



**MIDDLE SCHOOL 45**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 10X045**  
**ADDRESS: 2502 LORILLARD PLACE BRONX NY 10458**  
**TELEPHONE: 718 584 1660**  
**FAX: 718 584 7968**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X045      **SCHOOL NAME:** Thomas C. Giordano Middle School 45

**SCHOOL ADDRESS:** 2502 Lorillard Place Bronx, NY 10458

**SCHOOL TELEPHONE:** 718 584 1660      **FAX:** 718 584 7968

**SCHOOL CONTACT PERSON:** Joan Ingram      **EMAIL ADDRESS:** jingram@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Joan Ingram

**PRINCIPAL:** Annamaria Giordano

**UFT CHAPTER LEADER:** Tim Wilson

**PARENTS' ASSOCIATION PRESIDENT:** Merva Rivera

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 109

**NETWORK LEADER:** Maria Quail

**SUPERINTENDENT:** Sonia Menendez

**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
Annamaria Giordano	*Principal or Designee	
Tim Wilson	*UFT Chapter Chairperson or Designee	
Merva Rivera	*PA/PTA President or Designated Co-President	
Maria Herrera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Dee Hardin	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sylvia Hill	CBO Representative, if applicable	
Haidee Smilowitz	Member/UFT	
Barbara White	Member/UFT	
Sherene McDonald	Member/UFT	
Naomi Reyes	Member/Parent	
Lynette Glasford	Member/Parent	
Genoveva Santos	Member/Parent	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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The Thomas C. Giordano Middle School 45 is located in the Belmont Section of the Bronx. Our school is comprised of mini-schools. In addition to our two gifted and talented mini-schools, we have the Law Institute whose central themes are law related issues, Vista whose teachers and students perform community service and Renaissance which services our self-contained special education population. The World Academy rounds out our mini-schools and is for all English Language Learners irrespective of the ethnicity. Three 12:1 bilingual classes are part of the World Academy as well.

M.S. 45 has two different honors programs that require students to pass an entrance examination. The Aurora Academy is open to all Latino (a) students in District 10. The Giordano Prep students are selected from our zoned schools based on the entrance exam as well as by recommendations and the results of standardized test scores. A portion of the students in both mini-schools receive instruction in the eighth grade for Earth Science Regents, Math I Regents and specialized high school preparation classes through Fordham University.

M.S. 45's Special Education Department consists of nine self-contained classes and three Collaborative Team Teaching Classes. As a Phase 1 school we have worked very hard to ensure any students that can be part of the mainstream are functioning for at least part of their day in general education classes.

Middle School 45 has an enrollment of 1, 016 students as of October 29, 2010 in grades 6 through 8. Currently we serve 320 6<sup>th</sup> grade students, 352 7<sup>th</sup> grade students, and 344 8<sup>th</sup> grade students.

Integral to our school's professional development program are monthly content meetings. We have a specialist from AUSSIE working with our Special Education and Science teachers. Arts education is integral to our school. We have a full time Art teacher. Young Audiences helps to round out our Arts education with varied residencies. Technology is also an area where we are currently growing our work. One third of our teachers use Smartboards and laptops for instruction.

We have continued in our efforts to provide AIS intervention after-school. The SES program is open to all of our students. Typically almost a third of the building participates. We hope to receive funding through SINI so that we can again support an after-school program for our special education students. Title III funding enables us to provide instruction for our ELL students after-school. The 21<sup>st</sup> century grant has allowed us to create a program for journalism, project based learning, visual arts and drama.

During the academic year, Good Shepherd Services Beacon 45 Program operates Monday – Thursday from 3:00-10:00 p.m., Friday 3:00-11:00 p.m., and on Saturdays from 9:00 a.m. to 6:00 p.m. The program provides social, recreational, and educational opportunities for people of all ages. Adult program activities include GED, ESL, and Computer classes. There is also a teen recreational program. Career Visions is an after-school program that provides services to our students both in academics as well as extra-curricular activities. They also have a strong parent involvement component.

Montefiore Hospital has an in-house clinic situated within M.S. 45 that provides free health treatment. The services provided by this clinic include dental, vision and hearing screenings for 7<sup>th</sup> graders.

M.S. 45 also has ties with members of the Belmont community. Some of our classes participate in Junior Achievement, which brings the business world into our community. Our close proximity to Fordham University has enabled us to participate in their Club Amigas program which partners our students with female mentors from Fordham.

M.S. 45 reaches out to our neighbor's, the Bronx Zoo and Botanical Gardens for curriculum trips and projects. We are an Urban Advantage School. Students have also volunteered their time and service to the Veterans Home and POTS, a local soup kitchen.

Responding to various committees and mandates the overall positive culture of M.S. 45 is a result of the following: suggestions developed via the School Leadership Teams; the principal's monthly staff meetings; through discussions occurring at parent meetings; by counselors using their nurturing skills; peer mediation by deans and by teacher intervention to prevent problems before it occurs. All elements combine to evaluate and maintain a safe secure school, which enables us to allow our teachers to 'put students first'.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Thomas C. Giordano Middle School 45								
<b>District:</b>	10	<b>DBN:</b>	10X045	<b>School BEDS Code:</b>	321000010045				
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K	3	7	√	11				
	K	4	8	√	12				
	1	5	9		Ungraded	√			
	2	6	√ 10						
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.0	92.2	91.2		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment :</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.7	95.7	94.3		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment :</b>					
Grade 6	313	344	316	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	336	345	355		81.7	88.0	92.2		
Grade 8	377	326	342						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		18	124	50		
Grade 12	0	0	0						
Ungraded	4	1	1	<b>Recent Immigrants - Total Number :</b>					
Total	1030	1016	1014	(As of October 31)	2007-08	2008-09	2009-10		
					46	40	10		
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	102	94	91	Principal Suspensions	91	133	119		
# in Collaborative Team Teaching (CTT) Classes	26	30	22	Superintendent Suspensions	41	59	58		
Number all others	79	79	88						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2008-09	2009-10	2010-11						
# in Transitional Bilingual Classes	73	36	TBD	<b>Number of Teachers</b>					
# in Dual Lang. Programs	0	0	TBD		84	89	85		
# receiving ESL services only	113	147	TBD						

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
# ELLs with IEPs	20	78	TBD	Number of Administrators and Other Professionals	16	16	13		
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	5		
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>					
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)				% fully licensed & permanently assigned to this school	98.8	98.9	96.0		
	11	6	54	% more than 2 years teaching in this school	64.3	62.9	76.5		
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	53.6	55.1	61.2		
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	72.0	81.2		
American Indian or Alaska Native	0.5	0.2	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED	82.8	98.5	86.2		
Black or African American	14.2	14.6	14.0						
Hispanic or Latino	78.3	78.5	79.9						
Asian or Native Hawaiian/Other Pacific Isl.	2.3	2.2	1.7						
White	4.7	4.1	4.3						
<b>Male</b>	51.7	51.8	52.0						
<b>Female</b>	48.3	48.2	48.0						
<b>2009-10 TITLE I STATUS</b>									
√	Title I Schoolwide Program (SWP)								
	Title I Targeted Assistance								
	Non-Title I								
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11					
	√	√	√	√					
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>									
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:								
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>									
	<b>Phase</b>				<b>Category</b>				
	In Good Standing (IGS)			Basic	Focused	Comprehensive			
	Improvement Year 1								
	Improvement Year 2								
	Corrective Action (CA) – Year 1								
	Corrective Action (CA) – Year 2								
	Restructuring Year 1				√				
	Restructuring Year 2								
	Restructuring Advanced								

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>			
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:	X	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	-				
Multiracial							
Students with Disabilities	X	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	7	1				

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>			
<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	34.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the Overall Score)</i>	6.1	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the Overall Score)</i>	7.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	21.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	0	Quality Statement 5: Monitor and Revise	

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	U = Underdeveloped
√ <sup>SH</sup> = 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](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 school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

### Section IV: Needs Assessment

According to data from the latest New York Department of Education School Report Card, Accountability and Overview Report 2009 – 2020, our official school status is Restructuring (year 1) – focused. Through an analysis of the corresponding data, we have made note of several trends. Like the data results for last year we find our school in “Good Standing” in Mathematics and Science, but we remain in the category of “Planning for Restructuring” for the content area of ELA. Overall, we have made our AYP for Mathematics and Science, while not making our AYP goal in ELA. Using this data, a needs assessment process leads us to explore the ELA data to determine why we did not meet our ELA AYP as determined in the New York State School Report Card.

#### **A. The New York State Report Card 2009 – 2010 Review**

##### **1. Sub-Groups**

A study of the data connected to this English Language Arts Accountability Status shows that we made our ELA AYP in five out of the seven student groups. In the areas of “All Students” and “Ethnicity” groups, our Performance Index numbers were above our Effective AMO targets. However, in both of these subgroup areas our Performance Index and Effective AMO numbers were within one or two points of each other, on the positive side. The relative closeness of these numbers will not be overlooked in our planning for continued improvement. However, this turned our attention to the other two groups where our Performance Index numbers did not reach our Effective AMO numbers. The two student subgroups that we found our school deficient in were the “Students with Disabilities” and the “Limited English Proficient” groups. While both of these subgroups met the criterion for participation, both groups were found lacking in the area of “test performance.” An analysis of the test performance revealed the following:

##### **A. Students with Disabilities**

- Our School Performance Index in 2009-2010 for this group was 119. In contrast, our Effective Target AMO was 147, while our Safe Harbor Target was 128. Neither of these target numbers was met. We tried to put those numbers into perspective by comparing this number gap to the same gap for the previous year. For the NYS 2008 – 2009 Report Card, there was a -16 point gap between the Effective Target and the Target AMO. In contrast, that same gap for the 2009 – 2020 NYS Report Card shows a gap of -28. This gap is growing and we plan to take corrective actions to reverse this downward trend.

- Our 2009 - 2020 Safe Harbor Target number for Students with disabilities was 128. The gap between the Performance Index and the Safe Harbor number was -9. We can look at that difference and at least say that we made progress toward a Safe Harbor category.

#### B. Limited English Proficient

- The Performance Index number for this group was 126. This number placed well below both our Target AMO (148) and our Safe Harbor Target (142). For our 2008 – 2009 NYS Report Card the difference between our Performance Index and Target AMO was only 2 points. The current report card shows that gap to have grown to 22 points. It is a trend that needs our intervention on a larger scale than was previously envisioned.
- A needs assessment warrants a review of our work and programming with our ELL population in order to assist teachers in helping students to make sufficient growth. We feel that we can make strides in reversing this growing gap through creative and innovative scheduling that will focus on the needs of students in an ungraded grouping structure.
- Students who have exhibited a downward trend in their myriad of assessments must become part of a student focus group. These targeted students will be identified through various sources, ex. ARIS, NYStart, NYSELAT scores, ACUITY, and Design-your-own assessments. Once these targeted determinations are made, we will design and adapt curriculum to meet their specific and targeted needs through the use of collaborative planning groups (Inquiry Team, RTI, etc.)

## 2. Summary of Overall 2009 - 2010 School Performance in ELA

In order to determine how our school might take an initial step on the road to improving our student performance, we turned our attention to the percentage of students who were rated “proficient” according to the latest ELA test scores.

A comparative analysis of data revealed:

- 31% of our sixth grade students scored at or above a level 3 in 2009 - 2010. In contrast, 78% of the sixth graders scored at or above a level 2 for 2009 – 2010.
- 33% of our present seventh graders scored at or above a level 3 in 2009 – 2010. When these students were in grade six, 65% scored at or above a level 3.
- 85% of our present seventh graders scored a level 2 or above.
- 30% of our present eighth graders scored at or above a level 3 in 2009 – 2010. In contrast, when these students were in grade seven, 66% were at or above a level 3.
- 83% of our eighth graders scored at a level 2 or above.
- While the comparative decline in these numbers is certainly cause for concern, we temper that with the consideration that level standards have been raised across the boards on the New York State Examinations.
- Part of our performance review will evaluate possible reasons for the decline in these numbers and how we can reverse this trend.

## 3. School Performance Review Using Sub-Groups

### a. Data Analysis for Students with Disabilities

- An analysis of the data for this group across grade 6, 7, and 8 reflected much lower numbers when compared to the overall school performance.
- In Grade 6 the percentage of students with disabilities scoring at or above a Level 3 was 4% while the number of SWD scoring a level 2 or better was 46%.
- In Grade 7 the percentage of SWD scoring at or above a Level 3 was 5% and the number of SWD coring a level 2 or better was 57%.

- In Grade 8 the percentage of SWD scoring at or above a Level 3 was 3% while the number of those students scoring a level 2 or better was at 52%.
- This data tends to dramatize the huge gap in the numbers between the 3 and 2 levels, across all three grades.
- Even when compared with the overall data of the general education population of the school, the number gaps stand out and call for attention.
- One of the things that we will become an area of focus is how to move more of those level 2 students up into the level 3 proficient category.

b. Limited English Proficient

- The data for this subgroup presented astoundingly similar numbers as did the SWD subgroup.
- In Grade 6, the number of LEP students scoring at a level 3 or above was 5%.
- In Grade 7, the number of LEP students scoring at a level 3 or above was 3%.
- And with the Grade 8 LEP students, the percentage of LEP students scoring at a level 3 or higher was 2%.
- In Grade 6, the LEP students had 55% score a level 2 or higher.
- A grade seven analysis had 57% of the LEP students score at a level 2 or better.
- And in the eighth grade category, only 40% of the LEP students scored at a level 2 or better.
- As in the case with the Student With Disability subgroup, more attention needs to be given to the students in the level 2 category in order to determine what might be used to move more of those students into level 3.

c. African – Americans

- The data analyzed for this subgroup placed these students in better standings than the SWD and LEP subgroups.
- For the sixth grade 18% scored at a level 3 or better, while 82% of this sixth grade subgroup scored at a level 2 or better. While the level 3 number is better than the SWD and LEP subgroups, the percentage of students at level 2 or above (82%) is a significant improvement over the SWD and LEP subgroups.
- The seventh grade numbers show an even greater improvement. For grade seven, 24% of the African-American population was at a level 3 or better. And an even greater contrast is percentage of African-American seventh graders at a level 2 or better, this number was 88%.
- For the African-Americans in grade eight, 20% scored at a level 3 or better, while 84% were at a level 2 or above.
- This data tends to show that this subgroup does not require the same immediate attention as the SWD and LEP subgroups. We should continue to push this group with increased academic rigor so as to move more of this subgroup from a level 2 to a proficient level 3.

d. Hispanic / Latino

- The data for this subgroup was very similar to the African-American subgroup.
- In grade six, the number of students scoring at a Level 3 or above was 32%, while the number of Hispanic students scoring at a level 2 or better was 77%.
- For grade seven, 34% of the Hispanic subgroup scored a level 3 or better, and 84% scored at a level 2 or above.
- In grade eight the numbers tell a similar story, 30% of Hispanics scored a level 3 or better while 83% were found to be at a level 2 or above.

- Like the African-American subgroup, we must continue to move our Hispanic students through increased academic rigor. We must find ways to advance more of these Hispanic students to the proficient category.
- The data in the Hispanic subgroup gives our school further insight when compared with the data in the LEP subgroup. We seem to be doing a better job with our non-LEP Hispanic population than with our regular LEP students. This seems to bring out the importance of teaching LEP students “to read.” A greater effort will be made to look into programs that will place a greater emphasis on the beginning foundation of reading itself.

e. Gender

- The data for both the male and female subgroups showed very similar numbers. There was no significant difference to warrant any special attention.
- Our school is doing an equivalent job when it comes to educating both the school’s male and female population.

**B. The Middle School 45 Report Card 2009 – 2010 Review  
General Introduction and Overview**

Upon first reviewing our Progress Report for 2009 - 2010, our overall Progress Report Grade dropped from an **A** in 2008-2009 to a **C** for 2009-2010. We then took steps to review the data to see where our school had made progress from one report to the next. In previous “needs analysis” studies we have compared the new progress report to the one from the previous year. Given that the proficiency standards were significantly increased, a comparative study would not hold the same validity as in previous years. Instead, we looked at the basic data and made discoveries and subsequent recommendations from there.

An initial review of the school Progress Report noted the following findings:

- School Attendance figures, which would be a valid area to compare to the previous year, rose from 92.2% to 92.4%.
- Our School Environment score dropped from an 8.1 to a 6.1 out of 15 possible points.
- In the area of Student Performance our score was 7.1 out of 25 possible points.
- Student Progress scored a 21.2 out of a possible 60 points.
- Our school tallied no additional credit when it came to Closing the Achievement Gap.
- This was the raw data from which we would launch our analysis.

**a. School Environment Data**

- Academic Expectations
  - Score of 7.7
  - This placed us roughly in the 50<sup>th</sup> percentile with both our Peer Horizon and the City Horizon
- Communications
  - Score of 6.5
  - We only placed in the low 40<sup>th</sup> percentile in this category.
  - This is a standout area in which our school needs to improve. Further study into the specific questionnaires may provide us with a better insight as to how we may begin to effect change.

- Engagement
  - Score of 7.0
  - We placed close to the 50<sup>th</sup> percentile in this category when compared to our Peer and City Horizon.
- Safety and Respect
  - Score of 7.1
  - This score put us only in the 27<sup>th</sup> percentile with our Peer Horizon and the 37<sup>th</sup> percentile with the City Horizon.
  - A study of the school questionnaire results seem to show that there is more of a deficit in the area of “respect” rather than in the area of “safety.” This needs further exploration and consideration.
  - It is the area of greatest need in the School Environment category.

## **b. Student Performance Data Review**

### **English Language Arts**

- The percentage of Students at Proficiency (Level 3 or 4) was 31.4%. This score placed us at only the 28<sup>th</sup> percentile when compared to our Peer Horizon and at the 32<sup>nd</sup> percentile with the City Horizon.
- The Median Student proficiency number was 2.61. With this score we were in the 25<sup>th</sup> percentile with the Peer Horizon and the 31<sup>st</sup> percentile with the City Horizon.
- These numbers are not good and they are especially disconcerting when compared with the Peer and City Horizon numbers.

### **Mathematics**

- The percentage of Students at Proficiency (Level 3 or 4) was 43.1%. This placed us in the 28<sup>th</sup> percentile in our Peer Horizon and the 29<sup>th</sup> percentile in the City Horizon.
- The Median Student Proficiency was 2.84 which placed us in the 28<sup>th</sup> percentile in the City Horizon and the 33<sup>rd</sup> percentile in the City Horizon.
- Like the ELA data, the most concerned aspect is the ranking our school holds when placed inside the Peer and City Horizons.

## **c. Student Progress Data Review**

As in previous years, the Student Progress section comprises 60% of a school’s Overall Score and therefore cries out for that much more attention.

### **English Language Arts**

- The Median Growth Percentile for our school was 64.0. This score placed us in the 38<sup>th</sup> percentile in our Peer Horizon and in the 35<sup>th</sup> percentile in the City Horizon.
- The more specific Median Growth Percentile for our school’s lowest third was 71.5. This number placed us in the 34<sup>th</sup> percentile in the Peer Horizon group and in the 29<sup>th</sup> percentile in the City Horizon group.
- The data here was strikingly similar to the data in the Student Performance category. In this way, it reinforced that both ELA performance and progress was below average when compared with similar and other middle schools.

### **Mathematics**

- Our Median Growth Percentile was 57.0, and this number placed our school in the 40<sup>th</sup> percentile among our Peer Horizon and in the 35<sup>th</sup> percentile in the City Horizon.
- The Median Growth Percentile for the school's lowest third was 59.0. Based on this number, we stood in the 33<sup>rd</sup> percentile among Peers and the 27<sup>th</sup> percentile among the City Horizon.
- Like the ELA data, the most concerned aspect is the ranking our school holds when placed inside the Peer and City Horizons.

### **Student Progress Review**

- All of the data in the Student Progress section of the school report reflected a downward trend in both ELA and Mathematics.
- The area of the data that stood out was the relatively low percentile rankings that our school attained when compared to both the Peer Horizon and the City Horizon.
- We have now begun to put together an action plan to address the needs of our school and students across all three sections reviewed thus far.
- This action plan is specifically designed to assist the LEP students raise their performance and progress levels. This focus will also reflect back into our NYS Report Card AYP measurements.

### **Closing the Achievement Gap**

- In previous Progress Reports we received some extra credit for students in the myriad categories.
- For the 2009 – 2020 Progress Report, we received zero extra credit.
- The lack of progress in “Closing the Achievement Gap” needs to be further analyzed by the designated categories: self-contained, CTT, SETSS, English Language Learners, and the Lowest Third Citywide

### **C. Quality Review**

Due to our previous Progress Report grade of an **A** for 2008 – 2009, our school was exempt from a Quality Review this past academic year. In the place of the Quality Review, we had a JIT visit in May of 2009. We are still awaiting the results and findings of that JIT visit in order to move forward with our restructuring work.

### **D. OORS Data**

According to the On-line Occurrence Reporting System as compared to 2008-2009, our level 1 and 2 occurrences increased, from 21 to 65 and 15 to 61 respectively. Level 4 infractions decreased while level 3 and 5 only went up slightly. The Principal's suspensions went down from 133 to 119. This tells us that we have an increase in less severe behaviors, but their impact on the classroom and further incidents might play a role in students' overall academic performance.

### **E. Overall Findings**

#### **Performance Trends**

- There was an across-the-board decline in all Student Performance and Student Progress indicators for both ELA and Mathematics.

- This decline demonstrated itself most glaringly in the ELL and Student With Disability subgroups, where student proficiency presented itself in only single digit figures.

### **Greatest Accomplishments**

- We view our greatest accomplishments in terms of what does not necessarily show up in the present Progress Report data. But rather, changes and advancements in our ELA curriculum are planned in order to bring about positive growth numbers in both the Student Performance and Student Progress.
- We have initiated a parallel ESL curriculum program designed to provide for student reading needs regardless of grade level. The program addressed Reading Levels and how to provide for the needs of students within each level.
- Our school has embarked on a special program for Students with Disabilities. The focus of this program is to provide for tiered instruction targeting specific student needs. For example, students who are at a particularly low reading level will be addressed with specific non-reader program, ex. Just Words, Wilson, etc.

### **Challenges**

- Our school faced one of its greatest challenges when we received a letter score of **D** for our 2007 – 2008 Progress Report. We responded to that challenge and moved our Student Performance and Student Progress scores to such an extent that we received a letter grade of **A** for the 2008 – 2009 school year. The recent raising of the proficiency levels by New York State has once again caused our Student Performance and Student Progress scores to drop. We renew our resolve to bring our scores up to match the hard work and dedication that occurs on a daily basis in our classrooms.
- A key component of raising our overall student scores will be the challenge presented by our SWD and ELL subgroups. We will be working to meet the needs of our English Language Learners and Special Education students so that we can demonstrate exemplary proficiency gains for these groups and make advances in closing the achievement gap.
- By facing the challenge presented in the previous bullet, we will work with these subgroups in order to move our school closer to and eventually meet AYP in the subgroups that have prevented us from accomplishing this in past years.

## 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.

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ELL students with 2yrs or more of service and 40% of students with disabilities will make AYP in ELA by meeting or exceeding AMO or by making safe harbor as measured by the sub-group proficiency on the NYS ELA exam in spring 2011. *As indicated in our Needs Analysis our ELL and Special Education populations had low overall performance on the ELA exam. We will strive this year to meet our safe harbor targets.*

40% of ELL students and 40% of students with disabilities will make AYP in math by meeting or exceeding AMO or by achieving safe harbor as measured by the sub-group proficiency on the NYS Math exam in Spring 2011. *While our biggest need continues to exist in ELA due to our State Accountability we noted our performance on the State Math Exam was much lower in 2010 than it has been in previous years. We are putting steps into place so that we can improve math proficiency especially among SWD and ELLs. We will strive this year to meet our safe harbor targets.*

Reduce the number of level 1 and 2 infractions by 15% as evidenced by the On-line Occurrence Reporting System (OORS). *Upon review of our data regarding incidents occurring in our school it appears we had an increase in level 1 and 2 behaviors. As a school we understand that any negative behaviors can have an impact on the educational process. We feel that in addressing these lower level issues, we can increase overall climate, culture and student performance.*

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>ELL students with 2yrs or more of service and 40% of students with disabilities will make AYP in ELA by meeting or exceeding AMO or by making safe harbor as measured by the sub-group proficiency on the NYS ELA exam in spring 2011</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Continue to fund a full time ELA coach</li> <li>• Purchase days with AUSSIE consultant to work with ELL and Special Education and Science teachers on implementing best practices</li> <li>• Differentiated curriculum map for the ELL and Special Education self-contained classes to allow time for direct interventions in the areas of phonics, grammar and language usage.</li> <li>• Parallel program for ELL and Special Education classes to accommodate more direct leveling of students based on ELL proficiency and reading level</li> <li>• Participation in Phase I restructuring for Special Education which includes an increase in mainstreaming for Special Ed students into general education setting</li> <li>• RTI teacher assigned to service each mini-school</li> <li>• Administer and review biweekly RTI Tier 2 assessments to determine fluidity of groups</li> <li>• Continue the practice in the social studies department to integrate ELA strategies in the content</li> <li>• Inquiry team will focus on our ESL and SWD students and instruction</li> <li>• Planning time designated either in weekly program or if teachers opt to do so during Monday Period A teacher team meetings for mainstream/parallel teachers to meet, look at data and plan</li> <li>• ELL teacher and Special Ed teachers have separate common planning meetings to discuss similar needs and issues</li> <li>• Two test preparation units will be incorporate where the teacher will re-teach the three</li> </ul>

lowest performing performance indicators as assessed by the DY0 assessments for fiction and non-fiction

- Incorporate different levels of Flocabulary/Word Up program to best suit needs of individual grade levels
- Running records will be administered via the Teacher's College reading Assessment three times each year fall, winter and spring. The assessments are now entered into an excel program which gives teachers a visual representation of progress in reading for the class. The winter administration will serve as a benchmark to gauge progress towards overall goal. Professional Development delivered at content meetings via the ELA coach will guide teachers to align planning and curriculum to address students who need to show additional growth in their reading proficiency.
- Period A (extended day) used to target intervention towards students who are not meeting proficiency on the ELA and Math State Exams, periods also used for Wilson, Just Words and classes for students who are currently repeating the year
- RTI interventionists working with targeted 6<sup>th</sup> students in need of a more phonics based approach to reading instruction called Just Words. Service is conducted during period A as well as twice weekly
- Special Ed self-contained classes have modified curriculum to accommodate use of Just Words, phonics based reading program, for those students who fell below level during screening process
- Targeted use of pre-and post unit tests as part of DY0 assessments to allow teachers the ability to see exactly which performance indicators students are not proficient in
- Focus on differentiation via content meetings and targeted planning time with the ELA coach to implement varied differentiation strategies based on DY0 results
- Monthly content meeting topics will be designed around teacher feedback and need
- Data from DY0, state assessments, baseline and teacher assessments will be gathered and analyzed as a means to design differentiation in all classrooms
- Students not meeting proficiency level will receive Tier I classroom intervention as part of three-day cycle – teachers design lessons to teach and assess performance indicator followed by a day of intervention for the students who are not proficient as a means to work in small group with more direct intervention
- SINI after-school program: target population ELLs and Special Education. Program will use AWARDS research based program utilizing technology and small group instruction
- Specific and targeted test preparation strategies will be imbedded in all lessons.
- Implement department wide use of reader's response rubric to fine-tune teacher feedback regarding student understanding of text
- Implement department wide use of standard rubrics to be used with all final portfolio

<b>SECTION VI: ACTION PLAN</b>	
<p><b>Directions:</b> 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 2009-10 school year to support the identified goal in Section VI: Action Plan.</p> <p><b>Aligning Resources, Implications for Budget, Staffing, Training, and Schedule:</b> Provide a report and fiscal resources with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities with <b>Subject/Area (where relevant):</b> _____</p>	<p>pieces to the teacher feedback regarding student writing</p> <ul style="list-style-type: none"> <li>Determine other similar schools who we can communicate with who have had more success in raising E.L.A. scores with special education and ESL students</li> </ul> <p>• Title I funding for 50% of assistant principal/instructional leader = 52,900</p> <p>• Title III allocation – see appendix 2</p> <p>• 20% of ELL students with 2yrs or more of service and 20% of students with disabilities will show an increase of 2-3 Fountas and Pinnell levels as assessed by the January running record compared to the September running record</p> <p>• Period A (extended day) used to target intervention towards students are not meeting proficiency on the ELA and Math State Exams</p> <p>• Planning time designated either in weekly program or if teachers opt to do so during Monday Period A teacher team meetings for mainstream/parallel teachers to meet, look at data and plan</p> <p>• 20% of ELL students with 2yrs or more of service and 20% of students with disabilities will show an increase in performance level on two indicators from the first DY0 unit test to the second DY0 unit test</p> <p>• Participation in Phase 1 restructuring for Special Education which includes an increase in mainstreaming for Special Ed students into general education setting</p> <p>• 20% of ELL students with 2yrs or more of service will show improvement in NYSESLAT</p> <p>• Formative and Summative Assessments will be administered via the DY0</p> <p>• level when comparing the June NYSESLAT score to the ELL predictive exam</p> <p>• A writing assessment component will be incorporated and journal entries/portfolios to measure student growth.</p> <p>• The February Simulation Assessment will serve as a benchmark to gauge progress towards overall goal.</p> <p>• Professional Development delivered at content meetings via lead teachers/Math Coach will guide teachers to align planning and curriculum to address students who need to show additional growth in their Math levels.</p> <p>• Period A (extended day) used to target intervention towards all level one and hold overs in all grades for Math.</p> <p>• Targeted use of pre-and post unit tests as part of DY0 assessments to allow teachers ability to see exactly which standards students are not proficient in</p> <p>• Focus on differentiation (tiering) via content meetings and targeted planning time with the Math coach to implement varied differentiation strategies</p>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>40% of ELL students and 40% of students with disabilities will make AYP in math by meeting or exceeding AMO or by achieving safe harbor as measured by the sub-group proficiency on the NYS Math exam in Spring 2011</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>• SINI After-school program for ELLs Special Education: 9 teachers @ 2hrs. x 20 weeks = 17,927</p> <p>• NYSTL funds used to purchase low level/high interest as well as higher level currently popular library books = 6,000</p> <p>• Just Words Materials = NYSTL 1,200</p>

	<ul style="list-style-type: none"> <li>• Monthly content meetings will focus on curriculum units, analyzing data, planning for differentiation, looking at students' work and developing protocols for meaningful feedback to students.</li> <li>• Focus group researching the use of 'tiering' to target instruction to meet needs of all students</li> <li>• Data from DY0, state assessments, baseline and teacher assessments will be gathered and analyzed as a means to design differentiation in all classrooms</li> <li>• Inquiry team focus will be to support Period A (extended time), special education and ELL students</li> <li>• Increase in the use of RAFT for math response journals</li> <li>• Students not making a year progress or who showed decline will receive Tier I classroom intervention</li> <li>• Specific and targeted test preparation strategies will be imbedded in all lessons.</li> <li>• Continue to enhance the curriculum by developing Units of Study that are project based with the support of Salvadori Program and NFTE.</li> <li>• Purchase additional mathematics materials to enhance our technology integration in all Math classrooms.</li> <li>• Determine other similar schools who we can communicate with who have had more success in raising math scores with special education and ELL students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Math coach: Title 1= 94,959</li> <li>• Inquiry Team: Children 1<sup>st</sup> Inquiry Team= Supervisor 1,098 and teacher 6,003</li> <li>• SINI After-school program for ELLs Special Education: 9 teachers @ 2hrs. x 20 weeks = 17,927</li> <li>• NYSTL funds used to purchase math materials = 5000</li> <li>• Title I funding for 50% of assistant principal/instructional leader=52,900</li> <li>• Title III allocation = see appendix 2</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 20% of ELL students and 20% of students with disabilities will show an increase in performance level on two performance indicators from the baseline math assessment to the midline math assessment</li> <li>• 20% of ELL students and 20% of students with disabilities will show an increase in performance level on two indicators from the first DY0 unit test to the second DY0 unit test</li> </ul>

**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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Environment/Parental Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Reduce the number of level 1 and 2 infractions by 15% as evidenced by the On-line Occurrence Reporting System (OORS)</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Implement the PBIS system (Positive Behavior Intervention Service). PBIS is a school wide proactive approach for creating and maintaining safe and effective learning environments in school.</li> <li>• Train all staff in PBIS and distribution of “starbucks” to students</li> <li>• On a monthly basis deans and administration will review OORS and SWIS (School-Wide Information System) reports to analyze and look for patterns where occurrences increase and brainstorm ways to support students/teachers</li> <li>• Share results of OORS and SWIS with staff to reinforce any areas that need to be reviewed</li> <li>• Open a school “starbuck” store so students can use their “money” to purchase incentives</li> <li>• Hold monthly grade assemblies to celebrate and acknowledge the class/students with the most “starbucks”</li> <li>• Continuously acknowledge the positive behavior of students with “starbucks”</li> <li>• Continuously review the PBIS matrix to reinforce STAR behavior.</li> <li>• Meet monthly with PBIS team to discuss successes and needs for full implementation of PBIS</li> <li>• Attend meetings sponsored by the Network for PBIS implementation support and share with staff</li> <li>• Implement parent component of the program beginning with understanding of PBIS moving to distribution of “starbucks” at home</li> <li>• Hold workshops for parents on PBIS as well as any other areas of need including</li> </ul>

	<p>monthly workshops on varied curriculum areas so parents know what students are learning and understand teacher expectations</p> <ul style="list-style-type: none"> <li>• Implement Question and Answer meeting with parents and administration every other month to increase home-school communication</li> <li>• Parent coordinator and PA will set calendar of workshops monthly based on parent need and interest</li> <li>• Involve PA and SLT in decision making regarding PBIS and raising parent involvement</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Many items in the “starbucks” store were received gratis from varied donors including Big Apple fundraising and local merchants</li> <li>• Parent Workshops – Title I 1% set-aside for parent involvement</li> <li>• SLT stipends – 3,000 FSF</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Monthly decrease of 10% in the number of level 1 and 2 incidents as compared to month by month analysis from 2009-2010 school year</li> <li>• Decrease in the number of incidents particular students have logged in OORS or SWIS by 10 % as evidenced by January review of OORS and SWIS</li> <li>• Increased number of classes honored at monthly grade meetings by at least one class per month across the school year</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	180	142	180	180	25	2	10	190
7	238	195	238	238	25	2	12	220
8	229	168	229	229	40	4	13	280
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Period A (Extended Day): small group, test sophistication based on strategy area needed, weekly assessments, 3 times a week every other week</li> <li>• Wilson: small group, intensive intervention with beginning level readers 5 times a week</li> <li>• After-school program 8 students per class, nine classes, targeting level 1 &amp; 2 ELLs and Special Education students (pending SINI funding)</li> <li>• TIER I classroom teacher: small groups 1-2 times a week in classroom for 20 minutes</li> <li>• Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction</li> <li>• ESL: Differentiated instruction within ESL periods</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Period A (Extended Day): small group, test sophistication based on strategy area needed, weekly assessments, 3 times a week every other week</li> <li>• Tier I classroom teacher: small groups 1-2 times a week in classroom for 20 minutes</li> <li>• Differentiated instruction where applicable, based on student need, tier lessons to scaffold instruction</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Science AIS will incorporate Differentiated Instruction practices</li> <li>• Infusion of ELA strategies including RAFT and strategy incorporation related to ELA curriculum map</li> <li>• Content area teacher accesses data for their Level 1 &amp; 2 students using ARIS- communicates with math and ELA teacher regarding current assessments and skill area needs</li> <li>• Construction of lesson plans that are tiered to the low, middle, and high end students in each class.</li> <li>• Teachers plan lessons that describe teaching strategies and activities for these groups.</li> <li>• Tiered assessments to measure student growth and progress</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Social Studies intervention will move toward the incorporation of Differentiated Instruction practices acquired in our staff Professional Development sessions.</li> <li>• Administer Learning Style Inventory for each student with data kept in student portfolios.</li> <li>• Teachers to use ARIS data to identify low-level and high-level groups in each class.</li> <li>• Formation of intervention groups using the ARIS data.</li> <li>• Construction of lesson plans that are tiered to the low, middle, and high end students in each</li> </ul>

	<p>class.</p> <ul style="list-style-type: none"> <li>• Teachers plan lessons that describe teaching strategies and activities for these groups.</li> <li>• Tiered assessments to measure student growth and progress</li> <li>• Strategies and activities influenced and driven using the performance data from ARIS and the Learning Style data from the student survey.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	4 guidance counselors each have 5-7 at-risk groups seen once or twice a week Sapis worker has 5 at risk groups seen once a week
<b>At-risk Services Provided by the School Psychologist:</b>	Sees individual students based on area of need one time a week. Rotates students frequently
<b>At-risk Services Provided by the Social Worker:</b>	Montefiore provides services to students once a week or perhaps every other week. Sees parents as part of intervention
<b>At-risk Health-related Services:</b>	Montefiore clinic provides immunizations, physicals, asthma control among other services

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – see attachment.**

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**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<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> \_      Number of Students to be Served:     100     LEP      Non-LEP

Number of Teachers     7          Other Staff (Specify)     1 Supervisor & 1 AUSSIE Consultant    

**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.

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**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.

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**Our teachers of English Language Learners will receive school based professional development provided through the content meetings and ELA/Math coaches in our building. Our AUSSIE Consultant will also work with our teachers to increase academic achievement through content and language instruction. Our AUSSIE Consultant will work an additional two sessions to work solely with our ELL population and teachers. These sessions will assist in identifying high standards of instruction and ESL strategies to improve our students’ progress and increase the percentage of our students meeting and exceeding standards. Workshops and training sessions offered by our network and BETAC will be highly recommended to our teachers to attend and turn-key the information presented and taught at these workshops. Our RTI provider assigned to work with our ELLs will also participate in trainings offered by our network during this phase 1 stage of RTI services.**

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

Grade Level(s) 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Number of Students to be Served: 100 LEP \_\_\_\_\_ Non-LEP

Number of Teachers 7 Other Staff (Specify) Assistant Principal

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**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.

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**Middle School 45 located in the Belmont area of the Bronx. We offer both transitional bilingual**  
TEMPLATE - MAY 2010

classes and ESL classes for our students in grades sixth through eighth for our English Language Learners. We currently have approximately 200 ELLs in our building. Our school is divided into Academies and two of our Academies house most of our ELL students. Our Aurora Academy is an honors bilingual/bi-cultural academy and the World Academy is the other academy that provides academic services to the majority of our ELL population.

Our Title III program is entitled ELL Academy and it will provide academic services for an after-school program consisting of six (6) different groups that meet twice a week for an hour (1) totaling two hours per week. The after school services begin in November and run until the end of May totaling 50 sessions. Our targeted population is divided into six (6) distinct groups with differentiated objectives and goals.

Group # 1 - New Arrivals Across the Grades -

This group consists of approximately 15 students at the beginning level and new comers of L2 acquisition. This group is lead by a certified ESL teacher who uses ESL methodologies in this small group setting to develop students' language skills and build vocabulary. The students build vocabulary skills and listening skills. Students use puppet making, role play and other proven ESL strategies and techniques to develop language skills. Students' will use the Reluctant Readers Libraries and activities in Preparing for the NYSESLAT as well as teacher created and directed instructional approach. Here we provide services for our new arrivals in a small group promoting language development by creating a risk-free environment for the students. Our first objective is to provide them with oral language skills that will allow them to communicate with each other and with the academic content they are experiencing here in middle school.

We want to develop students' language skills and build vocabulary by following a strong literacy building and vocabulary building structure. One of the two days this group will work using the Preparing for the NYSESLAT students' workbooks and leveled instructional materials appropriate for students' language ability. The second day this group meets they will work on increasing comprehension of second language and building vocabulary. The ESL teacher works on dialogs, read aloud and uses the listening center and other hands on interactions for these students. Headphones for use on the students' computers and or laptops will be purchased to support a variety of listening activities through news broadcast, targeted radio programs, as well as books on CD and other types of audio texts. Students will use this approach for responses to listening and a starting point for student creative dialog and oratory practice.

A close examination of our student population has demonstrated the need to provide supplemental support to our newly enrolled and beginning level students in order to have a defined impact on their academic progress and second language acquisition.

Group # 2- This group of students is from our 8<sup>th</sup> grade bilingual class and our 7<sup>th</sup> grade ELL class. This group is a group of approximately 15 - 20 students who meet with a certified bilingual math teacher for a total of 50 sessions meeting twice weekly for 1 hour per session. This population of students comes from our only general education bilingual class and our 7<sup>th</sup> grade ELL class in our day school thus having the largest amount of newly enrolled students. Formal and informal assessment as well as school-wide data has informed us of the need for these students within this category to improve on basic content skills due to their below grade level skills. In order to succeed in New York State Mathematical Curriculum and standards as well as the state exam they all face, they will work in small groups and individually with the teacher to identify academic needs and develop a plan of action to increase content ability with increased time on task and build basic skills to grade appropriate level.

Group # 3a & b - This is a group of approximately 25 students from across the grade levels and language acquisition levels working with a content specialist in Science and a fully certified ESL teacher again twice a week for 1 hour totaling two hours weekly for 50 sessions. This group consists of sub-groups due to the two teachers that are working with this population of students. Both teachers work concurrently with this group on project based learning activities used to promote content and language skills through the use of oral and written language using the four modalities of listening, speaking, reading and writing. The content teacher creates and works with this group of students by using a project based approach that includes the use of mathematical and science formulas and the ESL teacher supports the learning and instruction through the writing and reading comprehension component. This hands-on approach not only provides our students with a rigorous differentiated program it also allows our students to work on content rich projects that allow them to work and think independently as well as in small groups to create and design an idea or object. This work offers our students the opportunity to develop language skills that include speaking, listening, reading and writing skills. These are academic and social abilities and skills that are age appropriate and promote language skills. The skills that are sharpened through these activities will also assist our students' progress in the NYSESLAT assessment given yearly to all ELLs until they reach a proficient level on this assessment. Oral language skills and academic vocabulary is a natural ability that is

fostered by working in this balance literacy approach to language development. Teachers model expectations of language through read alouds and modeling writing. This approach allows this group to build skills needed in preparation for ELA exam, and the four modalities of the NYSESLAT.

Group # 4 - A fourth group meets with a bilingual math certified teacher again across grade levels providing differentiated assignments and activities to provide a more intense but inviting math program that will focus on bringing our bilingual and ESL students to grade level as well as provide attention to those newly arrived that are not showing previous academic success in mathematics. This program includes the development of academic language in the native language as well as in English but it allows students to continue their academic progress in their native language. In this way students can continue to demonstrate comprehension and ability and feel empowered by their first language ability.

Group # 5 -Saturday Academy: The Saturday Academy will house 30 ELLs and will meet for 3 hours from 9:00a.m. to 12:00 p.m. A certified ESL or bilingual teacher will provide the services. This group will be dedicated to 8<sup>th</sup> graders and its main purpose and focus will be to assist and provide additional time for these students to prepare for the state exams in Science and Social Studies given annually to 8<sup>th</sup> graders. This will take place implementing a Saturday Academy for 8<sup>th</sup> grade ELLs with content area teachers providing the services. We would schedule to meet for three Saturdays each one for two hours of instruction and test prep for these contents. 8<sup>th</sup> graders will also need assistance in preparing portfolios and or exit projects that will be part of the promotional criteria in these contents. Data has demonstrated that our ELLs need to gain greater academic language and vocabulary in order to succeed in these contents. Modification in time for these state exams has not proven to be enough to ensure that our ELLs perform at grade level therefore learning from the data of past state exams we would like to extended services to our 8<sup>th</sup> grade ELLs

**Group # 6 - Regent Math for ELLs**

A group of 12 - 15 8<sup>th</sup> graders identified for advanced math instruction and the opportunity to secure high school credit with a passing grade for the Math Regent in June 2010. We have identified the potential throughout our school of former and current ELLs with the ability to secure a passing score on the New York State Math Regent. Our school has always provided instruction for a class of approximately 30 students in advanced math but never within our ELL mini school. We want to provide our ELL students demonstrating the ability to take this exam with additional assistance in instruction and test readiness with our Title III after school program. A certified middle school math teacher and a certified ESL teacher will

provide the ELL students with the support in language acquisition and comprehension as well as the math skills needed to attain a passing regent exam grade. Both teachers will use this small group to familiarize our target students with experience and confidence with the language found within the regent exam and the mathematical calculations.

**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.

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Staff of our ELL students which include content and ESL teachers will meet as an academy during mini school common meeting times and study groups will be conducted using Margarita Calderon’s 7 step program to increase awareness of effective proven research based strategies to promote language acquisition across all levels of Ell students. Literacy content meetings will include the needs of our Ells in our building and discussion will begin to examine the incorporation of oral language and promoting more use of ESL strategies in all our classrooms in order to increase literacy skills that include listening, reading, speaking and writing. Our literacy coach has been examining and participating in professional development opportunities through the Fordham University BETAC program and this training has increased her awareness and knowledge base of the needs of ELL teachers and students. She has also gained first hand experience of what teachers face in their literacy or ESL class of multiple language abilities and levels. Our literacy coach is conducting small group instruction with our ELL students and her instructional time is being used as a forum to invite teachers to experience and watch demonstration of guided reading lessons, writing lessons as well as listening lessons with this population. The group of teachers available to sit in during this time is then invited to visit and experience similar lessons or small group instruction given by a certified ESL teacher. This model allows for us to provide professional development for our ESL and ELA teachers teaching our ELL students. ESL providers will also conduct informational sessions for language arts teachers on how to interpret NYSESLAT scores and how students receive their final performance level using the NYSESLAT. Title III funds will be used to purchase five sessions of professional development via the new AUSSIE consultant, **Berit Gordon**. The consultant will work closely with ELL supervisor, individual teachers and literacy coach to establish lab sites for inter-visitation by our staff and a study on effective Ell strategies. **She will also conduct sessions after school for our Title III program to evaluate the effectiveness of our after school program.** Using this Aussie consultant will assist ELL supervisor in identifying best practices and improving delivery of instruction. This training and increase awareness will allow ELL supervisor to continue the work during the afterschool program with the afterschool ELL Academy Program. ESL and Bilingual teachers will be the main target as well as ELA teachers as ESL strategies have been proven as effective strategies in all classrooms. **The state has identified our ELL population as a target group due to the fact that we did not meet AYP**

therefore our after school Title III program's work with our AUSSIE consultant and our students will address this area in need of improvement.

School: Thomas C. Giordano MS 45x BEDS Code: 10X045

Title III LEP Program  
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	<b>\$21,888.92</b>	<p><b>After School Program</b> for 60 6<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup> grade ELL Students: Per Session:  <b>November</b> through May, <b>Wednesday &amp; Thursdays</b>, 50 days, <b>1 hr.</b> per day            1 Supervisor: <b>50hrs</b> x \$52.21= <b>\$2,610.50</b>  <b>7 Teachers: 350hrs</b> x \$49.89=<b>\$17461.50</b></p> <p><b>Saturday Program</b> for ELL Students:            Per Session: 3 days, 3 hrs. per day            1 Supervisor: 9 hrs. x \$52.21= \$469.89            3 Teachers: 27 hrs. x \$49.89= \$1,347.03</p>
Purchased services	<b>\$ 2,300.00</b>	<p>Outside Consultant - A.U.S.S.I.E.  <b>Berit Gordon</b> for <b>two</b> days @ \$1,150.00 per day to work on ELL curricula enhancements with Bilingual and ESL Teachers and the ELL supervisor</p>
Supplies and materials	<b>\$ 4,726.08</b>	<p><b>8 ½ x 14" Copy paper for published writing pieces. \$51.25/Cartron x 4 = \$205.00</b></p>

		<p><b>Photography paper for the documentation of instructional activities. 4" X 6"</b>  <b>\$50.38/package x 2 = \$100.76</b>  <b>8 ½" x 11" \$107.04 x 2 = \$214.08</b>  <b>Printer Ink for printing writing pieces and photos. \$250.00</b>  <b>Head Phones for Computer Programs @ \$3.26 x 100 = \$326.00</b>  <b>Alcohol Prep Pads @ \$1.29/pkg x 10 = \$12.90</b>  <b>6 First Aid Kits @ \$14.99 = \$89.94</b>  <b>Lee &amp; Low BeBop Reluctant Readers Level Library \$3242.90</b>  <b>Book Bins for leveled libraries @ \$28.45/set x 10 = \$284.50</b></p>
<b>Other</b>	<b>\$ 1,485.00</b>	<p><b>Teacher Resources: Preparing for NYSESLAT from Attanasio. 3 kits @ \$495.00.</b>  <b>Student Differentiated Instructional Resources for the after school ELL program and leveled assessment for ELLs.</b></p>
<b>TOTAL</b>	<b>\$ 30,400.00</b>	

### **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**

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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.  
*Home language surveys are reviewed, teachers are consulted for information regarding homeroom classes and a listing is made of any families that need translation in a language other than English or Spanish.*
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.  
*In terms of our translation needs, they are minimal in that we have adequate personnel to translate for our Spanish speaking parents. In addition those families that do not speak English or Spanish typically bring a family member to translate. If they were unable to do so then we would access resources at the district level to ensure open lines of communication.*

#### **Part B: Strategies and Activities**

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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.  
*Translation services will be provided by in-house personnel as well as Department of Education Translation Service department.*
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.  
*Whenever possible interpretation services will be provided by in-house staff and the services of DOE translation services will also be sought and used when necessary.*
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>.  
*Parent notifications will be translated in Spanish and when necessary translation versions will be requested from DOE translation services. At times we are able to use templates available on the DOE website that are already translated.*

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	975,330	356,797	1,332,127
2. Enter the anticipated 1% set-aside for Parent Involvement:	9753	3567	13,320
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	48,766	*	
4. Enter the anticipated 10% set-aside for Professional Development:	97,533	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 85%
6. If the percentage of high quality teachers during 2010-2011 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.  
*For any teachers that are working on their certification we do whatever we can to help them become highly certified. We urge teachers to continue their professional growth. We constantly look at and reevaluate scheduling changes which would enable us to use certified teachers in the areas they are certified. We seek out teachers that are highly qualified and only hire those that are unless we are in an extreme circumstance and no other choice can be made.*

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## Parental Involvement Policy

### PART I. GENERAL EXPECTATIONS

Middle School 45 agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

*(A) that parents play an integral role in assisting their child’s learning;*

*(B) that parents are encouraged to be actively involved in their child’s education at school;*

*(C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Middle School 45 will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA: Parents Association meetings, SLT meetings.
  2. Middle School 45 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents Association meetings, SLT meetings.
  3. Middle School 45 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: We will use our parent coordinator and district liaisons to reach out to parents. We will use school surveys to understand what obstacles keep parents from being further involved and then work to overcome these obstacles.
  4. Middle School 45 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Parent teacher conferences, PA meetings, by: We will use our parent coordinator and district liaisons to reach out to parents. We will use school surveys to understand what obstacles keep parents from being further involved and then work to overcome these obstacles.
  5. Middle School 45 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
1. Middle School 45 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 

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      - the State's academic content standards,
      - the State's student academic achievement standards,
      - the State and local academic assessments including alternate assessments,
      - the requirements of Part A,
      - how to monitor their child's progress, and

- how to work with educators:
- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: The parent coordinator will establish bi-monthly parent workshops to address areas of need. He will involve outside agencies when necessary.
  - C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Incorporating in our opening Professional Development in September strategies for involving parents with our entire staff.
  - D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: sending flyers, making phone calls, interfacing with parents when they enter our building.
  - E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: we will administer a parent language survey for new registrants and utilize DOE Central staff to translate when needed.

**PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

NOTE: The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

\* \* \* \* \*

**PART IV. ADOPTION**

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by its approval..

This policy was adopted by Middle School 45 on 09-10-09 and will be in effect for the period of 2010-2011 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010.

\_\_\_\_\_  
*(Signature of Authorized Official)*

\_\_\_\_\_  
*(Date)*

**SCHOOL-PARENT COMPACT**

*Middle School 45 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards.*

*This school-parent compact is in effect during school year 2010-2011.*

## **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

**Middle School 45 will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*We will hire highly qualified teachers who will receive extensive professional development. We will make cross-curricular connections and continually reassess our curriculum. We will use varied assessments and use these assessments to impact instruction. We will employ varied Professional Development techniques that will meet the needs of our teachers. We will incorporate parent involvement so that parents become integral parts of our daily school life. We will seek to expand resources to outside agencies to offer our students a more varied and rich learning experience where we will help them to grow socially and emotionally as well as academically.*

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

*Twice a year once in November and once in February*

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

*Progress reports mid-quarter  
Parent-teacher conference in November and February*

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

*Parents can call school to schedule meetings whenever the teacher is available. Q and A session with administration every other month.*

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

*Parents are welcome to observe any time after they make an appointment. Opportunities to volunteer include PA meetings, the Scholastic Book Fair, fundraising events and assemblies.*

### **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*



## **OPTIONAL ADDITIONAL PROVISIONS**

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

### **Additional Required School Responsibilities**

Middle School 45 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

### **Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Middle School 45 will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School	Parent(s)	Student
Date	Date	Date

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

### 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 pages 10-16 – Needs Assessment*

2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

*See Action Plan #1, #2, #3 Pages 18-24*

3. Instruction by highly qualified staff.

*For any teachers that are working on their certification we do whatever we can to help them become highly certified. We urge teachers to continue their professional growth. We constantly look at and reevaluate scheduling changes which would enable us to use certified teachers in the areas they are certified. We seek out teachers that are highly qualified and only hire those that are unless we are in an extreme circumstance and no other choice can be made.*

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.

- *Teachers will set meaningful goals and receive feedback on goals and progress throughout year as part of informal/formal observation process*
- *Informal snapshots and formal observations will be used to maintain a high quality of teaching with all teachers receiving an informal observation and lesson plan check no less than every third week, decisions to be made on next steps in collaboration with teacher in need but could be: inter-visitation with other teacher, weekly planning sessions with coach or AP, outside professional development including that for Special Education and ELL teachers (Wilson, BETAC) teachers in need of these interventions will work with coach/AP on improvement in area of need for anywhere from 2-6 weeks, reevaluation of needs will be conducted at that point*
- *Monthly content meetings in major content areas*
- *Principal, Assistant Principal will attend PD from Network Staff*

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

*We actively canvas local universities including Fordham, Manhattan and Mt Saint Vincent.*

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

*See Parent Involvement Policy and School-Parent Compact Pages 32-41*

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.

*We hold monthly curriculum Team meetings with a member from core content areas represented. Monthly content meetings occur where this information is shared. Teachers are invited to join SLT and to be part of the curriculum revision process at year's end. Participation on the inquiry team is open as is the UFT consultation committee.*

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.

*Plan #1 #2, #3 Pages 18-24*

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.

*See Aligning Resources: Implications for Budget, Staffing/Training, and Schedule for Action Plan's # 1, 2, 3 Pages 18-24*

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are	Amount Contributed	Check (✓) in the left column below to verify that
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			975,330	X	18-24
Title I, Part A (ARRA)	Federal	X			356,797	X	18-24
Title II, Part A	Federal						18-24
Title III, Part A	Federal	X			30,400	X	18-24
Title IV	Federal	X			71,723	X	18-24
IDEA	Federal	X			110,553	X	18-24
Tax Levy	Local	X			4,179,934	X	18-24

#### 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.

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

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

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

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

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

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

**NCLB/SED Status:** Restructuring Year 1      **SURR<sup>3</sup> 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.

*See pages 10-16 – Needs Assessment*

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.

*Plan #1 #2, #3 Pages 18-24*

### **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.

*Funding of full time ELA and Math coach. 28 days for AUSSIE consultant – who will work directly with ELL and Special Education teachers in the ELA department*

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

*All new teachers have buddy teacher in the mini-school and content area. All new teachers are mentored by a coach or lead teacher. We believe in a model where the teacher-mentor meet, observe or co-teach in class and debrief.*

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.
  - *In consultation with SLT and parent coordinator the school will disseminate the school report card at September PA meeting and Open School Night. A translator for Spanish speaking parents will be available and it will be noted if any parents need translation in another language. If so we will contact the Language Translation Services to acquire proper translation.*
  - *Workshop sponsored by PA on how to understand the school report card*
  - *Instruct teachers to address and answer questions regarding accountability status*
  - *A letter describing accountability status will be sent to parents in the appropriate language as designated in ATS*



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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **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.)  
*23 students are in temporary housing*
2. Please describe the services you are planning to provide to the STH population.
  - *STH are identified by AIMS department*
  - *Students are referred for counseling if need arises*
  - *Parents are offered workshop opportunities to increase parent involvement*
  - *Support will be given in the form of school supplies or transportation funds if needed*

### **Part B: FOR NON-TITLE I SCHOOLS**

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



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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Thomas C. Giordano Middle School 45					
<b>District:</b>	10	<b>DBN:</b>	10X045	<b>School</b>		321000010045

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.0	92.2	91.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	313	344	316				
Grade 7	336	345	355				
Grade 8	377	326	342				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	4	1	1				
<b>Total</b>	<b>1030</b>	<b>1016</b>	<b>1014</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.7	95.7	94.3

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	81.7	88.0	92.2

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	18	124	50

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	46	40	10

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	102	94	91	Principal Suspensions	91	133	119
# in Collaborative Team Teaching (CTT) Classes	26	30	22	Superintendent Suspensions	41	59	58
Number all others	79	79	88				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	73	36	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	113	147	TBD	Number of Teachers	84	89	85
# ELLs with IEPs	20	78	TBD	Number of Administrators and Other Professionals	16	16	13

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	3	5

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
	11	6	54	% fully licensed & permanently assigned to this school	98.8	98.9	96.0
				% more than 2 years teaching in this school	64.3	62.9	76.5
				% more than 5 years teaching anywhere	53.6	55.1	61.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	72.0	81.2
American Indian or Alaska Native	0.5	0.2	0.1	% core classes taught by "highly qualified" teachers	82.8	98.5	86.2
Black or African American	14.2	14.6	14.0				
Hispanic or Latino	78.3	78.5	79.9				
Asian or Native Hawaiian/Other Pacific	2.3	2.2	1.7				
White	4.7	4.1	4.3				
<b>Male</b>	51.7	51.8	52.0				
<b>Female</b>	48.3	48.2	48.0				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### 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				v	
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	X	v					
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	34.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 109</b>	District <b>10</b>	School Number <b>045</b>	School Name <b>Middle School 45</b>
Principal <b>Ms. Annamaria V. Giordano</b>		Assistant Principal <b>Mrs. Noemi Alvarez</b>	
Coach <b>Ms. Tara Lohr-Bringley</b>		Coach <b>Mrs. Elvia Nunez</b>	
Teacher/Subject Area <b>Ms. Kelli Fitzgerald - Testing</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>Gordana Micovic - ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Irina Fonfa - ESL</b>		Parent Coordinator <b>Mr. Carlos Perez</b>	
Related Service Provider <b>Mr. Cesar Solis</b>		Other <b>type here</b>	
Network Leader <b>Ms. Maria Quail</b>		Other <b>type here</b>	

### 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	<b>8</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>2</b>

### C. School Demographics

Total Number of Students in School	<b>1018</b>	Total Number of ELLs	<b>201</b>	ELLs as Share of Total Student Population (%)	<b>19.74%</b>
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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. The identification process used at Middle School 45 to identify possible ELL students begins with the administration of the home language survey to parents in their native language at time of registration. According to the answers of the questions in that survey a brief interview is conducted by the ESL teacher, Ms. Micovic, ELL supervisor, Mrs. Noemi Alvarez or testing coordinator, Ms. Kellie Fitzgerald, of the parent and the student. If necessary DOE translators are used or staff members or parents that speak the native language of the student being registered. If such survey and or interview indicate that the student should be tested then the student is assessed using the LAB – R. The determination to administer the LAB -R is reached based on the answers on the HLIS. The LAB - R is administered by our ESL teacher. The results of this assessment will determine if the child is in need of required ELL services. If the student or student's family speak Spanish then the Spanish LAB is administered. The Spanish LAB is only given once in a student's academic experience. The parent is then shown the video outlining the three language programs offered in New York City and the parent is given a parent choice document where the parent enters his preference of a Transitional Bilingual Program, Dual Language Program or an ESL Program. Parent is then informed of the types of placements offered at our school and the student is then placed accordingly. If the parent request a setting/program different from ones offered in our school building then the parent is informed of their rights to choice such program and the parent is advised that when we attain fifteen students in two or more consecutive grades whose parents request the same program than our school would look to open said program. Parent and students are also informed that the assessment tool used by our state is the NYSESLAT given annually to measure acquired second language and it is administered until the student reaches a proficiency level. Parents are notified annually of the progress of their children.

2. Our parents are informed and kept abreast of programs available for ELL students via our ELL supervisor, Mrs. Noemi Alvarez who conducts meetings with parents of ELLs to inform parents of available programs, services and the mandates provided to our students to promote second language acquisition. Our parent coordinator, Mr. Carlos Perez also informs parents of their rights and assist parents in becoming familiar with available programs and opportunities for their children. Our parent coordinator also serves as an advocate for our parents in all academic aspects of the student's education.

3. Entitlement letters are completed and presented to parents at time of registration after the student is assessed with the LAB-R and parents are requested to review and ask any questions with regards to the letter. Then parents are asked to sign and return letter the day of signing. The parent is provided with a copy of the entitlement letter. If a parent chose not to complete while present in our school a parent is informed of their right to return letter in a timely manner to the school in order to protect their right of choice. The parent is informed that if the entitlement letter is not returned and on file in our school the program of service would then become the TBE setting. Parents are informed of this right and of the consequences of not following through with the expectation of returning letter to our school.

4. In order to ensure proper placement of our ELL students parents are informed of the programs available at our school and research data is discussed with parents informing them of the facts that indicate that English Language Learners attain higher success rates with regards to academic performance and graduation rates in Dual Language Programs and that research shows that following a Dual Language Program the Traditional Bilingual Program is the next program choice where students attain greater academic achievement. Parents are also informed of the programs available in our school building but if their program selection is not available at our school parents are also informed of their rights to seek the program of their liking for their children even and including if that means that parent will search elsewhere for their preference. The law provides them with the choice to seek out the program of their liking.

5. In the last three years approximately 50% of our parents have overwhelmingly selected a TBE program for their children. Fortunately for us we do still have a TBE in Spanish at our school and the greater majority of our parents and students speak Spanish.

6. Data has shown us that the greater influx of Spanish speaking students come from our 8th graders therefore our TBE program is offered for that grade level. This year our current 7th grade class showed a great increased of enrollment and while many parents would have preferred to have their children enter into a TBE program the new arrivals did not share a common language therefore most of these students opted into an ESL setting as opposed to a TBE in their native language.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							12	7	23					42
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							20	28	17					65
<b>Push-In</b>							6	9	11					26
<b>Total</b>	0	0	0	0	0	0	38	44	51	0	0	0	0	133

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	194	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	50
SIFE	18	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	67

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	
<b>TBE</b>	13		3			4			14	13
<b>Dual Language</b>										0
<b>ESL</b>	24			2			33			59
<b>Total</b>	37	0	3	2	0	4	33	0	14	72

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							12	7	19					38
Chinese														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>7</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	13	1					30
Chinese														0
Russian														0
Bengali							1	1						2
Urdu														0
Arabic							1	3	1					5
Haitian														0
French								4	1					5
Korean														0
Punjabi														0
Polish														0
Albanian							1							1
Other							1	3						4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>24</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47</b>

## 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.

**Instructional Program**

1. A. - Our instructional program is delivered in 45 minute period over 8 periods in an instructional day. Our 6th through 8th graders follow a departmentalized program where they receive instruction from content specialist. Our program follows the model of the state mandated minutes for ELA and ESL as well as NLA for our TBE programs. Students receive the mandated minutes of instruction in these

contents. Our beginning level ELLS receive a total of 560 minutes of ESL and our intermediate level ELLS receive ESL for a total of 360 minutes per week. Our advanced level ELLS receive a total of 180 minutes weekly and 180 minutes in ELA. Our students enrolled in our GE TBE program and our Bilingual Special Education Students receive a total of 180 minutes in NLA. Our Our sixth graders both GE and Special Education students are provided instruction by ESL certified teachers in order to comply with compliance mandates of BESIS. 6th graders in our ELL classes travel the entire day as a group from content to content provided by certified bilingual and ESL teachers. Students requiring ELA based on their proficiency level measured by the NYSESLAT receive the mandated ELA minutes while beginners receive more ESL services. Our special needs 6th through 8th grade follow a TBE SE program. These three classes receive their mandated services of ELA, ESL and NLA from certified teachers also following a departmentalized program that keeps the students together within a grade and class for their entire academic day.

B - Our ELL students that are registered within the general education classes are provided with ESL services using a push-in model. Our ESL teachers schedule the mandated services of ESL pushing-in with other content teachers for the required 180 or 360 minutes depending on the students' proficiency level. In this model students do not miss their content area instruction and they have the support of an ESL specialist providing language development support and scaffolding to promote language and content achievement.

This school year (2010 -2011) our 7th and 8th grade ELLs are receiving the mandated services using a parallel program setting that allows for the students to be grouped across inter-grade levels using their proficiency levels to provided instruction according to L2 levels. One group provides services to beginners and intermediate students while second group provides services to the high level intermediate and advanced students. Our third group provides language acquisition services and instruction to the advanced /proficient group of students. We hope to have a greater impact on student achievement and performance using this parallel model of instruction for our 7th and 8th graders.

2 – We have looked to fill vacancies for the ELL population by certified educators and we have strongly encouraged those teachers missing a bilingual extension or ESL certification to take the necessary steps to attain and achieve such certification. We have used our Highly Qualified funds to assist teachers in their continued education and certification. Last year we were very proud of five teachers taking the ESL content exam and succeeding in adding this to their current professional accomplishments. We also use the services of human resource department in our network and the UFT specialist to identify areas of compliance in terms of licensing. Our staff members working with the ELLs are trained through network workshops, BETAC workshops and in-house study groups that review and plan for the mandated minutes of instruction for ESL/ELA as well as the mandated NLA for our bilingual population. Our school programmer also implements the required minutes of instruction based on level of proficiency during programming. Our ESL provides that provide mandated services to those ELLs in the general population create their program according to the required number of minutes to serve the ELLs in these groups accordingly. In reviewing and examining their programs you would see that for some classes they are pushing in four times a week at 45 minute intervals in order to provide the mandated 180 minutes of study for those in the advanced level. You would also see double periods in their program that equals the 360 minutes of instruction mandated for the beginners and intermediate level students.

2A – Our TBE classes receive their math instruction in their native language for Spanish speakers, until the students have reached two years in an English language school or have attained advanced level of L2. As students' level of proficiency increase the minutes of instruction in English also increases following the mandates of CR Part 154. Students in our TBE programs receive a minimal of 180 minutes per week in their Native Language of Spanish and our beginners (newly arrived) receive up to a 450 minutes a week in their native language (Spanish). Students in our TBE programs receive daily instructional periods of Native Language Arts.

3. All instruction across content areas are delivered to our ELL students according to language proficiency in their native language, years of service and level of proficiency in L2 and program selection and participation; therefore students in our TBE program design do receive their instruction in Math, Science and Social Students in their native Spanish language until they have attained proficiency in L2 at which point we follow the instructional model outlined in CR Part 154. Our students in our ELL classes receive instruction in English. Instruction is delivered using ESL strategies and techniques such as the use of pictures, realia, small group instruction, RTI services, technology via smart board use, centos, tablets, computers, laptops, listening centers, level libraries in L1 and L2 and instruction is provided by trained ESL and Bilingual providers. Classroom resources include computer programs such as AWARD, tape recorders and overhead projectors as well as dictionaries in English and L1/L2 dictionaries.

4. Instruction is differentiate for our ELLs by all classroom teachers using tier 1 and tier 2 interventions. Teachers use differentiated strategies according to students' level of proficiency. Instructional strategies include total physical activities such as acting out vocabulary or academic and social scenarios, the use of visuals in vocabulary development, the use of flash cards and pictures are all used to scaffold instruction and learning.

4-A. Our instructional plan is modified for any student identified as SIFE due to the limited experience in a formal educational setting. These students require more assistance in becoming familiar and transitioning to a formal educational setting, demands of language acquisition and social emotional and academic development and demands. Very often we provide at-risk services for these students. These services can include AIS, academic counseling, and referral to SES, extended day and or after school programs. Providing additional services such as participation in a Saturday Academy or after school programs these students are provided with an environment that fosters and promotes social and academic development and progress.

4-B. Newly arrived ELLs or those with three years or less of service are provided with rich academic experiences that are complemented by

trips, cultural experiences and sound instructional practices that promote language development and acquisition. These ELLs if in our 7th and 8th grade TBE or ELL classes receive their ESL and or ELA content according to L2 acquisition. These students are grouped by their English language ability according to NYSESLAT, Running Records, Portfolios and teacher observations and assessments. This grouping allows the ESL provider to address their needs in a more conducive learning environment. In this way students work with other students to address academic expectations and standards. The students within this range of years of service are a main focus of our Title III ELL Academy that meets after school. We recruit these students to participate in our after school program to receive more ESL instruction, ELA preparation, Content area assistance in Science and Math, project based learning and writing in the L2. We use glossaries during content time during and after school in order to increase comprehension. We involve students in vocabulary building activities during a scheduled “Word Up” period. We have found that our students’ writing skills typically need more time and scaffolding to develop adequately to meet standards and requirements of state exams.

4-C. Students within four to six years of service require more time in improving English Language Skills in all modalities. These students also attend our Title III after school program where they work on increase academic and language abilities and strengths as well as decreasing gaps in academic progress. If these students are identified via state assessment, formal and informal assessments as at risk to fail meeting promotional criteria we work to address those areas of concern. Students within this range are already being tested in English so it is important for them to have as many experiences as possible to assist them in preparing for those areas of assessment. For example during ELA, ESL and or any content area students are introduced to genres that provide them with the academic challenges used to assess their ability and progress. These students are often times the ones referred to an RTI provider to provide instructional support in an identified area to assist in building needed skills to advance. RTI providers also provide this group of students with an extended day program entitled Just Words to help develop needed vocabulary strength. This assistance better prepares these students with a stronger grasp on vocabulary and this strength is then transferred across all content areas.

4-D. Our long-term ELLs struggle with their reading comprehension and this challenge is felt across content areas especially in formal assessments that require reading selections and applying data to a writing assessment. Since we have noted this struggle we have looked to address this using SES after school programs that work using technology programs to increase reading comprehension. We have purchased a licensed technology program entitled AWARD with our SINI monies and this program has been researched and found very effective with ELLs. Last year one component of our SINI after school program used AWARD and we recommended participation by our long-term ELLs. This year in addition to AWARD our RTI providers will be monitoring the progress of our long term ELLS. RTI providers are complying strategies of effective intervention to assist content area teachers with this population as well as providing these students with effective strategies to improve achievement in reading and comprehension. With our leveled/parallel program of instruction for ELLs students can dedicate more time to academic needs. During extended day these students receive weekly assistance with test preparation that includes reading selections and application of text.

4-E Our ELLs with special needs receive the same opportunities to participate in the same instructional programs available to all our ELLs. ELLs with special needs are provided service according to the IEPs and their ESL instructional minutes are tracked using the report of service for all students with special needs. ESL providers push in to provide language service and support during content times. They use ESL strategies that improve the comprehension of the students requiring service. These students are provided with the mandated instructional minutes as outlined for us in CR Part 154. Our school based assessment team works closely with our teachers of students with special needs and the parents of students advising them of academic changes that include academic progress or lack of progress to assist and inform our educational decisions for these students. As quickly as possible and as often as possible we work to provide mainstreaming services for this population in the areas of academic strength in order to provide students with the challenges of academic performance at grade level and continue to provide them with opportunities to succeed.

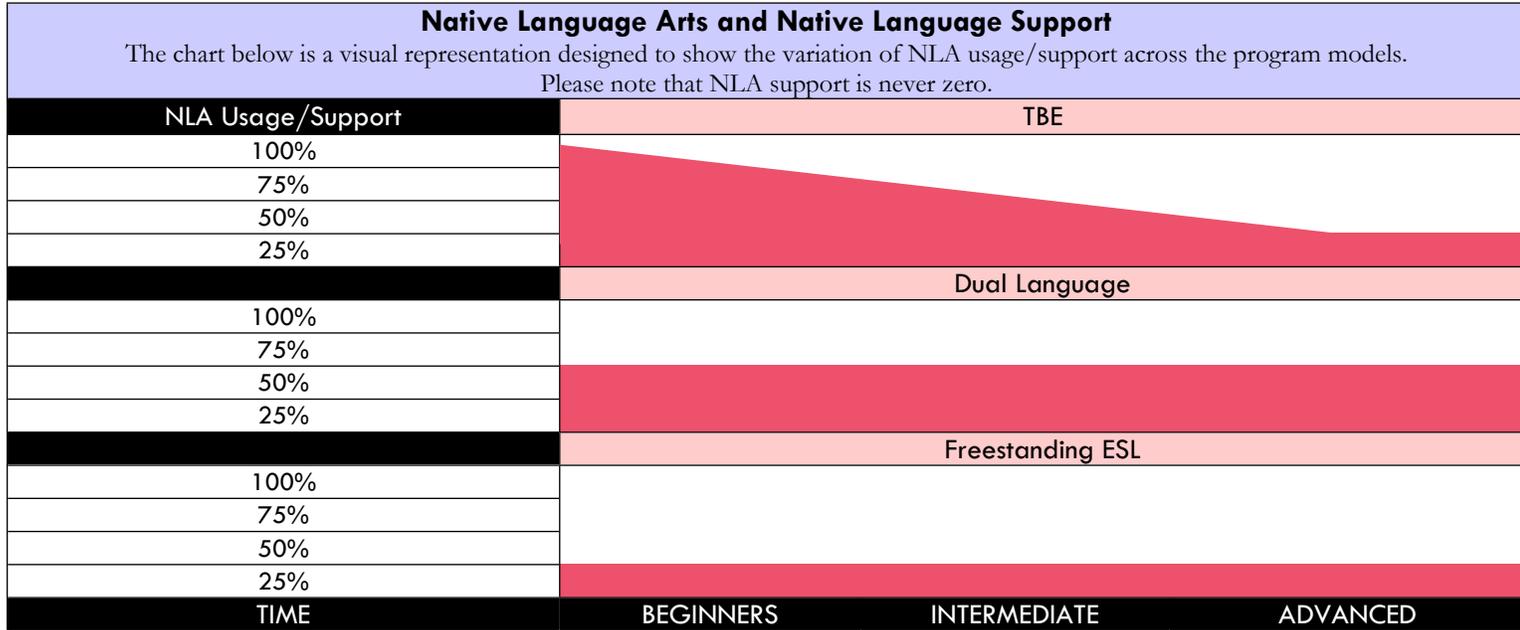
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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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
<b>FOR TBE /DL PROGRAMS:</b> 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?

5 – All of our ELL students are a targeted population for intervention. Our general education, freestanding ELLs and our bilingual students are all receiving the 37.5 extended day instruction where they work in small groups of no more than 10:1 or 5:1 in the areas of ELA and Math. This year we have decided to target our ELLs as we have failed to meet AYP in this sub-group. These students receive remedial lessons in ELA and Math in order to promote their success in these areas as well as enrichment for those students on or above grade level. All ELA lessons are done in English with assistance in summary (where needed) in Spanish. Math instruction is done in Spanish for our TBE new arrivals that speak Spanish while those receiving 2 or more years of service receive their math instruction in English using Spanish as support where needed. Those students entering an English speaking school for the first time this year receive language development instruction via ESL provided for them by one of our ESL specialist. Our ELLs are also a key target for RTI this year as we roll out our RTI services. The RTI specialist and team assigned to our ELL population has provided intervention strategies to our teachers of ELLs in order to assist in improving the delivery of instruction and the students' learning experience. The students have also been assessed using our universal screening, Running Records and differentiated instructional strategies are being implemented by all classroom teachers. Instructional strategies such as implementation of learning centers, learning buddies, use of graphic organizers, varied text and varied assessments are being used in our classrooms as tier 1 interventions before a student is referred for RTI services. Our RTI team is using guided reading as a means to increase comprehension in our students as well as implementation of Just Words an instructional approach to building vocabulary for our ELLs. Students have been identified for intense instructional services and assistance if they are repeating a grade or had to attend summer school last summer in order to decrease the possibility of being held over or not meeting academic standards and expectations.

6 – Students who have attained proficiency level on the NYSESLAT are offered continued support allowing them to continue to receive extended day services with ELLs provided by Bilingual and ESL providers as well as the opportunity to participate in any Title III activity including after school academic services. Whenever space is available within our ELL classes these recent proficient students are allowed to continue with their ELL classes taught by ELL specialist. These students are also encouraged and targeted for any SINI program and Saturday academies in our school. If eligible SES is also encourage. Our former ELL students are allowed extended time modification on any and all state exams for up to two years following attaining proficiency level on NYSESLAT.

7 – Our parallel programming for ELLs according to NYSESLAT levels is planned for implementation for this school year beginning with intergraded groups of 7th and 8th graders. We would like to implement the same parallel program for our 6th grade students after a minimum of one semester in our middle school. This semester allows us to familiarize ourselves with the 6th graders learning styles and ability. Once we have verified L2 level we can group accordingly and provide them service in ESL and ELA that best meets their needs and ability. We would also like to begin to plan for the same type of ability and proficiency level program for our ELLs with special needs.

8 – We have no plans or intention to discontinue any of our programs for ELLs. All of our programs are necessary to meet NYS Core Standards and meet the needs of our ELL students.

9 – Our ELL population receives the same opportunity to participate and receive the services of all our instructional programs. If we plan to implement an enrichment program at least one component is planned for ELL students and for ELL specialist to participate in. Our Saturday and after school opportunities also include services for our ELLs and active enrollment practices include the recruitment of ELL students. SES services are also offered to our ELL population and their participation is subject to income eligibility but all parents are informed of services available. Informing and educating our Parents proves to be beneficial when we are recruiting students so as we plan academic services parents are informed of available opportunities. We have found this approach assist us in ensuring that our ELL students participate in all available after school or supplemental service. Parental notification is provided in multiple languages to parents to ensure comprehension of notification. Our Title III program provides for Spanish Native Language assistance and instruction in Math and other content areas.

10 – Our ELL classrooms are equipped with smart boards, desk top computers, laptop carts and laptops, cd players, cds, tape recorders, tapes and centos equipment. Overhead projectors and listening centers are also included in our classrooms. Our ELL students were the first to work on new Apple laptops during content instruction and during our Title III program for writing and the creation of our school's website.

11 – Our Native Language Arts program is a major instructional component in our TBE program. Native language Arts is supported with textbooks in Spanish, visuals and Spanish libraries. Our NLA classrooms offer a print rich environment with students work celebrated and show cased in Spanish. Spanish dictionaries are also available and used in our NLA classrooms. Test prep materials are available for our students in Spanish and are used in NLA to prepare students for the yearly assessment of the ELE exam. Inter-disciplinary units of study are and also provide assistance and support for students in their native language that can be transferred and increase comprehension in other content areas.

12 – All of our delivery of required services and support are age and grade appropriate as well as correspond to students' academic performance and ability. All services are provided as outlined by CR Part 154.

13 – Currently we do not offer any transitional summer program for incoming ELL students but those continuing ELL students that are newly enrolled in our school can participate (depending on funding) in our non-mandated summer program. The focus of such program is on reading and increasing reading comprehension. This past summer we held a SINI funded summer program that included a 100 book challenge.

14 – As a middle school we do not offer any language elective for our ELLs as their program do not allow for the inclusion of such a program with mandated content, NLA and ESL/ELA minutes are being met for our ELLs.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### 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

1 – Our teachers of ELL students participate in-house in study groups that meet weekly to examine ways of improving instruction for ELLs. Teachers sometimes use instructional text to look at research based practice and the impact on an ELL population and other times students work is shared, compared and analyzed to identify trends and gap analysis as indicated in the students' performance. Our ESL teachers also meet monthly as a group to plan units of study, assessment and other content specific materials such as resources. Our teachers also work with our Aussie Consultant to increase the performance of our ELL population by identifying differentiated strategies and approaches that can impact students' performance and achievement. Our literacy and math coach provide professional development for our teachers of ELLs in curriculum development and implementation. Our ELL teachers are also identified and encouraged to participate in any professional development activity offered from our network to address the needs of ELLs. Similarly our teachers are encouraged to participate in workshops offered through the Office of English Language Learners, BETAC and ELL Compliance Specialist. Our Parent Coordinator receives professional development regarding ELLs through our network and the Office of English Language Learners. At times professional development offered by BETAC allow our Parent Coordinator to become more familiar with programs offered and available for ELLs. As part of the professional development offered by NYC DOE and DC 37 parent coordinators are trained on the rights of ELL students and parents. Our school secretaries especially the pupil personnel secretary are active in participating in professional development opportunities offered throughout the school year to become more knowledgeable on ATS codes used for ELLs and other compliance matters such as BESIS, HLIS surveys, entry of home language and class codes in the ATS system.

2 – Our ELL students participate in high school visits in order to assist them in selection of schools, programs offered and transition to the next level in their education. We hold yearly high school fair in our school and introduce students with the high schools and their programs. Our feeder schools are invited to school based performances and school visits. During these school visits our possible incoming 6th graders are invited into our school and classrooms. They visit and interview our current students and our current students share their educational experiences at our school with possible future candidates openly and honest. Our students take a great deal of pride in sharing their experiences in our school with future students to our school.

3 – Teachers of ELLs that are not certified in ESL or Bilingual Education receive professional development to assist them in meeting the needs of our ELL population. This professional development is provided via our network, in school specialist and or the Office of English Language Learners. Our AUSSIE consultant also provides training for ELL teachers and non-ELL teachers. This year we are also hiring a consultant from Fordham University BETAC to provide coaching sessions to our teachers in working with members of an ELL population. We also use professional development days to provide teachers with all day training sessions on ELLs. Some of these sessions are offered within our school and others require our teachers to travel to sites throughout the city to attend workshops offered by the Office of English Language Learners.

### 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

1 – Parental involvement is fostered first and foremost by our Parent Coordinator who meets and greets parents daily in our Community Room and in our community. Parents invited to meet our administration and teachers also meet our Parent Coordinator. Our PC works as an advocate for parents' needs and rights and works to assist our home/school collaboration. Frequent workshops planned by the PC and members of our community including our CBOs are facilitated and planned in collaboration with our PC in order to ensure that we are addressing our parents needs. Parent interest surveys are used to canvas the areas of interest in our parents and local agencies that match the ability and resources to provide such topics and services for our parents. Our PC oversees and directs parents to resources available to them and for their children including translation services and academic services.

2 – Our school works closely with our CBOs to provide additional services and assistance for our parents. Our CBO schedules workshops throughout the year that provide instruction on academic topics such as homework assistance that parents can provide for their children. Workshops on the use of technology and internet safety for children is provided for parents as well as workshops to learn how to engage children in fun activities that foster family life and keeps parents and children in communication. Our CBOs have also paid for outside agencies such as LEAP and FLAME to work with our parents on increasing their own English Language communication and comprehension. Our parents are advised of community institutions that provide educational setting and assistance with school requirements such as exit projects.

3 – Parents needs are evaluated and documented by interest surveys and daily conversations with parents. Our progress report also allows us to gauge how parents perceive our services and if we are meeting their expectations in areas such as communication, safety and instructional experience for their children. This year the administrative team instituted sharing sessions with our parents to address their concerns, needs and questions. These sharing session allow the administrative team an insight to parents views and the opportunity to communicate our concerns, initiatives and ideas with our parents.

4 – Our parental activities address the needs of our parents because they are selected and requested by our parent population. As the parents select an area of interest we work in collaboration with our school wide community and CBOs to identify the possible source that can meet the parents' needs.

## 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)							8	5	7					20
Intermediate(I)							26	18	12					56
Advanced (A)							47	45	34					126

Total	0	0	0	0	0	0	81	68	53	0	0	0	0	202
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							4	1	3				
	I							2	3	4				
	A							30	34	35				
	P							59	48	24				
READING/ WRITING	B							7	5	7				
	I							27	17	11				
	A							47	40	30				
	P							14	24	18				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	27	29	9	0	65
7	30	24	1	0	55
8	20	24	0	0	44
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	8	4	32	7	16	0	3	0	70
7	20	5	24	2	7	0	1	0	59
8	23	4	21	8	3	0	0	0	59
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	23	4	21	8	3	0	0	0	59

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									0
8	38	12	7	0	2	0	0	0	59
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)	25	29	15	4				

**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 Data Findings**

- 1 – Our school using Running Records as our universal assessment. Running Records identify the Fountas and Pinnell level of reading comprehension for our students. Our students also participate in our DYO assessments in ELA and Math. These assessments measure our students' achievement in areas and units of study as well as inform our needs and next steps to provide interventions for our students to improve their progress.
- 2 – Our most recent NYSESLAT data reveals that our ELL students are reaching higher levels of proficiency. Our numbers of advanced and proficient levels have increased and this data shows that our instructional programs are meeting students' needs. When planning for our parallel program this year in ESL and ELA our numbers in intermediate, advanced and proficient levels were greater than the beginning level students. Our extension of service request this year identified 25 students falling within the 4 – 6 range of years of service as compared to last year's request that identified more students. This trend shows that our ESL and bilingual program is providing effective instruction and enriched academic experiences for our students and this instruction is leading to our students meeting standards.
- 3 – Students' performance on the yearly assessment of NYSESLAT across the four modalities will affect our instructional decisions as teachers have been provided with this data in order to make instructional decisions based on this data. Curriculum decisions and activities attached to instruction are being made based on this data. Interestingly enough our level 3s in Math as well as in Science came from students taking their state assessments in English as opposed to their native language of Spanish. This data shows us the effectiveness of ESL strategies and methodologies. We have implemented a school-wide focus on writing across all contents. We believe this focus has assisted us in increasing our schools' academic performance across all content areas as well as students' sub-group populations. While the latest data indicates our numbers of students scoring in the advanced level and proficient levels we have less students scoring at the proficient level in reading and writing. We need to continue focusing on our reading and writing programs in order to increase the number of students scoring on the proficient level in reading and writing.
- 4A. – As stated earlier data analysis of state assessments clearly show students' performance is greater reaching higher levels in assessments administered in English as opposed to assessment administered in Spanish. Our Math, Science and Social Studies state assessments are offered in native language but keeping the data in mind we may look to increase English instruction in these contents giving students greater preparation for such exams in English.
- 4B. – Our Inquiry Team uses the information from the ELL predictive as well as our DYO results to review and inform instruction. Teachers are encouraged and expected to go into ARIS to review the data that pertains to their students and professional development is provided to our teachers by the inquiry team members on navigating and understanding results from ELL predictive. This information is shared via content meetings, professional development days and electronically for our school-wide community.
- 4C. – The information available to us through ARIS informs us of students' performance when lessons are differentiated and tier in particular with our ELL population. Using this system we are able to create assessments that would measure students' performance in areas of need. This data also provides us with information on students' performance in their native language and this information matches/mirrors the outcomes of state assessments. Our students are performing approaching and in some cases on meeting standards when assessed in their L2.
- 6 – The success of our ELLs program is measured and evaluated based on the advancement rate of language proficiency levels and the graduation rates of our students.

## 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		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		10/29/10
	Coach		10/29/10
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		