



J.H.S. 022 JORDAN L. MOTT

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: J.H.S. 022 JORDAN L. MOTT
ADDRESS: 270 EAST 167 STREET
TELEPHONE: 718-681-6850
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010022 **SCHOOL NAME:** J.H.S. 022 Jordan L. Mott

SCHOOL ADDRESS: 270 EAST 167 STREET, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-681-6850 **FAX:** 718-681-6895

SCHOOL CONTACT PERSON: LINDA ROSENBURY **EMAIL ADDRESS** LRosenb6@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kinnon McCall

PRINCIPAL: LINDA ROSENBURY

UFT CHAPTER LEADER: Jacqueline Williams

PARENTS' ASSOCIATION PRESIDENT: Ana Vivar

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** Academy for Educational Development

NETWORK LEADER: Calvin Hastings/Patrick Montesano/Christine Etienne

SUPERINTENDENT: DOLORES ESPOSITO

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
LINDA ROSENBURY	Principal	Electronic Signature Approved. Comments: I approve.
Yaditza Rodriguez	DC 37 Representative	Electronic Signature Approved.
Edith Holloway	DC 37 Representative	Electronic Signature Approved.
Jacqueline Williams	UFT Chapter Leader	Electronic Signature Approved.
Kinnon McCall	Admin/CSA	Electronic Signature Approved.
Ana Vivar	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Jacqueline Rivera	Title I Parent Representative	Electronic Signature Approved.
Lorenzo Valerio	Parent	Electronic Signature Approved.
Angelica Camargo	Parent	Electronic Signature Approved.
Doreen Burke	Parent	Electronic Signature Approved.

* 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.

□

The community recites the following mission and vision each morning after the Pledge of Allegiance:

Mission and Vision

Our school is a community where caring people work together

to improve constantly as learners.

In our academies we integrate all subjects
to create meaningful demonstrations of our learning

We are all responsible citizens
creating a better present and future
free of prejudice and full of hope.

In 2008-2009, MS 22 served 638 students. Our Special Education programs served 86 students and our English Language Learners programs served 270 students. We did meet AYP in ELA for our Black or African American students. We met AYP using Safe Harbor Target for our Hispanic or Latino, Students with Disabilities and Limited English Proficient students. We did not make AYP for our Economically Disadvantaged students. Overall ELA scores indicated that 34.9% of students are Proficient, with a Median Student Proficiency of 2.87. Overall 69.2% made at least one year of progress, with 87.5% of students in the lowest third making at least one year of progress.

We had on-site staff development for 20 days, teachers attended workshops on teaching methodology and curriculum development at TC, and the Principal participated in the "Principals as Curricular Leaders Conferences." The results at the end of this pilot year show a significant increase in student performance in both reading and writing in the classrooms of teachers studying with TCRWP. A comparative look at the writing work of students shows a higher level of control of structure, meaning and craft in their writing. A review of reading work shows a significantly higher performance in reading volume and higher progress in raising reading levels in one year than in classrooms not using the TCRWP model. Overall, our 2010 ELA predictive assessments project 47% of our students scoring 3s and 4s on the NYS ELA, a double-digit increase from the 2008-2009 school year.

The three academies – POWER, GLOBE, and Multicultural Leaders – are developing vision and mission statements to build small learning communities that encourage student achievement. The focus on the academy structure is building relationships. Our students are living in a poor, violent community and we were named one of the twelve most violent schools in New York City in 2004. We have become safer through work with TurnAround for Children (2005-2007) creating the academy structure where school staff to know and care about the students.

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:		J.H.S. 022 Jordan L. Mott								
District:		9	DBN #:		09X022	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 checked="" 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			93	92.4	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	91.19	TBD	
Grade 4		0	0	0						
Grade 5		153	112	119	Poverty Rate - % of Enrollment:					
Grade 6		177	184	190	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		166	170	186			81.6	95.4	91.2	
Grade 8		174	171	183						
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			10	38	TBD	
Grade 12		0	0	0						
Ungraded		0	1	0	Recent Immigrants - Total Number:					
Total		670	638	678	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							40	21	28	
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		38	28	34	Principal Suspensions		97	57	TBD	
# in Collaborative Team Teaching (CTT) Classes		9	8	13	Superintendent Suspensions		33	28	TBD	
Number all others		34	50	50						
<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	<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		116	145	120						

Classes							
# in Dual Lang. Programs	84	62	58	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	45	57	92	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	6	54	Number of Teachers	50	50	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	17	TBD
				Number of Educational Paraprofessionals	3	3	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
	7	5	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	58	56	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	54	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	78	TBD
American Indian or Alaska Native	0.8	0.3	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	75.6	95.5	TBD
Black or African American	18.1	20.5	20.8				
Hispanic or Latino	78.5	77	76.1				
Asian or Native Hawaiian/Other Pacific Isl.	2.1	1.9	1.5				
White	0.6	0.3	1				
Multi-racial							
Male	53.3	52.4	52.1				
Female	46.7	47.6	47.9				
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 checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input type="checkbox"/>		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			

Science:	X	Graduation Rate:					
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	X	√	X	-	-		
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	X	√		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	Ysh	-	-	-		
Limited English Proficient	X	√		-	-		
Economically Disadvantaged	X	√		-	-		
Student groups making AYP in each subject	2	6	0	0	0		
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results - 2008-09				Quality Review Results - 2008-09			
Overall Letter Grade	A			Overall Evaluation:	√		
Overall Score	70.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment (Comprises 15% of the Overall Score)	10.5			Quality Statement 2: Plan and Set Goals	√		
School Performance (Comprises 25% of the Overall Score)	17.8			Quality Statement 3: Align Instructional Strategy to Goals	√		
Student Progress (Comprises 60% of the Overall Score)	40.6			Quality Statement 4: Align Capacity Building to Goals	√		
Additional Credit	1.5			Quality Statement 5: Monitor and Revise	√		
Key: AYP Status				Key: Quality Review Score			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

We look forward to revising this portion of the CEP in the fall when we receive the student assessment results.

To allow students between half and two-thirds of the instructional block for independent and small group work.

- To provide diverse materials and enable students to use and maintain them.
- To use varying levels of texts in order for students to make progress independently
- We need to undergo a comprehensive process of defining our beliefs about adolescent learners and the actions we must take as adults to create supportive classrooms. We have had many staff changes since the social and emotional work in 2005-2007. The number of referrals to the deans has increased in the past year and our community walkthroughs have found lost instruction due to student behavior incidents. We strongly believe that in order to help all of our students meet AYP, we must first establish classrooms that increase students' learning and cooperation, self-management, responsible decision making, and disciplined work habits.

We also need to deepen our work with the Teachers College Reading and Writing Project. Our 2008-2009 Progress Report reflects the need to sustain the progress of our students from year to year within Levels 3 and 4, while raising our students' performance for our students scoring at levels 1 and 2. Our greatest accomplishment is moving students from levels 1 to level 2 in ELA. Now we begin the difficult work of moving students from level 2 to level 3. An analysis of the data from 2007-2008 to 2008-2009 indicates that students performing in the 2-2.5 range in 07-08 made substantially more progress between '07-'08 and '08-'09 than students who scored in the 3-3.5 range. Thus we must focus on maintaining our low-level 3s while moving our 2s to 3s. In addition, our performance trends indicate that students make less progress as they move up the grade levels. The test becomes more sophisticated as the students move up grade levels and adolescent development sometimes interferes with academic progress. Consequently we must simultaneously increase academic rigor and address adolescent development needs as students move up grade levels.

We have chosen to work with Teachers College Reading and Writing Project (TCRWP) based upon the results of their data in increasing student performance and ELA test scores. For schools maintaining high levels of involvement in TCRWP for several years, the data shows that students

were more likely to receive a score of three or four on the ELA. Their data over ten years shows that schools working closely with TCRWP are performing 5% to 11% ahead of the rest of the city.

In 2010-2011, we are going building-wide with the TCRWP model of literacy instruction in all of our literacy classrooms. This will necessitate a significantly larger need for administrative support. In the TCRWP model of on-site staff development, there are three in-class lab sites and three study meetings per day. Teachers participate in one lab and meeting during each visit. Each of these lab sites and meetings focus on a different area of work – reading, writing, ELL, Special Education, a particular teaching methodology, curriculum writing and implementation, etc. At the end of each day, the school and the staff developer from TCRWP co-create a support plan to help teachers implement all that was learned and to turn-key the practices taught in each lab site to the whole staff. It is critical that the work be implemented between the staff developer's visits so that new work can be unrolled in each subsequent visit.

To be able to support the implementation of the work, we need to increase administrative support of our teachers. This support will include planning meetings, study sessions, facilitating inter-visitations between teachers, monitoring data and creating additional PD based upon that data, and frequent walkthroughs to assess progress and implementation. To be able to provide this level of administrative support and leadership, we need to hire an additional AP. We are currently searching for an AP candidate who is well-trained in the TCRWP model and has experience in teacher education, curriculum development, and interpreting data. As we did not meet AYP in ELA with serving our economically disadvantaged students, we are seeking an AP with significant experience in working with this population.

We also need to expand our classroom libraries to support our diverse learners during reading workshop. In the majority of our classrooms, the books are at the higher reading levels and fall into frustration for our struggling readers. We expect students to be reading 40-60 books per year at school and home. Consequently, classroom libraries need to be increased by 50%. In addition to independent reading, students will engage in two book club units across the year. These units are specifically designed to increase ELA performance, raise reading level, and develop accountable talk. We currently do not have sets of books to successfully facilitate these units.

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"/> 3-5% increase in students achieving levels 3 and 4 on the NYS science test in 2010-11 as compared to 2009-10.	<input type="checkbox"/> 3-5% increase in students achieving levels 3 and 4 on the NYS science test in 2010-11 as compared to 2009-10.
<input type="checkbox"/> 3-5% increase in students achieving level 3 and 4 on the NYS social studies test in 2010-11 as compared to 2009-10.	<input type="checkbox"/> 3-5% increase in students achieving level 3 and 4 on the NYS social studies test in 2010-11 as compared to 2009-10.
<input type="checkbox"/> 3-5% increase on the NYS ELA test in 2010-11 as compared to 2009-10.	<input type="checkbox"/> 3-5% increase on the NYS ELA test in 2010-11 as compared to 2009-10.
<input type="checkbox"/> 3-5% increase in students achieving levels 3 and 4 on the NYS mathematics test in 2010-11 as compared to 2009-10.	<input type="checkbox"/> 3-5% increase in students achieving levels 3 and 4 on the NYS mathematics test in 2010-11 as compared to 2009-10.

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

Science

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 3-5% increase in students achieving levels 3 and 4 on the NYS science test in 2010-11 as compared to 2009-10.</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"/> Raise Student performance levels. Develop a variety of hands-on, standards-based science activities with an emphasis inquiry learning. Utilize labs for science activities on a daily basis. Develop assessments strategies to identify students in need of intervention services in science. Extended day, Saturday and summer science programs Utilize weekly meetings with science teacher to develop lessons and activities and labs based on the New York State curriculum goals and thematic units of the school. Science teachers attend seminars, workshops and conferences to explore a variety of hands-on activities. Projects are displays for public viewing and school wide judging.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> · Fund professional development opportunities with Title I. Professional Periods: Departmental Meetings and Academy Planning. Use SINI funds to have Saturday Academy. <p>Enroll in Urban Advantage.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Periodic review of students' note-binders by science teachers. Formal and informal observations of teachers and science lessons, both in the classroom and the lab. Review of science agendas during departmental meetings to assess if they are meeting annual goals. Review of science labs to make sure they are being utilized for the science teachers and science resources are being used.
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Subject Area
(where relevant) :

Social Studies

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 3-5% increase in students achieving level 3 and 4 on the NYS social studies test in 2010-11 as compared to 2009-10.
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"/> Develop assessment strategies to identify students in need of intervention services in social studies. Develop common project-based assessments for each unit with accompanying rubric. Share best practice and model lessons.* Incorporate technology into lesson delivery (teacher centered) and independent work (student centered). Develop common DBQs for each unit with accompanying rubrics.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Professional Periods Departmental Meeting and Academy Planning. Fund AUSSIE Consultant with Title I funds.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Weekly "status reports" and "share outs" will be organized during departmental meetings. Periodic review of students' work by social studies teachers and mentor(s). Formal and informal observations of teachers and social studies lessons.

Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 3-5% increase on the NYS ELA test in 2010-11 as compared to 2009-10.</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>Analyze ELA Predictive ata in Septmeber and conduct individual assessments to group students according to strengths and weaknesses. Provide targeted small group instruction and heterogeneous student-directed grouyp work around reading and writing strategies. Extended day will provide direct intrsuction through programs like Wilson and Read 180. Interim assessments through ACUITY and SCANTRON Performance Series will provide more data to re-group students and adjust intrusction. On going professional development change during weekly departmental meetings. Students will gain prior knowledge through fields trips. Teahcers will use various forms of media and technology to stimulate thinking and contextualize reading.</p> <p>Conduct literacy professional development on specific teaching points and embedded skill and strategy.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Create a Literacy Department skill and strategy bank. Train assistant principals in skill identification based on the performance indicators (ACUITY) Assess teachers' proficiency monthly via observation reports and quick visits. Retrain if necessary through one-on-one support and intervisitations.</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"/></p> <p>Lesson plans with teaching points that reflect the skill and strategy being studied in the lesson. Formal and informal observation reports that assess teachers' ability to craft mini-lessons with a skill and strategy</p>

	A collaboratively-created unit plan with suggested teaching points that respond to the key performance indicators included in the unit for every lesson. 22's English Language Arts 2010-2011 Skill and Strategy Bank
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**Subject Area
(where relevant) :**

Math

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 3-5% increase in students achieving levels 3 and 4 on the NYS mathematics test in 2010-11 as compared to 2009-10.
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"/> Instruction will be aligned to Mathematics Core Curriculum MST Standard 3. The workshop model will be implemented in all classrooms. Teachers will differentiate instruction based on test data, student work and classroom observations. The interdisciplinary activities will help students understand how mathematics is used in other subject areas. Students will set and regularly revise goals for learning based on data analysis by teachers and student reflection. Teachers and students will analyze data from interim assessments. As part of reflecting on their learning, portfolios will be created for each student. Teachers will make inter-visitations to look at best practices in mathematics instruction both within the schools, and with other schools. Instruction will be provided to prepare a group of 8th grade students to sit for the Integrated Algebra Regents Exams. A focus on increasing the academic language used in math classrooms will increase student involvement, both of English Language learners as well as general education students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Course materials to support curriculum - Impact Mathematics, Kaplan Advantage Books, Professional Periods: Departmental meetings and academy planning. Periodic Assessments-portfolios established in every classroom. Use TL funds for Lead Teacher. A variety of manipulatives will be based in all classrooms for student use. Use Title III and Title I funds to have Saturday Academy.

Indicators of Interim Progress and/or Accomplishment

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



Students will make an average of a 10% gain between pre and post unit tests.

Evaluate instruction and the learning environment

Acuity predictive will show 3-5% increase in percentage of students scoring at levels 3 and 4.

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	40	40	40	40	40	15	5	10
7	40	40	40	40	15	10	5	5
8	40	40	40	40	20	10	10	30
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Our teachers will work within their academies to provide push-in support. They will scaffold the classroom assignments to meet the particular needs of the students at risk. Teachers will evaluate the success of these interventions during weekly academy meetings and through the use of TC assessments.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Our teachers will work within their academies to provide push-in support. They will scaffold the classroom assignments to meet the particular needs of the students at risk. Teachers will evaluate the success of these interventions during weekly academy meetings. Teachers will use a combination of Impact, Destination Math and Acuity.</p>
<p>Science:</p>	<p><input type="checkbox"/> Our teachers will work within their academies to provide push-in support. They will scaffold the classroom assignments to meet the particular needs of the students at risk. Teachers will evaluate the success of these interventions during weekly academy meetings.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Our teachers will work within their academies to provide push-in support. They will scaffold the classroom assignments to meet the particular needs of the students at risk. Teachers will evaluate the success of these interventions during weekly academy meetings.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The guidance counselors specialize in crisis intervention and parent outreach. They provide emotional and psychological support through weekly counseling sessions. The counselors meet with the academy assistant principal, dean, and teachers to share strategies and assess progress.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> The school psychologist uses the theory of Love and Logic. He moderates the weekly student intervention team that focuses on strategies for stabilizing at-risk students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> The social worker specializes in crisis intervention and parent outreach. Through the student intervention team, he focuses on an at-risk group of students and provides support in and out of the classroom.</p>

At-risk Health-related Services:

Our students are serviced by our School-Based Health Clinic operated by Montefiore Hospital.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6-8

Number of Students to be Served:

LEP 270

Non-LEP n/a

Number of Teachers 11

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

MS22 follows the state guidelines for the identification and classification of ELLs in our school. Step number one consists of the first screening - the administration of the HLIS including an informal oral interview in English and the native language. The HLIS is administered by Myrta Rivera, the family worker. After the informal oral interview, it is determined whether or not the child speaks little or no English, or is English proficient. Based on these observations, the children who demonstrate proficiency in a language other than English and speaks little or no English move on to step number two. Step number two of the ELL identification process consists of the administration of the LAB-R. The LAB-R is administered by our Bilingual Coordinator, Kinnon McCall, who is a licensed common branch teacher with a bilingual extension and has been trained in the LAB-R administration. If the student scores Proficient on the LAB-R, the ELL identification process is halted, and the student enters a general education program. If the student scores Beginner, Intermediate, or Advanced on the LAB-R, we move to step three which is Program Placement (to be discussed further in question 2). The final step of this process is the Annual Assessment which occurs in the spring when we administer the NYSESLAT to all ELLs.

2. Parents of ELLs are given numerous opportunities to learn about the three program choices available for their children. Kinnon McCall, the bilingual coordinator, and Brunilda Berrios, the Assistant Principal, are available to show parents the program choice video, which is available in a number of languages. After a one-on-one or group viewing of the video, parents are invited to ask questions about each program to the aforementioned people. After Ms. McCall and Ms. Berrios have sufficiently answered parent concerns and questions, the program choice form is available to them in their native language. Parents of incoming 6th grade ELLs are shown the parent choice video during new parent orientation. All other parents of ELLs are offered the opportunity to view the video and fill out the form during academy parent orientations in September. We call all parents of ELLs, send letters home, and speak with parents of ELLs about the program choices at parent events throughout the year, and whenever they visit the building.

3. The bilingual coordinator distributes all Entitlement letters at the beginning of the year to all ELLs (whether it be continued-entitlement or non-entitlement letters). Parent Survey and Program Selection forms are done on location at the school and in person to ensure that they are promptly returned.

4. The placement of ELLs at MS22 relies primarily on the Program Selection forms filled out by parents and by conversations with parents in their native languages, along with classroom seating availability. Parental notification letters are given to parents for program selection. The

parents are invited to a meeting where the programs are explained by the parent coordinator, Ms. Rodriguez and Ms. McCall, the bilingual coordinator. Brochures, videos and other resources are available for parents at any time. During the registration period, parents are invited to attend the information sessions. The Parent Survey and Program selection and entitlement letters are given to parents and collected by classroom teachers. If a form is not received by the indicated date and the child is a Spanish-speaking ELL, the child will be placed in the TBE program.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is the TBE program. Hispanic students new to the country are placed on the TBE program as per parental choice. Our numbers show that parents of new ELLs speaking native languages other than Spanish choose to put their children in Freestanding ESL programs. All 5 students in our school who are non-English and non-Spanish native speakers are enrolled in the Freestanding ESL program.

6. The programs offered at MS22 sufficiently fulfill the program requests of our parents.

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.



PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

At M.S. 22, the primary goal for professional development is to ensure that all staff are engaged in professional discourse, learning and reflection. The school provides support for ELLs by providing high-quality, certified bilingual and ESL teachers. Professional development is available for all teachers involved with our ELLs. These sessions make teachers aware of state and city mandates regarding instructions for ELLs. In addition, teachers become aware of current research and practices in relation to the teaching of English to ELLs.

Students are expected to take the ELA examination at their grade level after one year of schooling in the U. S. ESL teachers participate in common planning with ELA teachers so that they are knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school's curriculum. Our Teachers College Staff Developer trains teachers in current ESL strategies and methodologies for first and second language acquisition. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared to support growth and development of the teaching faculty. ESL /Bilingual teachers use two common planning periods to share curriculum information, and instructional materials, learn about the components of a Balanced Literacy Program and the importance of techniques

for teaching vocabulary. Staff is provided training on Indicators for Success: Interventions and Support (ISIS) for Middle-Grades Students in New York City. ISIS supports ELLs and put them on a path to success in high school. The following workshops will be offered to Bilingual/ESL teachers this year:

- § ESL through content area
- § ESL/ELA curriculum align to state standards
- § Students Portfolios Structure(Math, ESL, ELA, Science, Social studies)
- § LAP policies
- § Data Reports related to the ELL population
- § Culminating Activities related to the unit of study
- § Classroom library organization
- § Data analysis
- § Differentiated instruction
- § Interventions and Support (ISIS) for Middle-Grades Students in New York City

Section III. Title III Budget

School: **09x022**
 BEDS Code: **320900010022**

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	23807	<input type="checkbox"/> 12 sessions of 5.5 hours @ \$52.21 including fringes. One supervisor to ensure safety and improve teaching and learning. 12 sessions of 4.5 hours each @ \$49.89. 6 teachers

		12 sessions of 4.5 hour each @ \$ 27.72. 1 paraprofessional to support special education students.
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$16,953	<input type="checkbox"/> Chart paper, markers, Book bins, vocabulary flashcards, notebooks, post-its, paper, and folders. NYSESLAT Test Prep - Materials to support Saturday Academy NYSESLAT prep for all ELLs. Math Test Prep Workbook in Spanish - Instructional Material for Saturday Academy to support ELLs taking test in Spanish. Fiction books for leveled libraries in English and Spanish - Differentiated Instruction for NLA, ELA, and ESL using Teachers College Reading Workshop Model.
Educational Software (Object Code 199)	n/a	<input type="checkbox"/> n/a
Travel	n/a	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	23807	

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.

By looking at ATS we found that the community's main language is Spanish. We also found that we have a small population on French speaking parents. There are always Spanish speaking volunteers available to help in the office. For the French speakers we have a French speaking guidance counselor and we also use the translation department.

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.

Through ATS, parent meetings, and everyday interactions with parents coming into the main office we determined that having all publications and meetings in both Spanish and English has increase parent involvement in the school community. We reported the findings to the staff during our September conference day. We reported the findings to our parent community during the September Parent Association meeting.

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.

M.S. 22 hired a Spanish-speaking parent coordinator who translates all written publications that are sent out from the school. Many parents and teachers have volunteered to help with written translation when the parent coordinator is not available. We distribute a family handbook in both English and Spanish. We have provided parents with a translated Bill of Parents Rights and Responsibilities.

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.

Spanish Oral interpretation is provided by the parent coordinator, teachers and parent volunteers of the school to ensure that all parents are provided with the help they need. For the French speaking parents, the use of our French speaking teachers, a guidance counselor and the translation department ensure that they too are informed of the happenings of the school. Our school messenger system uses the families' home languages.

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

We have the translation signs prominently posted in the main office. To ensure that all parents are provided with appropriate and timely information in a language they can understand, Middle School 22 has made it a priority to make sure that there is always a staff member or parent volunteer available the entire school day for translation purposes

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:	\$872,830	\$33,301	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,728		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,642	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$87,283	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
90.0%

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.

Our common branch teachers are completing the NCLB HOUSSSE rubric. We are re-organizing our academies programming so that teachers are teaching within their licenses. We are hiring people with dual language certification and the generalist licenses for greater flexibility in our academy structure.

* 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.

Appendix 4: NCLB Requirements for Title I Schools

Long Term Goals:

- Increase parent involvement
- Increase number of parent volunteers
- Increase teacher-parent communication

Key Indicators of Success:

- Attendance at monthly parent meetings and parent teacher conferences has increased by 50%
- Parents are coming to the school more because of the increase in communication.
- There was a 35% increase in parent response of the Learning Environment Survey

Analysis of Current Status of Student Achievement and Program Effectiveness:

In the last year, parent involvement and communication has increased significantly at Middle School 22. The primary language spoken in the majority of the homes of our students is Spanish. The school has purchased the School Messenger device which will communicate with parents by leaving messages in up to 100 homes an hour in English, Spanish, and French. The school has also hired a bilingual parent coordinator and the new association members are all bilingual.

Needs Assessment:

- Procedures for setting up parent-teacher meetings
- Parent meetings by academies
- Alternate scheduling of meetings

- Celebrations (Culminating Activities)
- GED and ESL
- Arts and Crafts, Talk Therapies and Connect to Resources

Process for Reporting Needs Assessment:

- Announcements at School Leadership Team and Parent Meetings
- Academy coordinators responsibility

Implications for the Instructional Program:

This year we will introduce a GED and ESL class for the parents. These classes will be offered to all parents but will be most beneficial to parents whose children are in the bilingual program. Classes will be offered Tuesdays and Thursdays from 3:00pm to 4:30pm. There will be 2 sessions of GED and ESL classes.

At the time when parents are taking their classes, there will be classes offered for children who need help with ESL and ELA. There will be 2 sessions of each. Babysitting will also be available to ensure that parents can come.

Priorities for the 2009-2010 School Year:

- Implement GED/ESL Classes for Parents and ESL/ELA classes for students
- Provide professional development for parent members of the School Leadership Team
- Increase parent involvement in all aspects (meetings, school activities, trips, events)

Annual (Short Term) Goals and Objectives

Annual Goals

- Implement GED/ESL Classes for Parents and ESL/ELA classes for students
- Provide professional development for parent members of the School Leadership Team
- Increase parent involvement in all aspects (meetings, school activities, trips, events)
- Plan a minimum of two community events per year (retreat November 20)

Objectives

- To increase literacy
- To expand career opportunities
- Increase student achievement and motivation

Promote school/parent participatio□

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.

New York City Department of Education
 Jordan L. Mott, Middle School 22
 Tel. (718) 681-6850 Fax. (718) 681-6895



Principal
 Linda Rosenbury

Assistant Principals
 Lynne Bourke-Johnson
 Joshua Brookstein
 Brunilda Berrios

School/Parent Compact

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

School	Parent
We understand the need to have meetings for parents to inform them of the Title I program and their right to be involved.	I understand the need to become involved in the strategies designed to encourage my participation in parent involvement activities.
We understand the need to offer a flexible number of meetings at various times to ensure that all parents have the opportunity to get	I understand the need to participate in our request technical assistance training that the school or district office offers on child rearing

<p>involved.</p> <p>We understand the need to actively involve parents in planning, reviewing, and creating activities in order to meet the needs of the community.</p> <p>We understand the need to provide performance profiles and individual student assessment results for each child and other pertinent information.</p> <p>We understand the need to provide quality curriculum and instruction</p> <p>We understand the need to facilitate any communication barriers between teachers and parents through:</p> <ul style="list-style-type: none"> Parent-Teacher Conferences Reports to parents on their children's progress Reasonable access to staff Opportunities to volunteer and participate in their child's class Observation of classroom activities. <p>We understand the need to assure that parents may participate in professional development activities and workshops.</p>	<p>practices and teaching and learning strategies.</p> <p>I understand the need to work with my child on school work, read to my child on a daily basis and encourage my child to read with me each day.</p> <p>I understand the need for me to monitor my child's</p> <ul style="list-style-type: none"> Attendance Homework Behavior Health Needs <p>I understand the need to share responsibilities for my child's improved academic achievement.</p> <p>I understand the need to communicate with my child's teachers about his/her educational needs.</p> <p>I understand the need to ask parents and parents groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.</p>
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Principal
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Joshua Brookstein
Brunilda Berrios

Compromiso de la Escuela y los Padres

La escuela y los padres quedamos de acuerdo en trabajar juntos para asegurar el triunfo de nuestros niños (as)

Escuela	Padres
<p>Nosotros entendemos la necesidad de tener reuniones para los padres y darles información sobre el programa del Título I y sus derechos.</p> <p>Nosotros entendemos la necesidad de ofrecerles reuniones flexibles durante el año para asegurar que todos los padres puedan involucrarse.</p> <p>Nosotros entendemos la necesidad de envolver a los padres en la planificación, reviso, y en crear actividades que necesiten la comunidad.</p> <p>Nosotros entendemos la necesidad de administrar un perfil de trabajos y resultados de evaluación de estudiantes y proveer información educativa.</p> <p>Nosotros entendemos la necesidad de trabajar sin barreras de comunicación entre los maestros y los padres a través de:</p> <p style="text-align: center;">Conferencia de Padres y Maestros Dar reportes de progreso</p>	<p>Yo entiendo la necesidad de involucrarme en las estrategias diseñadas para apoyar mi participación en las actividades del involucramiento de padres.</p> <p>Yo entiendo la necesidad de participar en y pedir entrenamiento de asistencia técnica que la escuela o el distrito ofrece en prácticas de crianza y estrategias en enseñanza y aprendizaje.</p> <p>Yo entiendo la necesidad de trabajar con mi niño (a) en las tareas de la escuela, leerle a mi niño (a), regularmente y animar a mi niño (a) a que lea conmigo todos los días.</p> <p>Yo entiendo la necesidad de estar informado sobre:</p> <ul style="list-style-type: none">La asistencia de mi niño (a)La tarea de mi niño (a)El comportamiento de mi niño (a)La salud de mi niño (a)

<p>Administrar acceso razonable a visitar el personal de escuela Proveer oportunidades para servir de voluntarios y participar en la clase Poder observar el salón de clases</p> <p>Nosotros entendemos la necesidad de talleres para los padres y la comunidad.</p>	<p>Yo entiendo la necesidad de compartir la responsabilidad de mejorar los logros académicos de mi niño (a).</p> <p>Yo entiendo la necesidad de comunicarse con los maestros de mi niño (a) para hablar sobre su necesidad educacional.</p> <p>Yo entiendo la necesidad de preguntarle a los padres y grupos de padres a que le proveen información a la escuela de entrenamiento o asistencia que a mi me gustaría a necesito para que me ayude hacer mas efectiva en poder ayudar a mi niño (a) en el progreso educacional.</p>
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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.

See IV Needs Assessment

2. Schoolwide reform strategies that:

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

See V Annual School Goals

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.

We are organizing our academies so that teachers are working in their license areas. We are providing our teachers opportunities to be dually certified in core subjects and bilingual education.

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

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

We are offering leadership roles through our academy structure and lead teacher program. We are Involved in the Teachers of Tomorrow program. We regularly communicate with education schools and alternative - certification programs such as Teach for America and NYC Teaching Fellows.

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

We will continue a twice a week technology translation class. A full-day parent retreat will build relationships and shared knowledge.

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.

Teachers will continue to customize their interim assessments through ACUITY. We are purchasing more technology so students can regularly analyze their results and set short and long term goals. Weekly staff meetings address the results of school-wide assessments and

steps to make improvements. Lead teachers, assistant principals and consultants support all staff in using individual and class data to set goals and formulate action plans.

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.

Teachers use the results of interim assessments to determine students in need of extra support. ACUITY and Scranton generate data that sufficiently describes the strengths and challenges of individual students. Teachers couple this data with classroom performance and conferences. Students receive targeted assistance through push-in AIS, Early Morning Academic Program, Saturday academy and extended day.

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.

SAPIS worker, breakfast in the classroom, GED classes, Citizens Advice Bureau to support chronically absent and truant students. Our \$250,000 Campaign for Middle School Success will fund our instructional initiatives and parent retreat.

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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	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)

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

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

This appendix must be completed by all 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.

NCLB / SED STATUS: Restructuring (Advanced)
 - Comprehensive **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.

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.

Our schools will implement TC Assessments in ELA.

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.

Title I funds are used to fund an A.U.S.S.I.E consultant to improve the literary instruction in social studies and for our TC Staff Developer.

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

Our mentors use the Santa Cruz Professional Teacher Standards to provide consistent support to our new teachers. These standards focus teachers on the components of successful classroom practice and identify measures of growth.

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.

We will communicate through a parent-friendly bilingual power-point presented at PA meetings. In addition, the SLT will discuss more detailed information at a meeting so they can answer follow-up questions. Our parents room will include posted information on our status as SINI.

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.)

26

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

We will provide the following services to the STH population:

Basic emergency supplies such as paper, pens, pencils, binders, etc.

Counseling services

Parental involvement services

Access to transportation by providing metro-cards

School uniforms

Free school lunch

Monitor to improve attendance.

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.
N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_09X022_111510-074750.doc

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 AED-CUNY	District 09	School Number 022	School Name Jordan L. Mott
Principal Linda Rosenbury	Assistant Principal Brunilda Berrios		
Coach Rachel Feinberg - ELA	Coach Esteban David - Math		
Teacher/Subject Area Roy Naraine - ESL FS	Guidance Counselor Janet Torres		
Teacher/Subject Area Julie Sonnichsen - ESL TBE	Parent Ana Vivar		
Teacher/Subject Area Kinnon McCall - Bil. Ed	Parent Coordinator Yaditza Rodriguez		
Related Service Provider Margueri Washington - I.E.P.	Other Veronica Cedillo - ESL DL		
Network Leader Calvin Hastings	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	5	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	652	Total Number of ELLs	228	ELLs as Share of Total Student Population (%)	34.97%
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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. MS22 follows the state guidelines for the identification and classification of ELLs in our school. Step number one consists of the first screening - the administration of the HLIS including an informal oral interview in English and the native language. The HLIS is administered by Myrta Rivera, the family worker. After the informal oral interview, it is determined whether or not the child speaks little or no English, or is English proficient. Based on these observations, the children who demonstrate proficiency in a language other than English and speaks little or no English move on to step number two. Step number two of the ELL identification process consists of the administration of the LAB-R. The LAB-R is administered by our Bilingual Coordinator, Kinnon McCall, who is a licensed common branch teacher with a bilingual extension and has been trained in the LAB-R administration. If the student scores Proficient on the LAB-R, the ELL identification process is halted, and the student enters a general education program. If the student scores Beginner, Intermediate, or Advanced on the LAB-R, we move to step three which is Program Placement (to be discussed further in question 2). The final step of this process is the Annual Assessment which occurs in the spring when we administer the NYSESLAT to all ELLs.

2. Parents of ELLs are given numerous opportunities to learn about the three program choices available for their children. Kinnon McCall, the bilingual coordinator, and Brunilda Berrios, the Assistant Principal, are available to show parents the program choice video, which is available in a number of languages. After a one-on-one or group viewing of the video, parents are invited to ask questions about each program to the aforementioned people. After Ms. McCall and Ms. Berrios have sufficiently answered parent concerns and questions, the program choice form is available to them in their native language. Parents of incoming 6th grade ELLs are shown the parent choice video during new parent orientation. All other parents of ELLs are offered the opportunity to view the video and fill out the form during academy parent orientations in September. We call all parents of ELLs, send letters home, and speak with parents of ELLs about the program choices at parent events throughout the year, and whenever they visit the building.

3. The bilingual coordinator distributes all Entitlement letters at the beginning of the year to all ELLs (whether it be continued-entitlement or non-entitlement letters). Parent Survey and Program Selection forms are done on location at the school and in person to ensure that they are promptly returned.

4. The placement of ELLs at MS22 relies primarily on the Program Selection forms filled out by parents and by conversations with parents in their native languages, along with classroom seating availability. Parental notification letters are given to parents for program selection. The parents are invited to a meeting where the programs are explained by the parent coordinator, Ms. Rodriguez and Ms. McCall, the bilingual coordinator. Brochures, videos and other resources are available for parents at any time. During the registration period, parents are invited to attend the information sessions. The Parent Survey and Program selection and entitlement letters are given to parents and collected by classroom teachers. If a form is not received by the indicated date and the child is a Spanish-speaking ELL, the child will be placed in the TBE program.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is the TBE program. Hispanic students new to the country are placed on the TBE program as per parental choice. Our numbers show that parents of new ELLs speaking native languages other than Spanish choose to put their children in Freestanding ESL programs. All 5 students in our school who are non-English and non-Spanish native speakers are enrolled in the Freestanding ESL program.

6. The programs offered at MS22 sufficiently fulfill the program requests of our parents.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							31	25	27					83
Dual Language <small>(50%:50%)</small>							18	17	17					52
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							46	19	28					93
Total	0	0	0	0	0	0	95	61	72	0	0	0	0	228

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	228	Newcomers (ELLs receiving service 0-3 years)	84	Special Education	29
SIFE	23	ELLs receiving service 4-6 years	81	Long-Term (completed 6 years)	65

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	52	9	3	16	4	7	15	0	7	83
Dual Language	7	2	0	25	1	0	20	0	0	52
ESL	25	4	2	38	3	5	30	0	5	93
Total	84	15	5	79	8	12	65	0	12	228

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							31	25	27					83
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	31	25	27	0	0	0	0	83

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	ELL	EP	ELL	EP	ELL	EP										
Spanish													18	12	17	11	17	9	52	32
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	18	12	17	11	17	9	52	32											

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>32</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino: <u>32</u>
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							39	17	23					79
Chinese														0
Russian														0
Bengali									2					2
Urdu														0
Arabic							1							1
Haitian														0
French							1	1						2
Korean														0
Punjabi														0
Polish														0
Albanian							1							1
Other							4	1	3					8
TOTAL	0	0	0	0	0	0	46	19	28	0	0	0	0	93

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.

PROGRAMMING AND SCHEDULING INFORMATION

Identified LEP students are placed in a program based on the parent survey and parent selection form. The following programs are offered:

1. Transitional Bilingual Education (TBE) – The goal of the TBE is to attain English language proficiency and academic skills within three years; to provide grade-level academic work in the student’s native language: to enable students to maintain academic progress while developing English proficiency: and to provide instruction in two(2) languages: English and the native language (Spanish). The TBE program caters only to ELLs who are Beginner and Intermediate on the NYSESLAT.

2. Dual Language – The dual language model is designed to provide all students, ELLs and English Proficient students, with an academically rigorous curriculum in both languages that will enable them to meet or exceed New York State and City Standards. The dual language program consists of ELLs who are Intermediate or Advanced on the NYSESLAT, as well as English Proficient students.

3. Free-standing ESL – Students in Free-standing ESL program receive all instruction in English using ESL methodologies for a specific amount of time determined by the NYSESLAT scores. The language proficiency levels are beginning, intermediate and advanced. Students at the beginning level and intermediate level receive 360 minutes of ESL instruction and students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction.

The staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, ESL) through professional development and availability of data on ARIS. Each staff member is provided with a laptop computer to access data for their students. ESL, ELA, and NLA instructional minutes are delivered in each program model as per the NYS CR Part 154.

The content area in the TBE program is delivered in Spanish and in the Free-standing program it is offered in English using ESL methodology. The Dual Language program delivers content areas in English. The staff in the TBE differentiates instruction in order to meet the required performance standards for the native language arts (NLA) (Spanish), ELA and ESL.

Staff utilizes data from the NYSESLAT, LAB-R, and ELE to create instructional units that support the academic language development of each student. M.S. 22 has 23 Students with Interrupted Formal Education (SIFE) who receive additional support services to assist them in achieving grade level literacy levels in their native language, while assisting in the English acquisition process. SIFE students receive extended day instruction. There are 84 ELLs in school for less than three years (newcomers) who receive services from co-teachers to assist with differentiated instruction. They are also be offered the extended day and Saturday Academy. There are 75 ELLs receiving service for 4-6 years. They are invited to attend the extended day program and the Saturday Academy. There are 69 Long term ELLs who have been receiving services for more than six years. They receive support services, extended day, and Saturday Academy. ELLs identified as having special needs will receive support services and provided effective instruction as per the IEPs. The ELLs students in these subgroups are also offered after school programs four days a week from 3:00 to 4:30 PM for academic instruction and from 4:30 to 5:30PM for enrichment programs. The school works in collaboration with the community based organization LEAP to provide language-rich extra-curricular activities to the students.

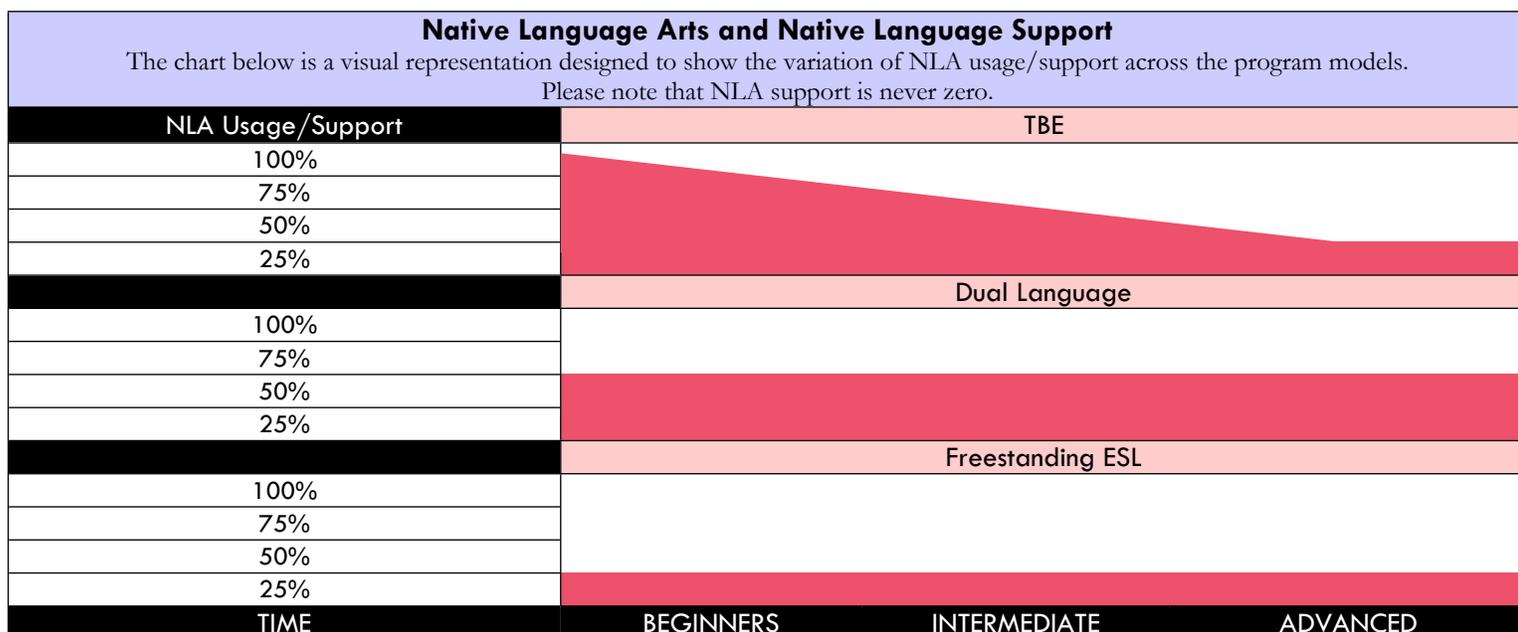
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
--	--------------------	--------------------	--------------------



B. Programming and Scheduling Information--Continued

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

ELL Saturday Academy: Students in grades 6-8 are serviced for a period of 12 Saturdays from February to May. Each class will have 20 students per class to address ELA, ESL and Math. The Saturday Academy is offered to ELL students to enhance their language proficiency and to further prepare students for the NYSESLAT. The four modalities are used in the implementation of this program: speaking, listening, reading and writing. Students are provided with many opportunities to use language in different contexts. Vocabulary development is emphasized.

The NYC Department of Education administers the Exam de Lectura en Espanol (ELE) to students in TBE and DL. In addition, our Native Language teacher conducts ongoing assessments such as baselines, conferences, and teacher tests to measure Spanish proficiency of our students. We provide continuing transitional support for ELLs reaching proficiency on the NYSESLAT. For two years we invite them to Saturday Academy and provide ESL support. Instructional materials and technology to support ELLs are Destination Math, Smartboards, laptop notebooks, and leveled libraries. This year we will expand the leveled libraries in English and build leveled libraries in Spanish with the support of the Teachers College Reading and Writing Project (TCRWP). Required services, support, and resources correspond to ELL's ages and grade levels. We have a bilingual and dual language class on each grade. Parents of ELLs are invited to parent orientation sessions to introduce them to the school environment and select the appropriate program for their children. No programs/services for ELLs will be discontinued in the coming school year.

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)?

DUAL LANGUAGE PROGRAM

In our dual language program we use 85% English and 15% Spanish. ELLs and EPs are integrated for the full day. They receive all content area in English and one period of Spanish daily. English is the language of instruction and Spanish is provided for one period a day, or a content area is provided in the native language one period a day. The dual language model used is self contained. The emergent literacy is taught in English.

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.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

At M.S. 22, the primary goal for professional development is to ensure that all staff are engaged in professional discourse, learning and reflection. The school provides support for ELLs by providing high-quality, certified bilingual and ESL teachers. Professional development is available for all teachers involved with our ELLs. These sessions make teachers aware of state and city mandates regarding instructions for ELLs. In addition, teachers become aware of current research and practices in relation to the teaching of English to ELLs.

Students are expected to take the ELA examination at their grade level after one year of schooling in the U. S. ESL teachers participate in common planning with ELA teachers so that they are knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school's curriculum. Our Teachers College Staff Developer trains teachers in current ESL strategies and methodologies for first and second language acquisition. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared to support growth and development of the teaching faculty. ESL /Bilingual teachers use two common planning periods to share curriculum information, and instructional materials, learn about the components of a Balanced Literacy Program and the importance of techniques for teaching vocabulary. Staff is provided training on

Indicators for Success: Interventions & Support (ISIS) for Middle-Grades Students in New York City. ISIS supports ELLs and put them on a path to success in high school. The following workshops will be offered to Bilingual/ESL teachers this year:

- § ESL through content area
- § ESL/ELA curriculum align to state standards
- § Students Portfolios Structure(Math, ESL, ELA, Science, Social studies)
- § LAP policies
- § Data Reports related to the ELL population
- § Culminating Activities related to the unit of study
- § Classroom library organization
- § Data analysis
- § Differentiated instruction
- § Interventions & Support (ISIS) for Middle-Grades Students in New York City

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?

PARENTAL INVOLVEMENT

Parent/Community involvement is valued in M.S 22. We conducted a survey of parent interests during a well-attended awards ceremony. This written survey helped us address the needs of parents. Parent workshops are provided to support and help them become more aware and involved in their children’s education. We partner with community-based organizations ERIC and Bronxworks. Some of the workshops offered include:

- Computer and Learn-English classes on Tuesday and Thursday afternoons (all year)
- Parent workshops. Some examples are listed below:
 - o Choosing programs best suited for their children
 - o Homework policies and helping your child with homework
 - o Activities to promote English language acquisition at home
 - o How to help your child to become a better reader
 - o Good nutrition, especially breakfast, can help your child achieve more
 - o The effects of television on student achievement
 - o The positive effects of school trips and the need for parents’ participation

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)							22	12	14					48
Intermediate(I)							20	19	31					70

Advanced (A)							54	29	27					110
Total	0	0	0	0	0	0	96	60	72	0	0	0	0	228

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							13	7	4				
	I							14	9	7				
	A							45	24	16				
	P							22	19	43				
READING/ WRITING	B							20	11	14				
	I							21	17	31				
	A							46	31	26				
	P							8	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	38	39	1	0	78
7	41	15	0	0	56
8	42	26	0	0	68
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	15	9	35	18	15	2	0	1	95
7	26	2	29	3	1	0	0	0	61
8	18	17	21	10	6	0	0	0	72
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	23	22	10	1	24	5	3	0	88
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	37	56	30	7	12	18	13	3

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

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

ASSESSMENT ANALYSIS

The assessment tool our school uses to assess early literacy skills is the TCRWP. Students are reading books at their independent reading level as per TC assessments in order for students to make progress independently. The assessments indicated that our ELLs range from levels A-P with the majority in J-L. We purchased books at these levels.

What is revealed by the data patterns across proficiency levels and grades?

The data shows that forty eight percent of the students achieved Advanced standing, thirty one percent Intermediate and twenty one percent are Beginners. It must also be noted that throughout the academic year, students are admitted into the program at all three grade levels. Our sixth graders had the highest percentage performing at advanced or above, with eighth graders having the lowest percentage. The overwhelming trend on the NYSESLAT Modality Analysis shows us that the majority of our ELLs are Advanced or Proficient in their Listening/Speaking section, but a much smaller percentage are Proficient in Reading/Writing. Our only students rated Proficient in Reading/Writing are in the sixth grade, zero seventh or eighth graders were rated proficient in this category.

How will patterns across the four modalities, listening, speaking reading and writing, affect instructional decision?

Writing has been identified as the weakest modality in the NYSESLAT. Therefore writing is an integral part of the students' day in all areas. With the implementation of a curriculum that emphasizes on the English language in all subject areas, ELLs are provided multiple opportunities to learn English. Teachers in all subject areas become to some degree, English literacy teachers. Students are expected to read and write everyday in every subject. Additionally, our implementation of the TC assessments and curriculum established a Writer's Workshop that all students participate in everyday. There has been professional development in content-area common planning time about how to incorporate writing into all subjects, not just ELA.

NLA teachers in TBE and DL follow the Workshop model and provide support and challenges in the students' native language. Strong literacy and fluency in the students' native language will support the acquisition of the second language.

ELLs receive push-in or pull-out services to meet any specific needs. After-school programs also provide ELLs with opportunities to continue their language development.

Teachers use the ACUITY and ARIS systems to examine data throughout the year. The data from these assessments, along with data generated from other exams, is reviewed and used throughout the academic year to differentiate instruction.

Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to native language?

administered in English. On the NYS Math exam, there are no outstanding discrepancies between students who took it in English and their Native Language. It is of note that the one score of 4 out of all ELLs on the NYS Math exam comes from a student who took it in their native language. On the NYS 5th Grade Social Studies test (we used our current 6th graders data from the previous school year), students scored better when the exam was taken in English.

Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The main goal of middle school 22 is to become a student-centered learning community. It is no less important in the ELL community where the language acquisition is better addressed if the students are performing the “Work.” Additionally we continue last year’s focus of using data to inform instruction. Consequently, the data provided by ACUITY Predictive Assessments and the ELL Interim Assessment help to provide data which to a very large extent determines how teachers differentiate instruction. The data helps us group students based on their performance in each of the four modalities, and provide targeted instruction to small groups.

What is the school learning about ELLs from the Periodic Assessment? How is the Native Language used?

Periodic Assessment data is used to plan and group students according to their language proficiency and language used. At times, students are paired so that one student is more proficient in English than the other. Baseline assessments are conducted in the native language to determine what structures and strategies are needed to assist students in transferring prior knowledge.

In Dual Language Programs the EP students are assessed in Spanish by the ELE. The level of language proficiency in the second language for EPs is emergent. EPs in the DL program are performing comparably to EPs in other programs on State and City Assessments. The success of the programs for ELLs are evaluated by state exams and the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 022 Jordan L. Mott					
District:	9	DBN:	09X022	School		320900010022

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5	v	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		93.0	92.4	92.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	112	119	2				
Grade 6	184	190	268				
Grade 7	170	186	193				
Grade 8	171	183	179				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	0	0				
Total	638	678	642				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.0	91.2	94.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	81.6	91.2	94.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	38	31

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	40	21	28

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	28	34	28	Principal Suspensions	97	57	68
# in Collaborative Team Teaching (CTT) Classes	8	13	19	Superintendent Suspensions	33	28	42
Number all others	50	50	55				

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	145	120	TBD				
# in Dual Lang. Programs	62	58	TBD				
# receiving ESL services only	57	92	TBD	Number of Teachers	50	50	53
# ELLs with IEPs	6	54	TBD	Number of Administrators and Other Professionals	14	17	12

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
	3	3	3

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
	7	5	38	% fully licensed & permanently assigned to this school	100.0	100.0	97.7
				% more than 2 years teaching in this school	58.0	56.0	67.9
				% more than 5 years teaching anywhere	54.0	50.0	58.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	78.0	73.6
American Indian or Alaska Native	0.3	0.6	0.3	% core classes taught by "highly qualified" teachers	75.6	95.5	93.8
Black or African American	20.5	20.8	23.8				
Hispanic or Latino	77.0	76.1	74.3				
Asian or Native Hawaiian/Other Pacific	1.9	1.5	0.9				
White	0.3	1.0	0.6				
Male	52.4	52.1	50.3				
Female	47.6	47.9	49.7				

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:	X	ELA:
Math:	v	Math:
Science:	X	Graduation Rate:

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	X	v		-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	vsh	-	-	-	
Limited English Proficient	X	v		-	-	
Economically Disadvantaged	X	v		-	-	
Student groups making	2	6	0	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				NR
Overall Score:	37.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	2.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	27					
<i>(Comprises 60% of the</i>						
Additional Credit:	0.8					

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

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

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