students specific strategies to help them with fluency and comprehension. The extended day 37 ½ will be partly dedicated to enhancing their skills and knowledge on the strategies taught.</p> <p>Activity #1: Saturday Academy Target Population: All SWD students Responsible Staff: Principal, Assistant Principal Implementation Timeline: Program Begins October Activity #2: After-school program Target Population: All SWD students Responsible Staff: Principal, Assistant Principal Implementation Timeline: Program Begins on the third week of September Activity #3: Vacation School Target Population: All SWD students Responsible Staff: Principal, Assistant Principal Implementation Timeline: Program Begins in December Activity #4: Extended Day Target Population: All SWD students Responsible Staff: Literacy Coach Implementation Timeline: September through June Activity #5: Professional Development Target Population: All SWD Literacy Teachers Responsible Staff: Assistant Principal, Literacy Coach Implementation Timeline: Weekly Common Planning/ September - June</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Contract for Excellence (C4E) - reduce class size. Title I – Literacy Coach Title I - Professional Development (UFT Coach) Title I - Classroom libraries Title I - Extended Day Title I/Tax Levy - Support Materials</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> By October 2012 all academies will have a representative student government that will address the student concerns from the 2010-2011 Learning Environment Survey. A school wide student government will be created to represent all academies by October 2012
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> By September 2012 all Academies will have a representative student government that will address the student concerns from 2010-2011 Learning Environment Survey, A school wide student government will be created to represent all Academies by October 2012. <ul style="list-style-type: none"> • A timeline for the development of the student government will be created by representatives from each of the Academies. • A charter or constitution will be written by members of the 2010-2011 student government. • Lists of students participants will be submitted to the Faculty Advisor of the Student Government. • Agendas from the meetings of all Academy government meetings will be kept. • Minutes from the meetings of all Academy sessions will be kept. • Action Plans with next steps and responsibility of members will shared. • Communication of student government decisions will be posted and shared with school community. • Academy government officers and representatives will be elected and will meet with the principal and administrative team. • Members of the student government and faculty will meet to analyze the 2010-2011

and 2011-2012 Learning Environment Survey to ascertain the priorities that the government will have to address.

- Work plans for addressing the concerns from the LES will be created.
- Student feedback to the student body will be disseminated on the implementation plans.
- 2012 Learning Environment Survey results and participation will be shared with all constituencies along with the status of implementing action plans to address the concerns.

Faculty Members of the Student Government will include but not be limited to the following:

- All Assistant Principals responsible for the everyday functioning of the individual Academies
- A minimum of 1 teacher representative from the Academy
- Special project facilitators including ARISTA Faculty, Project Boost, Guidance
- Student representative recommendations
- Parent Coordinator

Funding Sources:

- Tax Levy
- OTPS
- School Funds
- Project Boost (CEI-PEA)
- Fund-raiser
- Future Grants

Evidence of Progress:

- Timelines
- Minutes
- Agendas
- List of representatives
- List of faculty
- Work Plan
- Analysis of LES
- Communication with Students and Faculty

	<ul style="list-style-type: none"> • Feedback Survey • Constitution or Charter • Special Events • Improvement in 2012 LES
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> Tax Levy - Support Materials ; Project Boost (CEI-PEA); Future Grants; School Funds; Fundraisers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Timelines • Charter or Constitution developed by the Academies and School Government • List of Student Representatives • Agendas from all Meetings • Minutes from All Meetings • Action Plans for Implementation of Recommendations • Work Plans • Communications • Student Government Officers and Representatives • Analysis of LES • Feedback and Student Survey Information • 2012 LES Results

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	19	32			60			
7	151	111			55			
8	112	30			55			
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>ELA: Supplemental instruction in small groups is provided during the school day for a scheduled period, two to three times per week. Programs, strategies and methods utilized include the Wilson Reading Program, Orton-Gillingham, Reading A – Z, Great Leaps, G.U.M. (Grammar, Usage, and Mechanics), flexible grouping, differentiated instruction, and one-on-one conferencing. The Qualitative Reading Inventory (QRI) and Reading A – Z are used as benchmark assessments. Services focus on the five reading components in which students continue to struggle with in middle school.</p> <ul style="list-style-type: none"> Phonics Spelling and word recognition Grammar and vocabulary Reading comprehension and listening Writing and speaking <p>The materials used for ELA AIS are:</p> <ul style="list-style-type: none"> Reading A to Z Trade Books Great Leaps Wilson Reading Program Orton-Gillingham G.U.M. (Grammar, Usage and Mechanics) Step Up to Success Teacher-created materials <p>The Qualitative Reading Inventory is used as a benchmark assessment.</p>

Mathematics:



Math: Supplemental instruction in small groups is provided during the school day for a scheduled period, two to three times per week. The emphasis is on teaching the computation and problem solving skills that are particular to grade and strand-specific mathematics standards. Student performance data from ARIS, Performance Series, and Acuity is used to identify high frequency performance indicators that demonstrate where additional instruction is needed. The services concentrate on grade and strand-specific standards that commonly occur on the state exam. Additionally, focus is given to reading comprehension in the math content area as this is an ever increasing component on the state exams. The main Program used for instruction is Count on It - Mathematics Problem Solving:

Count on It! Mathematics Problem Solving

Teach 11 essential problem-solving strategies in just 20 minutes a day

In just 20 minutes a day, Count on It! provides targeted intervention for students who need help with math problem-solving. The consistent four-part lesson plan guides students systematically through each strategy in four explicit, carefully scaffolded steps: Understand the Problem, Make a Plan, Solve the Problem, and Check Your Answer.

The main program is complemented by the New York Review Series from Glencoe, teacher-created materials, as well different strategies which include flexible grouping, differentiated instruction, and one-on-one conferencing design to increase students' mastery level in the following all content strands:

Number operations and theory
Algebra
Geometry
Measurement
Probability and statistics

Performance Series is used as a benchmark assessment.

Science:	<input type="checkbox"/> N/A
Social Studies:	<input type="checkbox"/> N/A
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Guidance counselors provide the following services to at risk students two to three times a week for duration of eight to ten weeks: <ul style="list-style-type: none"> • Individual Counseling – School counselors provide individual sessions to assist with a variety of educational and personal concerns. The primary purpose of these sessions is to help students explore their concerns, make appropriate plans of action and be successful in following through with their plans. • Group Counseling – In some instances, students help each other by working in groups with leadership from a counselor. Group counseling allows students to share ideas about specific issues such as problem solving, career and educational planning, organization and study skills and peer relationships, as well as helping them use these ideas to resolve their concerns. Group sessions usually involve small groups of students who are led by a counselor and meet once or twice a week for a specific number of sessions. • Classroom lessons – Counselors will often meet with classes of students the help them learn specific information about themselves and their development. Students will have these lessons in conjunction with their advisory program that is lead by a teacher. The guidance groups are instructional in nature and focus on topics such as self-esteem development, tolerance, respect, friendships, healthy habits and good citizenship. • Parent Conferences – Counselors help students, parents and teachers by gathering information about student abilities, behaviors and achievement so they can help make appropriate decisions about educational placement and instruction. Ultimately,

	<p>counselors help parents learn about their child's progress in school and what the next steps will be to further support success.</p> <ul style="list-style-type: none"> • Referrals – Counselors also serve as referral agents to help students and their families receive assistance from other programs and services in the school system and from agencies outside the school
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <p>As part of the PPT committee, the psychologist collaborates with teachers, parents, and school personnel to adjust learning environments for at risk students. School psychologists will:</p>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <p>As part of the PPT committee, the Social workers collaborate with parents, guardians, teachers, and other school officials to ensure that at risk students are identified and receive the following services:</p> <p>Frequency of services depends on the severity of the case.</p>
At-risk Health-related Services:	<input type="checkbox"/> N/A

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **QPOL 154** in the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

We are currently offering a 10-week ESL oriented Saturday Writing Program. The program began on Saturday, January 29, 2011 and will end on Saturday, May 7, 2011. Based on our most recent NYSESLAT scores and teacher observations, it was determined that our students in grades 6 through 8 require additional support in writing and reading fluency. A lot of our ELL students are in their second year of receiving ELA services and will be taking the New York State ELA exam for the first time this year. Therefore, ELA test preparation is also an essential component of the Saturday curriculum. Instruction is delivered in the form of whole class, small groups and individualized with peer support. The students use iPads as a tool to enhance their learning and as an aid for differentiating instruction. Native language supporting materials are available to students in the classroom in the form of interpreters, translators, dictionaries, picture dictionaries, etc. The program is taught twice weekly by two teachers who approved 2009-2010 program narrative for 2010-2011. One of the teachers is a certified teacher and the other is a certified special education teacher. An assistant principal is present to oversee the program on Saturdays. The following materials will have been purchased to support 2009-2010 Title III program. Reader's Theater materials to develop reading fluency and Apple iPads as an instructional tool described in Section III below. The iPad will be used as a reading resource within the classroom. Access to iBooks will give the teacher an enormous choice of books that can be directly aimed at the specific students' reading level. This will allow the teacher to assign reading groups based on reading level and not the number of books available. The teacher can also work on the students reading comprehension skills through the iPad's instant access to a variety of different newspapers and periodicals. These then can be used as regular reading and discussion tools.

Grade Level(s) 6-8, the ESL teacher will make use of the inbuilt microphone, in conjunction with read aloud apps, to record the students reading fluency. The iPad also allows the student instant access to translation tools that will provide the students with the ability to expand their vocabulary independently. The students' vocabulary will also be expanded with the use of electronic flashcards. As students' vocabulary expands, they will be able to write their own stories using both words and pictures. These stories will be stored as electronic books that the students can share with the rest of the class.

Number of Students to be Served 24
Non-LEP 0
Number of Teachers 2
Other Staff (Specify) 3
School Building Instructional Program/Professional Development Overview

The teacher will create a class blog for each group of students. The students will be shown how to independently access and manage the blog. This will help maximize differentiation for every student in the class. The students will be shown how to effectively manipulate multimedia tools whilst learning English. The blog will be an ideal language instruction program to introduce the rest of the class to their culture and language whilst in a safe environment.

The progress of the students will be aided across all four modalities. The iPad will give the teacher and students access to multimedia tools and resources that will ultimately improve differentiation within the classroom. The iPad will not only benefit instruction but also assessment. The teacher will be able to adapt the students' assessment to a far greater degree which will in turn allow for a far more accurate measurement of the students' progress.

Professional Development Program

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

The ESL teacher participates in numerous monthly outside professional development opportunities. These workshops address the latest instructional methodologies for teaching ESL using core content subjects as well as providing ideas on how to effectively advocate for the ELL population. The ESL personnel also attend regular cluster meetings as well as BETEC (Bilingual Education Technical Assistance Center) workshops.

Section III. Title III Budget

School: 28Q072
 BEDS Code: 342800010072

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	15,000	<input type="checkbox"/> Allocation Amount: \$15,000 <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th>Budget Category</th> <th>Budgeted Amount</th> <th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th> </tr> </thead> <tbody> <tr> <td>Professional salaries</td> <td></td> <td></td> </tr> </tbody> </table>	Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.	Professional salaries		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.						
Professional salaries								

		<p>(schools must account for fringe benefits) - Per session - Per diem</p> <p>Purchased services - High quality staff and curriculum development contracts</p> <p>Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p> <p>Educational Software (Object Code 199) \$9,580.00 \$ 14.97 \$ 194.62 \$ 9.52 \$1,225.00</p> <p>Travel</p> <p>Other</p> <p>TOTAL \$15,000.00</p>	<p>1 - Reader's Theater Folktales, Myths and Legends – Sets A and B 1 - Reader's Theater Content Area Concepts Level F – M 1 - Reader's Theater Classics – Complete Set</p> <p>2 - Bundle IPAD Wi-Fi 16GB 10 PK-USA 3 - Cables to Go (Firewire) CA27291 2- Verbatim ITB USB/Firewire external hard drive 2 – Cables to Go (Firewire) CA 16990 1 – IPAD storage container</p>						
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> n/a							
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	3975.89	<input type="checkbox"/>	<table border="1"> <tr> <td>Supplies and materials</td> <td>\$1,554.19</td> <td>1 - Reader's Theater Folktales, Myths and</td> </tr> <tr> <td></td> <td>\$1,358.50</td> <td></td> </tr> </table>	Supplies and materials	\$1,554.19	1 - Reader's Theater Folktales, Myths and		\$1,358.50	
Supplies and materials	\$1,554.19	1 - Reader's Theater Folktales, Myths and							
	\$1,358.50								

- Must be clearly listed.		<table border="1"> <tr> <td>- Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</td> <td>\$1,063.20</td> <td>Legends – Sets A and B 1 - Reader's Theater Content Area Concepts Level F – M 1 - Reader's Theater Classics – Complete Set</td> </tr> </table>	- Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,063.20	Legends – Sets A and B 1 - Reader's Theater Content Area Concepts Level F – M 1 - Reader's Theater Classics – Complete Set
- Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,063.20	Legends – Sets A and B 1 - Reader's Theater Content Area Concepts Level F – M 1 - Reader's Theater Classics – Complete Set			
Educational Software (Object Code 199)	9789.59	<input type="checkbox"/> <table border="1"> <tr> <td>Educational Software (Object Code 199)</td> <td>\$9,580.00 \$ 14.97 \$ 194.62 \$ 9.52 \$1,225.00</td> <td>2 - Bundle IPAD Wi-Fi 16GB 10 PK-USA 3 - Cables to Go (Firewire) CA27291 2- Verbatim ITB USB/Firewire external hard drive 2 – Cables to Go (Firewire) CA 16990 1 – IPAD storage container</td> </tr> </table>	Educational Software (Object Code 199)	\$9,580.00 \$ 14.97 \$ 194.62 \$ 9.52 \$1,225.00	2 - Bundle IPAD Wi-Fi 16GB 10 PK-USA 3 - Cables to Go (Firewire) CA27291 2- Verbatim ITB USB/Firewire external hard drive 2 – Cables to Go (Firewire) CA 16990 1 – IPAD storage container
Educational Software (Object Code 199)	\$9,580.00 \$ 14.97 \$ 194.62 \$ 9.52 \$1,225.00	2 - Bundle IPAD Wi-Fi 16GB 10 PK-USA 3 - Cables to Go (Firewire) CA27291 2- Verbatim ITB USB/Firewire external hard drive 2 – Cables to Go (Firewire) CA 16990 1 – IPAD storage container			
Travel	0	<input type="checkbox"/> n/a			
Other	0	<input type="checkbox"/> n/a			
TOTAL	13765.48				

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.

On first contact with the school the parent is asked to complete the Parent's Preferred Language Form. The information entered on the form is then reported to the school community.

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

Although our ELL parents do not have English as a first language we have found that the majority of parents have requested written information to be in English. Although we take care in emphasizing that translation services are available the majority of parents prefer to receive the information in English and rely on adult family members to translate anything they do not understand. Some parents request oral contact to be in their native language. The parental translation and interpretation needs are disseminated to the rest of the school community through the ESL teacher. The results are also entered in ATS and entered on the student emergency card.

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.

In order to provide timely written translation of parental correspondence the school uses the services of the school staff that are fluent in the parents' first language. If no member of the staff can translate a given language the school will make use of the Department of Education Translation and Interpretation Unit. Staff are trained to contact the unit well in advance of any translation needs, so that the correspondence is received by the parent in a timely fashion.

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.

In order to provide timely oral interpretation of parental teacher conversations the school uses school staff that are fluent in the parents first language. If no member of staff is fluent in the parents' first language then the school will make use of the Department of Education's Translation and Interpretation Unit.

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 school provides each parent, whose primary language is a covered language and who require language assistance services, with a copy of the Bill of Parent Rights and Responsibilities. This includes their rights regarding translation and interpretation services. The school has also posted in the main office a sign in each of the most prominent covered languages, indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	497602	21,619	497602
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,976		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,880	*	
4. Enter the anticipated 10% set-aside for Professional Development:	49,760	*	

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 2009-2010 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.
 N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : 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 eight 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 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.

To increase the amount of quality time spent on learning we provided our students with programs during the day and on Saturday targeting math, writing and reading skills. Teachers and students are also provided with time on task during the school day with 8 periods weekly of

math and literacy. Targeted at risk students are provided with AIS, and small group instruction in both math and literacy. Our ELL students are grouped according to their English language proficiency to help differentiate instruction to meet their needs.

In order to provide our students with an enriched and accelerated curriculum we have established a balanced structure in the classroom where learning, direct instruction, and creative problem solving is an integral part of teaching and learning. We have created a curriculum teams in literacy, science and math. The teams assess, monitor, and plan units of study that encompass the learning process. This includes the special needs of ELL students and students with disabilities. Special Education, ESL, Science, and Math consultants join our academic team to provide teachers with targeted professional development in their subject areas. The UFT teacher specialist performs on-going model lessons and teachers have the opportunity to visit model classrooms to both learn and share best practices. The staff is provided with professional development both in house and out of school to assist them to effectively help students meet the challenges they face and provide them with the tools necessary to connect the work they do in school to the world in which they live.

An in-house data specialist provides teachers with one-on-one training on ARIS, Acuity periodic assessment, analysis, and application of collected data.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

To meet the educational needs of historically underserved populations we provide one-to-one consultants, mentoring and coaching to the teachers of this population. The 37 ½ minutes has also been utilized to provide at risk students with small group targeted instruction. At risk counseling and resource is provided to targeted low level achievers. There are many after school programs that provide assistance to students in the area of literacy and math; priority is given to low achieving students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career

awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.



The teaching credentials of MS 72 staff will meet the requirements established by the NCLB legislation to ensure that they are highly qualified. The resources of the NYCDOE will be utilized to fill all vacancies. All newly hired staff will be processed by central ensuring that all staff satisfies NCLB mandates.

Staff from MS 72 attends regional job fairs, as well as reach out to the Teaching Fellows program, and Teach for America. Every candidate is interviewed by the hiring team, which consists of the principal, assistant principals, UFT Teacher specialist and teacher leaders. All candidates conduct a demonstration lesson during the hiring process. New hires are mentored by a peer, and, UFT teacher specialist, assistant principal, and teacher leader.

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.



Our staff is provided with consistent in-house differentiated professional development by academy, cluster, and subject. Professional development for P.E., art and music are provided by contracted experts or PD sessions outside of the building facilitated by the DOE. The focus of professional development at MS 72 is to maintain alignment with the standards, and to improve our teaching methodologies based upon our comprehension of the data collected from Acuity Periodic Assessment and ARIS data system management (Predictive and ITA).

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

MS 72 attends all borough and citywide recruitment events. Additionally we maintain communication throughout the course of the school year with associates in the Teaching Fellows program. Central also refers potential candidates for interview. As part of the Teach for Tomorrow program candidates are informed of bonus payments allotted for further graduate study made available to MS 72 staff.

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



MS 72 continues to work hard toward increasing parental involvement in the school. An active PTA was in place for the 2009-2010 school year MS 72. The organization in conjunction with the Parent Coordinator planned a calendar of activities and events that was presented to families at PTA meetings.

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.

n/a

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.

MS 72 has established a Parent Inquiry Team to ensure that at risk students are identified and an academic plan is created and implemented to assist these students. Classroom teachers within the same cluster are invited to meet with the parent Inquiry team during the evaluation process. Additionally teachers within a cluster comprise smaller inquiry teams. Decisions about how to meet the needs of at risk students are made by classroom teachers (who chair the smaller inquiry teams). The data used to drive the decisions is taken from formative assessment, from results of Acuity Periodic Assessment: Predictive and ITA, as well as summative data. The parent inquiry team guides the work of our smaller Inquiry teams which are active within each academy.

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.

The scores of all students are distributed to the entire faculty (support staff as well) before the first day of school. This provides the staff with an overview of the abilities and challenge areas of their students, as well as the opportunity to meet with the administration, consultants, and the UFT Teacher specialist, and or data specialist to discuss the data and develop an action plan. A reading assessment is done for all students in order to assign leveled libraries using the Fountas and Pinell system, the QRA and the QRI. A mathematics inventory is also administered. All students with disabilities undergo the performance series assessment. Students identified as needing support are programmed to attend AIS. These students are identified by the AIT (Academic Intervention team). In addition to AIS, SES and after school programs are made available to these students.

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.

MS 72 offers a comprehensive support system to its students and families. Students receive both academic and counseling support. There are two community based organizations that are housed in the MS 72 campus. They are The Basie Beacon program, Queens Child Guidance, and Kid Wise/Safe Space programs. Each of these programs offer multiple services to families and students in the areas of therapy, counseling, bereavement services, transitional services, mental health services, preventative ACS services, violence prevention,

housing programs, adult education, and drug awareness and prevention. Parents are additionally provided with information regarding a plethora of resources through our parent coordinator, who also schedules many opportunities for workshops and information sessions.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			417,986	True	14, 15, 16, 17, 21, 22
Title I, Part A (ARRA)	Federal	Yes			21,403	True	13
IDEA	Federal	Yes			55,107	True	21
Title II	Federal	Yes			678	True	17
Title III	Federal	Yes			15,000	True	25

¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

Restructuring (Advanced)

NCLB / SED STATUS: - Focused **SURR 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.

Although AYP was made in all areas during the 2009-2010 academic school year, MS 72 for the 2010-2011 school year opted to create academy level inquiry teams within each cluster of classes for the purpose of drilling down and focusing on the individual needs of students (especially with in our full instructional support classes). Each cluster inquiry team is supported by the schools Parent Inquiry Team.

The most recent data denotes a need for MS 72 to focus on students with disabilities in the area of Math and literacy. To adress this trend all full instructional supprt teachers are supported by the Parent Inquiry team. Additionally these students are apart of a pullout program where direct instruction is given weekly in thier challenge areas as noted by the periodic assessment data.

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.

In addition to targeted AIS classes, students with disabilities who failed to meet the New York State standards are recruited to attend Saturday School. The curriculum for the Saturday School program is designed to support the acquisition of specific skills needed to be successful on both the ELA and Math state assessment. Major outreach is done to ensure consistent attendance in these programs.

These students are also targeted for the SES programs, as well as various opportunities for one-to-one tutoring with classrooms teachers. The classroom teachers of students with disabilities are encouraged to work collaboratively with their partner cluster teacher on major projects assigned to students. To support this effort each student was furnished with a laptop for the purpose, successful research. Teachers of students with disabilities participate in both in-house professional development, professional development offered by the NYC DOE, and some receive the assistance of consultants.

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.

The professional development offered at MS 72 is often facilitated by the assistant principals, who are instructional specialists in their field of supervision. Each assistant principal offers professional development minimally twice per month, in Literacy and Social Studies, Math, and Science. Each assistant principal meets with teachers in small groups.

Title I funds are used to fund the assistant principals, who facilitate rounds of professional development in the area of differentiation, data driven instruction, writing smart goals, and goal setting.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All teachers who are new to teaching and new to MS 72 are mentored. MS 72 mentoring program is referred to as the NEST Program. The UFT Teacher Center Specialist hosts professional development sessions (twice per month), throughout the course of the school year, on topics such as Setting the Tone in the Classroom (Wong and Wong), Useful strategies that address student behavior, Characteristics of Effective Teachers, Stages of Teachers, Self Assessment, Classroom Management, and Using Data to Drive Instruction.

Additionally, every new teacher is coupled with a buddy teacher and a content peer. All new teachers are nurtured by the academy and department assistant principal.

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.

All parents receive the standard letter which is sent home with the students. Additionally MS 72 uses the phone tree service to notify parents of the schools status.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

16

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

To address the needs of students in temporary housing and foster care MS 72 informs the care givers of these children of all service available here at the Catherine and Count Basie Middle School 72 campus. Specifically upon registration every parent/care giver is introduced to the Parent Coordinator, grade level guidance counselor, and academy assistant principal and dean. The care giver meets with and is interviewed by the principal. The principal informs the families of the Kid Wise Safe space program who provides counseling and therapy to families and students. The Beacon program provides a sort of "one-stop-shopping" in that they provide opportunities for families who need job counseling, health care, housing, support with finances, communicating with their children, and ACS preventive services.

Our parent coordinator is a major area of support for these families, in that she is consistent in her search for resources that aid both parent and child. These children are offered and registered for after school programs and SES when eligible. Our guidance team meets with these children whether or not they are mandated to to ensure academic success.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_28Q072_030411-152627.docx

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 533	District 28	School Number 072	School Name Count Basie
Principal Crystal Taylor-Brown		Assistant Principal Betina Severin	
Coach		Coach	
Teacher/Subject Area Guy Ramsbottom		Guidance Counselor Raevan Askew	
Teacher/Subject Area Nicole Green		Parent	
Teacher/Subject Area Angela Malcolm		Parent Coordinator Annette Welcome	
Related Service Provider Nicole Green		Other	
Network Leader Nancy Ramos		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	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	730	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	3.15%
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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) Newly admitted students are administered the Home Language Identification Survey and the LAB-R (if necessary) by a certified ESL teacher. The rough scores of the LAB-R are used to initiate tentative ESL services for students. In addition, results from previous years NYSESLAT exams are utilized as a tool to plan for instruction across the modalities.

2) A Department of Education video detailing all of the bilingual/ESL program choices available to parents is shown during ongoing open houses. The parent is asked if they are comfortable speaking in English and if they are not then a translator is made available either through the services of a teacher at the school or through the Department of Education Interpretation Unit. Thereafter, parents are given a program choice form to complete. The ESL teacher follows up with parents if selection forms have not been received within 10 days.

3) If selection forms have not been returned within 10 days then the ESL teacher will try to make contact with the parent. If the parent does not speak English, or has indicated a preference to communicate in their native language, then the ESL teacher will use an interpreter in the form of another teacher or someone from the interpretation unit. If the ESL teacher still cannot make contact then he will follow the school's procedures for loss of parental contact. This will involve informing the guidance councillor, attendance teacher, assistant principal and parent coordinator to assist in making contact. Until contact is made the student's choice will be the default choice of Transitional Bilingual Education as per CR Part 154. A note will be entered in the student's file indicating that this is a default choice pending confirmation from the parent.

4) Once an ELL has been identified and the parental choice received the ESL teacher will assign the student to the appropriate program. If the student requested ESL then they will be entered into the school's ESL program and receive immediate services. If the parent chooses a Bilingual or Dual Language program then the teacher will explain to the parent that, although right now in our school we do not currently have these programs, their request will be put on our spreadsheet and once we have the minimum number of students required we will immediately set about creating that program. The parent will be told that until that point of time the ESL coordinator will help the parent look for the program they require in another school or their child can participate in the school's ESL program until another program is created.

5) The trend in program choice by parents over the last few years appears to demonstrate that, although the majority of parents are satisfied with a freestanding ESL program, some have requested a bilingual program. We are maintaining a list of parent requests for a bilingual program, categorized by language. Since there is no predominant native language spoken among ELL students, parents who request bilingual instruction are referred to programs at other schools.

6) The program models offered in our school are aligned with parental requests as we have found that most parents request ESL. If a parent has requested a program other than ESL then we enter their child's data onto a spreadsheet with the intention of implementing the requested program as soon as we have enough students requesting the same program in the same language. In the coming year teachers in the school will attend workshops explaining the procedure for setting up a TBE or Dual Lingual program so that we are prepared with the necessary information for when the time comes.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	8
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	16	2	3	4	0	3	3	0	2	23
Total	16	2	3	4	0	3	3	0	2	23

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	0	0	0	0	0	0	0	0	0	0	0	0	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

**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																
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:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	3	5					9
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	1					1
Haitian							2	2	3					7
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	1	3					4
Polish							0	0	0					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
Albanian							0	0	0					0
Other							0	1	1					2
TOTAL	0	0	0	0	0	0	3	7	13	0	0	0	0	23

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) Since the ESL program spans grades 6, 7, and 8, the students are heterogeneously grouped and meet at different times. The ESL program is a combination of push-in/pullout services. Beginning and Intermediate students receive 8 periods of push-in/pull-out services a week. The majority of advanced students are serviced within the general education classroom 3 periods per week and are pulled out for one period of direct ESL instruction. Instruction is provided in English with native language support. Although the schedule varies each day, in general there are 2 self-contained ESL periods of instruction per day that are comprised of beginning, intermediate, and/or advanced students, across grades 6, 7, and 8. In addition, there are usually 3 periods of push-in instruction by grade level. Students are grouped heterogeneously for pull-out instruction, except for beginner classes and homogeneously by grade level during push-in instruction.

2) All push-in and pull-out services are administered by the ESL teacher. The ESL teacher is also responsible for scheduling ESL classes so that all ELL students receive the mandated instructional minutes. The students are pulled out during their AIS periods so that ESL does not encroach on the core content areas.

3) Content area instruction is delivered in English by general education staff in forty-five minute periods (90 minutes for Literacy and Math), with support from the ESL teacher. Additionally, the ESL teacher instructs students using lower-level text on content area subjects as a means of support. During pull-out sessions, the ESL teacher uses thematic units that incorporate the content of the core subjects to assist with comprehension. Other supports provided are the use of English and Native Language dictionaries and books, audio books, and Native Language speakers for instruction.

4)

a) SIFE students are evaluated in their native language to assess deficiencies in reading, writing, listening and speaking to better determine areas in need of greater support. Once the teacher has uncovered the deficiencies then strategies for addressing them will be discussed and implemented by the student's cluster teachers as well as the ESL teacher.

b) Collaboration between the ELL teacher and general education teachers in differentiating lesson assignments, materials and method of presentation are a few strategies utilized when planning for students who have been here less than 3 years. Students who are about to take the ELA exam for the first time will receive extra instruction on Exam preparation. This preparation course will not only review subject matter but will also help the student build their test taking stamina.

c) & d) For ELLs receiving services 4 - 6 years and for long-term ELLs, assessment data is carefully analyzed to determine areas of weakness and instruction is planned to address those weaknesses. Students who have completed 6 years are given specific one to one instruction to help discover and address their deficiencies in English.

e) For ELL students with special needs, instruction is determined after review of their academic goals as evidenced on the IEP. Assessment data is then used to differentiate lessons based on their needs.

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

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

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
	Freestanding ESL		
100%			
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 building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5) The following intervention programs are available to all ELL subgroups and are conducted in English:

6th , 7th and 8th Grade ELA – Academic Intervention Services

Wilson Reading (for beginners)

Achieve 3000

Read 180

Saturday Success Academy

Specialized High School Prep (for 8th graders)

SES Programs

6th, 7th and 8th Grade Math - Academic Intervention Services

Saturday Success Academy

Lunch time math tutoring

Specialized High School Prep (for 8th graders)

SES Programs

8th Grade Social Studies and Science - Academic Intervention Services

Saturday Success Academy

- 6) The ESL teacher acts as liaison with content area teachers to provide continuing transitional instructional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Additionally, the ESL teacher works with the administration to ensure that all former ELLs receive correct test modifications. Also, the ESL teacher meets with former ELLs to discuss issues and concerns regarding their academic progress. Students retain access to all ESL materials, such as dictionaries, internet resources, etc. Former ELLs are also given the opportunity to attend ESL classes if they feel they still need direct classroom assistance.
- 7) Over the next year the school is planning on integrating more technology into the ESL classroom. The ESL teacher has already integrated the internet, computer programs and listening stations into the current curriculum but is interested in technology that can be used by the student outside of the school environment. To this end the school is currently looking into acquiring Ipod touches for its ELL population which enable the students to use the integrated speaking programs to practice outside of school.
- 8) No programs will be discontinued.
- 9) ELLs spend the majority of classes immersed in English-speaking classes. This means that the ELL students have the same access to the same SES programs as their peers. The information is then also relayed by the ESL teacher for clarity of information.
- 10) Instructional strategies that are currently being implemented are: guided, shared, silent reading, and read alouds, writing workshop, cooperative learning, use of charts and graphic organizers, visual aids, audio versions of books. Internet resources offer reinforcement for lessons previously taught. Computers are also provided to students to give them opportunities to practice reading and writing. Beginning this year, instruction will incorporate more technology than in previous years. Technological instruments such as SMART Boards, podcasts, and an ESL blog for the school are being used.
- 11) Native language support is provided in the form of English and Native Language dictionaries and books, audio books, and Native Language speakers for instruction.
- 12) Services support and resources do correspond to the ELL's ages and grade levels. All materials and resources available to students are aligned grade level standards.
- 13) The ELLs in 8th grade are encouraged to attend orientation days at their new high school. This is so that they will not only be able to familiarize themselves with the buildings but also so that they can meet their teachers for the next year. This opportunity allows for a smoother transition into high school. This year the school is hoping to start liaising with elementary schools in the area with the end goal of implementing orientation days for future prospective students. This will allow the student time to acclimate to the school and the teacher time to identify any language issues that will need to be addressed in September. Additionally, the school offers the Summer Jump Start program for incoming 6th graders to assist them with reading and writing.
- 14) Although students are offered language electives within the school curriculum there are currently no language programs offered specifically to ELLs. The school is currently planning to implement a lunchtime Spanish program that will help Spanish speaking students practice their native language literacy skills.

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 ESL teacher participates in numerous monthly outside professional development opportunities. These workshops address the latest instructional methodologies for teaching ESL using core content subjects as well as providing ideas on how to effectively advocate for the population. The ESL personnel also attend regular cluster meetings as well as BETEC (Bilingual Education Technical Assistance Center) workshops.

2) The ESL teacher is actively involved in providing support to teachers and students for end of year exit projects and content area exam preparation. The ESL teacher ensures the test modifications are instituted.

3) The ESL teacher participates in numerous monthly outside professional development opportunities, the contents of which are then relayed and shared with the staff during weekly academy and departmental meetings. Some of topics in the trainings included the Math Colloquy Series, Bilingualism, and the teaching of literacy to ELLs. The ESL teacher also facilitates Lunch and Learns that specifically concentrate on training teachers to effectively differentiate for their ESL population.

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) All parents of MS 72 students are invited to support the school and their children by becoming active members of the PTA, School Leadership Team, attending Curriculum Night, parent/teacher conferences, high school information nights, Family Game Nights and Family Movie Nights.

2) MS 72 partners with several CBO's (Community Based Organizations) such as, Beacon and The Child Center of New York, that provide workshops and services for all parents, but not specifically for parents of ELLs. The school is currently planning to implement a second language program for parents who do not speak English. Although this program will be open to anyone it will primarily focus on the parents of the ELL population.

3) The school evaluates the needs of parents through continual communication. Responses expressed in the Learning Environment Survey are also taken into consideration to assess their needs and concerns. Additionally, the school's Parent Coordinator maintains continuous

communication with parents.

4) Parental opinions are a major component whenever the school implements a new program or changes an existing program. When activities are implemented for parents, the school schedules the activities during the most convenient times for parents (after work hours or weekends).

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						3	2	2					7
Intermediate(I)							0	3	5					8
Advanced (A)							0	2	6					8
Total	0	0	0	0	0	0	3	7	13	0	0	0	0	23

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	1				
	A							0	2	2				
	P							1	3	9				
READING/ WRITING	B							0	0	1				
	I							1	4	5				
	A							0	2	5				
	P							0	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	0	1			1
7	4	1			5
8	5	5			10

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed							0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		6		2				11
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	6		3		3				12
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				

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

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

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

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

such as scores on tests, student work, and projects are used to monitor progress. Assessment tools that are used include: the Qualitative Reading Inventory, Acuity and Performance Series. Feedback from general education teachers on student performance and interaction with Native English speakers in the classroom is also taken into consideration. Parental feedback is also greatly encouraged.

2) Based on the patterns arrived from the NYSESLAT and LAB-R scores, there is a general increase in student performance across all modalities. However, students progressing from 7th to 8th grade show less improvement, particularly in writing. The speaking modality shows consistent improvement across the three grades. In most instances, student results are not reflective of last year's instruction within this school because the students are new to the school this year.

3) To address performance plateaus in reading the ESL teachers has surveyed students to gauge their interests and use the results to acquire appropriate materials to stimulate participation. Working in tandem with those materials, podcast and dvds will be used to improve listening comprehension. The speaking performance of the students has consistently improved across the grades. The ESL teacher requires students to speak in pairs, groups and to the class as a whole on a daily basis.

4)

a) Based on the patterns arrived from the NYSESLAT and LAB-R scores, there has been a general increase in student performance across all modalities. However, students progressing from 7th to 8th grade show less improvement, particularly in reading and to some extent writing. The speaking modality shows consistent improvement across the three grades. However, in most instances student results are not reflective of last year's instruction within this school because the students are new to the school this year. Students are not tested regularly in their Native Language but they are encouraged to write in their Native Language as part of the ESL curriculum. The work is then assessed by a teacher who knows their Native Language. The Native Language work shows that students are applying strategies learned in ESL to their Native Language.

b) The school leadership and teachers are using the periodic assessment data to make appropriate modifications to the current curriculum. The assessment data also helps to determine whether test scores are reflective of the students true progress as measured by class work and teachers anecdotes. If there is a discrepancy between what the student knows and the grade they attained in the periodic assessment, the teacher knows to work on the student's exam taking techniques.

c) The school will take the results of the periodic assessment in consideration for instructional when the results from such assessment become available.

5) N/A

6) The success of the ESL program is evaluated by monitoring progress on summative assessments such as the state ELA, math, social studies, science exams, and report card grades. Scores on the NYSESLAT exams are also used. In addition, teacher-created formative assessments such as scores on tests, student work, and projects are used to monitor progress. Feedback from general education teachers on student performance and interaction with Native English speakers in the classroom is also taken into consideration. Parental feedback is also greatly encouraged.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Catherine & Count Basie Middle School 72					
District:	28	DBN:	28Q072	School		342800010072

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.8	92.8	92.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.5	92.4	93.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	147	166	140	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	328	305	314		64.3	81.6	81.6
Grade 8	328	333	277				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		15	14	20
Grade 12	0	0	0				
Ungraded	4	0	0	Recent Immigrants - Total Number:			
Total	807	804	731	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	7	5

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	71	67	57	Principal Suspensions	46	98	69
# in Collaborative Team Teaching (CTT) Classes	15	33	42	Superintendent Suspensions	26	40	41
Number all others	51	44	56				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	60	64	65
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	15	11
# receiving ESL services only	22	24	TBD				
# ELLs with IEPs	1	6	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	2	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	5	30	% fully licensed & permanently assigned to this school	100.0	95.3	96.3
				% more than 2 years teaching in this school	76.7	71.9	72.3
				% more than 5 years teaching anywhere	56.7	56.3	61.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	69.0	75.4
American Indian or Alaska Native	0.7	0.9	1.0	% core classes taught by "highly qualified" teachers	97.6	90.8	92.7
Black or African American	63.2	66.4	68.5				
Hispanic or Latino	13.6	11.8	11.6				
Asian or Native Hawaiian/Other Pacific	21.8	20.0	17.9				
White	0.6	0.7	0.8				
Male	53.2	52.5	52.5				
Female	46.8	47.5	47.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v		-	-		
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	WD
Overall Score:	42	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	5.2	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	27.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 533	District 28	School Number 072	School Name Count Basie
Principal Crystal Taylor-Brown		Assistant Principal Betina Severin	
Coach		Coach	
Teacher/Subject Area Guy Ramsbottom		Guidance Counselor Raevan Askew	
Teacher/Subject Area Nicole Green		Parent	
Teacher/Subject Area Angela Malcolm		Parent Coordinator Annette Welcome	
Related Service Provider Nicole Green		Other	
Network Leader Nancy Ramos		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	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	730	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	3.15%
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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) Newly admitted students are administered the Home Language Identification Survey and the LAB-R (if necessary) by a certified ESL teacher. The rough scores of the LAB-R are used to initiate tentative ESL services for students. In addition, results from previous years NYSESLAT exams are utilized as a tool to plan for instruction across the modalities.

2) A Department of Education video detailing all of the bilingual/ESL program choices available to parents is shown during ongoing open houses. The parent is asked if they are comfortable speaking in English and if they are not then a translator is made available either through the services of a teacher at the school or through the Department of Education Interpretation Unit. Thereafter, parents are given a program choice form to complete. The ESL teacher follows up with parents if selection forms have not been received within 10 days.

3) If selection forms have not been returned within 10 days then the ESL teacher will try to make contact with the parent. If the parent does not speak English, or has indicated a preference to communicate in their native language, then the ESL teacher will use an interpreter in the form of another teacher or someone from the interpretation unit. If the ESL teacher still cannot make contact then he will follow the school's procedures for loss of parental contact. This will involve informing the guidance councillor, attendance teacher, assistant principal and parent coordinator to assist in making contact. Until contact is made the student's choice will be the default choice of Transitional Bilingual Education as per CR Part 154. A note will be entered in the student's file indicating that this is a default choice pending confirmation from the parent.

4) Once an ELL has been identified and the parental choice received the ESL teacher will assign the student to the appropriate program. If the student requested ESL then they will be entered into the school's ESL program and receive immediate services. If the parent chooses a Bilingual or Dual Language program then the teacher will explain to the parent that, although right now in our school we do not currently have these programs, their request will be put on our spreadsheet and once we have the minimum number of students required we will immediately set about creating that program. The parent will be told that until that point of time the ESL coordinator will help the parent look for the program they require in another school or their child can participate in the school's ESL program until another program is created.

5) The trend in program choice by parents over the last few years appears to demonstrate that, although the majority of parents are satisfied with a freestanding ESL program, some have requested a bilingual program. We are maintaining a list of parent requests for a bilingual program, categorized by language. Since there is no predominant native language spoken among ELL students, parents who request bilingual instruction are referred to programs at other schools.

6) The program models offered in our school are aligned with parental requests as we have found that most parents request ESL. If a parent has requested a program other than ESL then we enter their child's data onto a spreadsheet with the intention of implementing the requested program as soon as we have enough students requesting the same program in the same language. In the coming year teachers in the school will attend workshops explaining the procedure for setting up a TBE or Dual Lingual program so that we are prepared with the necessary information for when the time comes.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	8
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	3

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	16	2	3	4	0	3	3	0	2		23
Total	16	2	3	4	0	3	3	0	2		23

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	3	5					9
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	1					1
Haitian							2	2	3					7
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	1	3					4
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	1	1					2
TOTAL	0	0	0	0	0	0	3	7	13	0	0	0	0	23

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) Since the ESL program spans grades 6, 7, and 8, the students are heterogeneously grouped and meet at different times. The ESL program is a combination of push-in/pullout services. Beginning and Intermediate students receive 8 periods of push-in/pull-out services a week. The majority of advanced students are serviced within the general education classroom 3 periods per week and are pulled out for one period of direct ESL instruction. Instruction is provided in English with native language support. Although the schedule varies each day, in general there are 2 self-contained ESL periods of instruction per day that are comprised of beginning, intermediate, and/or advanced students, across grades 6, 7, and 8. In addition, there are usually 3 periods of push-in instruction by grade level. Students are grouped heterogeneously for pull-out instruction, except for beginner classes and homogeneously by grade level during push-in instruction.

2) All push-in and pull-out services are administered by the ESL teacher. The ESL teacher is also responsible for scheduling ESL classes so that all ELL students receive the mandated instructional minutes. The students are pulled out during their AIS periods so that ESL does not

encroach on the core content areas.

3) Content area instruction is delivered in English by general education staff in forty-five minute periods (90 minutes for Literacy and Math), with support from the ESL teacher. Additionally, the ESL teacher instructs students using lower-level text on content area subjects as a means of support. During pull-out sessions, the ESL teacher uses thematic units that incorporate the content of the core subjects to assist with comprehension. Other supports provided are the use of English and Native Language dictionaries and books, audio books, and Native Language speakers for instruction.

4)

a) SIFE students are evaluated in their native language to assess deficiencies in reading, writing, listening and speaking to better determine areas in need of greater support. Once the teacher has uncovered the deficiencies then strategies for addressing them will be discussed and implemented by the student's cluster teachers as well as the ESL teacher.

b) Collaboration between the ELL teacher and general education teachers in differentiating lesson assignments, materials and method of presentation are a few strategies utilized when planning for students who have been here less than 3 years. Students who are about to take the ELA exam for the first time will receive extra instruction on Exam preparation. This preparation course will not only review subject matter but will also help the student build their test taking stamina.

c) & d) For ELLs receiving services 4 - 6 years and for long-term ELLs, assessment data is carefully analyzed to determine areas of weakness and instruction is planned to address those weaknesses. Students who have completed 6 years are given specific one to one instruction to help discover and address their deficiencies in English.

e) For ELL students with special needs, instruction is determined after review of their academic goals as evidenced on the IEP. Assessment data is then used to differentiate lessons based on their needs.

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.



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

B. Programming and Scheduling Information--Continued

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

5) The following intervention programs are available to all ELL subgroups and are conducted in English:

6th , 7th and 8th Grade ELA – Academic Intervention Services

Wilson Reading (for beginners)

Achieve 3000

Read 180

Saturday Success Academy

Specialized High School Prep (for 8th graders)

SES Programs

6th, 7th and 8th Grade Math - Academic Intervention Services

Saturday Success Academy

Lunch time math tutoring

Specialized High School Prep (for 8th graders)

SES Programs

8th Grade Social Studies and Science - Academic Intervention Services

Saturday Success Academy

- 6) The ESL teacher acts as liaison with content area teachers to provide continuing transitional instructional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Additionally, the ESL teacher works with the administration to ensure that all former ELLs receive the correct test modifications. Also, the ESL teacher meets with former ELLs to discuss issues and concerns regarding their academic progress. Students retain access to all ESL materials, such as dictionaries, internet resources, etc. Former ELLs are also given the opportunity to attend ESL classes if they feel they still need direct classroom assistance.
- 7) Over the next year the school is planning on integrating more technology into the ESL classroom. The ESL teacher has already integrated the internet, computer programs and listening stations into the current curriculum but is interested in technology that can be used by the student outside of the school environment. To this end the school is currently looking into acquiring Ipad touches for its ELL population which will enable the students to use the integrated speaking programs to practice outside of school.
- 8) No programs will be discontinued.
- 9) ELLs spend the majority of classes immersed in English-speaking classes. This means that the ELL students have the same access to the same SES programs as their peers. The information is then also relayed by the ESL teacher for clarity of information.
- 10) Instructional strategies that are currently being implemented are: guided, shared, silent reading, and read alouds, writing workshop, cooperative learning, use of charts and graphic organizers, visual aids, audio versions of books. Internet resources offer reinforcement for lessons previously taught. Computers are also provided to students to give them opportunities to practice reading and writing. Beginning this year, instruction will incorporate more technology than in previous years. Technological instruments such as SMART Boards, podcasts, and an ESL blog for the school are being used.
- 11) Native language support is provided in the form of English and Native Language dictionaries and books, audio books, and Native Language speakers for instruction.
- 12) Services support and resources do correspond to the ELL's ages and grade levels. All materials and resources available to students are aligned grade level standards.
- 13) The ELLs in 8th grade are encouraged to attend orientation days at their new high school. This is so that they will not only be able to familiarize themselves with the buildings but also so that they can meet their teachers for the next year. This opportunity allows for a smoother transition into high school. This year the school is hoping to start liaising with elementary schools in the area with the end goal of implementing orientation days for future prospective students. This will allow the student time to acclimate to the school and the teacher time to identify any language issues that will need to be addressed in September. Additionally, the school offers the Summer Jump Start program for incoming 6th graders to assist them with reading and writing.
- 14) Although students are offered language electives within the school curriculum there are currently no language programs offered specifically to ELLs. The school is currently planning to implement a lunchtime Spanish program that will help Spanish speaking students practice their native language literacy skills.

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 ESL teacher participates in numerous monthly outside professional development opportunities. These workshops address the latest instructional methodologies for teaching ESL using core content subjects as well as providing ideas on how to effectively advocate for the ELL population. The ESL personnel also attend regular cluster meetings as well as BETEC (Bilingual Education Technical Assistance Center) workshops.

2) The ESL teacher is actively involved in providing support to teachers and students for end of year exit projects and content area exam preparation. The ESL teacher ensures the test modifications are instituted.

3) The ESL teacher participates in numerous monthly outside professional development opportunities, the contents of which are then relayed and shared with the staff during weekly academy and departmental meetings. Some of topics in the trainings included the Math Colloquial Series, Bilingualism, and the teaching of literacy to ELLs. The ESL teacher also facilitates Lunch and Learns that specifically concentrate on training teachers to effectively differentiate for their ESL population.

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) All parents of MS 72 students are invited to support the school and their children by becoming active members of the PTA, School Leadership Team, attending Curriculum Night, parent/teacher conferences, high school information nights, Family Game Nights and Family Movie Nights.

2) MS 72 partners with several CBO's (Community Based Organizations) such as, Beacon and The Child Center of New York, that provide workshops and services for all parents, but not specifically for parents of ELLs. The school is currently planning to implement a second language program for parents who do not speak English. Although this program will be open to anyone it will proiarily focus on the parents of the ELL population.

3) The school evaluates the needs of parents through continual communication. Responses expressed in the Learning Environment Surveys

are also taken into consideration to assess their needs and concerns. Additionally, the school's Parent Coordinator maintains continuous communication with parents.

4) Parental opinions are a major component whenever the school implements a new program or changes an existing program. When activities are implemented for parents, the school schedules the activities during the most convenient times for parents (after work hours or weekends).

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						3	2	2					7
Intermediate(I)							0	3	5					8
Advanced (A)							0	2	6					8
Total	0	0	0	0	0	0	3	7	13	0	0	0	0	23

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	1				
	A							0	2	2				
	P							1	3	9				
READING/ WRITING	B							0	0	1				
	I							1	4	5				
	A							0	2	5				
	P							0	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	0	1			1
7	4	1			5
8	5	5			10
NYSAA Bilingual Spe Ed					0

NYS Math

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		6		2				11
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	6		3		3				12
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				

New York State Regents Exam

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

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

1) The success of the ESL program is evaluated by monitoring progress on summative assessments such as the state ELA, math, social studies, science exams, and report card grades. Scores on the NYSESLAT exams are also used. In addition, teacher-created formative assessments, such as scores on tests, student work, and projects are used to monitor progress. Assessment tools that are used include: the Qualitative Reading Inventory, Acuity and Performance Series. Feedback from general education teachers on student performance and interaction with Native English speakers in the classroom is also taken into consideration. Parental feedback is also greatly encouraged.

2) Based on the patterns arrived from the NYSESLAT and LAB-R scores, there is a general increase in student performance across all modalities. However, students progressing from 7th to 8th grade show less improvement, particularly in writing. The speaking modality

4)

a) Based on the patterns arrived from the NYSESLAT and LAB-R scores, there has been a general increase in student performance across all

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		