



**MIDDLE SCHOOL 80**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (10X080)**

**ADDRESS: 149 EAST MOSHOLU PARKWAY NORTH, BRONX, NY  
10467**

**TELEPHONE: 718-405-6300**

**FAX: 718-405-6324**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 080      **SCHOOL NAME** Isobel Rooney

**SCHOOL ADDRESS:** 149 East Mosholu Parkway Bronx, New York 10467

**SCHOOL TELEPHONE:** ( 718 ) 405-6300      **FAX** (718) 405-6324

**SCHOOL CONTACT PERSON:** Lovey Mazique –Rivera      **EMAIL ADDRESS:** lmaziqu@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Patrick Davis

**PRINCIPAL:** Lovey Mazique-Rivera

**UFT CHAPTER LEADER:** Irene Vaught

**PARENTS' ASSOCIATION PRESIDENT:** Jalye Hernandez

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** A.E.D

**NETWORK LEADER:** Calvin Hastings

**SUPERINTENDENT:** Sonia Melendez

**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
Lovey Mazique-Rivera	*Principal or Designee	
Irene Vaught	*UFT Chapter Chairperson or Designee	
Jalye Hernandez	*PA/PTA President or Designated Co-President	
Juana Elwin	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Miriam Alejandro	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joy Gedat	Member/ Teacher	
Patrick Davis	Member/ Teacher	
Arlene Ifill	Member/ Teacher	
Miriam Alejandro	Member/ Parent Coordinator	
Inez Pagan	Member/ Parent	
Marcia Tavares	Member/	
	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 mission statement for MS 80 is to be a pro-active visionary complex that believes all students will achieve personal growth, global awareness and high academic standards in a literacy rich, standard based and nurturing environment. Students will become critical problem solvers, working together as a community of learners, in a safe, clean, inviting and multicultural environment.

The school is the hub of the community. Contributions by all students, staff, parents and community members are expected and welcome. As we strive to develop a strong community, our students will become responsible young citizens who can adapt to an ever-changing world.

The school is designed around three academies: The Social Justice Academy, the Performing Arts Academy and the Journalism Academy.

The Social Justice Academy focuses on and supports a peaceful environment through character education and community outreach programs. Our students will acquire the skills, knowledge and personal competencies that will enable them to be successful in their transition through middle school.

The Performing Arts Academy promotes academic excellence, cultural diversity and the individual's artistic experience in a risk free environment. Students, teachers, and parents come together to support, encourage and celebrate student accomplishments as students reach for the highest possibilities in life.

The Journalism and Business Academy instills in our students the tools necessary to become successful in all they do. We will provide the training and support needed for them to get into specialized high schools. We look forward as an academy to encourage our students to become future journalists and business people.

Our staff will continue to research materials that will provide all students with the advantage they require to compete successfully in the classroom and in their own community. We want no student to feel left behind. Our teacher lessons and programs designed with parental involvement will be created to be flexible, reflect the standards and give each student the foundation they need to learn.

The MS 80 family uses a collaborative decision making process that involves all constituents: parents, administrators, staff and students who will work together as a team to determine the school's direction, attend to our educational vision, and develop strategies that will ensure that our vision and resources include innovation and addresses the needs of each individual child.

MS 80 has an Honor Program which provides an enriched instructional curriculum with emphasis on Environmental Science, Social Awareness, Apprenticeship and Technology. Our goal is to provide an accelerated program by which students may acquire High School credits and become life long learners. All students in the Honor Program are equipped with state of the art lap top computers for multimedia productions, internet research and publishing.

The Honors program also includes the following: The Humanities program where sixth grade interdisciplinary social studies and literacy curriculum explores Great Works in Literature. Teachers integrate technology into the lessons. Museums are visited to stimulate student learning. The Law Program involves seventh and eighth grades. They learn about the American legal system first hand from lawyers, judges and court officers. Students participate in mock trials, visit court proceedings, and learn government policy through active participation in the "Project Citizen: We the People".

Other features of our school include:

High school credits available in Integrated Math and Earth Science.

Advanced placement and smaller learning clusters.

Dream Yards provides poetry instruction.

Extended educational trips to NYC cultural sites.

High School prep courses to prepare eighth graders for specialized schools.

Community Service Program with projects to prepare sixth graders to become active community leaders.

Urban Advantage – 7<sup>th</sup> grade science program

Bronx Opera – Students are enhancing their theatrical abilities

Gear Up – Federally funded program which focuses on students beginning in grade 7 and continues to follow child through college.

We are also the recipients of the following grants:

Title II Technology Grant  
Performing Arts DOE Grant  
21<sup>st</sup> Century Partnership Grant

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	J.H.S 080 The Mosholu Parkway				
<b>District:</b>	10	<b>DBN #:</b>	10X080	<b>School BEDS Code:</b>	321000010080

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		87.2	89.4	TBD		
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		89.8	88.2	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	202	195	198	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	241	204	207		76.8	81.2	86.7		
Grade 8	225	258	215						
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		7	216	TBD		
Grade 12	0	0	0						
Ungraded	1	1	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	669	658	620		38	34	37		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	90	85	69						
No. in Collaborative Team Teaching (CTT) Classes	16	26	28	Principal Suspensions	17	17	TBD		

DEMOGRAPHICS							
Number all others	49	39	51	Superintendent Suspensions	39	10	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	63	55	39	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	99	99	145	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	12	13	34	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	57	59	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	18	18	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	4	TBD
	17	11	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	1.2	0.5	0.3	Percent more than two years teaching in this school	59.6	45.8	TBD
Black or African American	16.0	18.2	16.5	Percent more than five years teaching anywhere	59.6	44.1	TBD
Hispanic or Latino	69.2	68.5	67.1	Percent Masters Degree or higher	75.0	64.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	9.4	7.9	10.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.0	95.1	TBD
White	4.2	4.7	5.3				
Multi-racial							
<b>Male</b>	58.0	58.5	58.2				
<b>Female</b>	42.0	41.5	41.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	X	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	√	√	√	-	-		
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√		-	-		
Hispanic or Latino	√ <sup>sh</sup>	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-	-	-		
Multiracial	-	-					
<b>Other Groups</b>							
Students with Disabilities	X	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√ <sup>sh</sup>	√					
<b>Student groups making AYP in each subject</b>	5	7	1	0	0		

#### **Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	81.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **A Summary of the Data:**

A summary of our review of our data from the last school year (2009-2010) indicates that MS 80 continues to move progress in improving student progress in all core subject areas. As a result, we have received a grade of B for our '09-'10 NYC Department of Education Progress Report, scoring 50.6 out of 100.

We have raised the expectations of both the teaching and learning in the building, which has resulted in our success in supporting the majority of our students to make one year of progress in both ELA and math. Our targeted focus in ELA resulted in the largest percentage of students making one of progress than we have experienced in the past, with 73% of students making progress in 2010 as compared to 66.2% in 2009 (an increase of 6.9%). And, while we continue to have success ensuring that the lowest third makes one year of progress (85% of students), we are now better able to support the ELA growth of all of our students. On the other hand, our data indicates that we were not as successful helping our students make one year of progress in mathematics (56% in 2010 as compared to 66.2% in 2009). We have developed goals and an action plan to address this slide – both with respect to our planning (curriculum maps, unit plans and lesson plans) and our instruction (rigorous, differentiated instruction).

	<b>2009 - 2010</b>		<b>2008 - 2009</b>		<b>2007-2008</b>	
<b>Proficiency &amp; Progress</b>	<b>ELA</b>	<b>Math</b>	<b>ELA</b>	<b>Math</b>	<b>ELA</b>	<b>Math</b>
St. Performance: % of students @ 3/4	20.9%	24.5%	43.1%	56.6%	30.8%	43.4%
Median Student Proficiency Rating	2.32	2.43	2.94	3.09	2.76	2.85
St. Progress: % of students making 1 yr of progress	73%	56%	66.2%	67.4%	51.0%	63.3%
St. Progress: % of lowest 1/3 making 1 yr of progress	85%	69%	89.30%	77.90%	74.60%	67.80%

Our biggest challenge remains student performance. The new state cutoff scale scores negatively impacted our performance in math and ELA school wide. Though we experienced the highest growth in the percentage of student making one year of progress, we experienced significant drops in the percentage of students scoring level 3 or 4 in both math and ELA (going from 56.6% in math in '09 to 24.5% in '10; and going from 43.1% in ELA in '09 to 20.9% in '10)., and our median student proficiency rating declined as well (going from 3.09 in math in '09 to 2.43 in '10; and going from 2.94 in ELA in '09 to 2.32 in '10). The data illustrates that MS 80 is successfully focused on growth, but that we must continue to increase the rigor of our instruction, and implement additional targeted formative assessments in the classroom to track student mastery and progress throughout the year.

When we begin to disaggregate the data to review the progress and performance of different subgroups of students, it becomes clear that MS 80 has made significant strides to close the achievement gap for our high-needs students.

- In ELA:
  - 62.6% of our self-contained / CTT and SETTS demonstrated progress of at least one year in ELA in 2009-2010 as compared to 31.3% in 2008-09 (a 31.3 point increase).
  - Our ELLS demonstrated 57.1% progress in 2009-2010 as compared to 18.8% in 2008-09, representing a 38.3% increase in number of ELL students making progress (a 38.3 point increase).
  - We have made great increases in supporting the students in the lowest third citywide, ensuring that 53.7% of these students made significant growth, as compared to 32.5% for Hispanic students in the lowest third, and 25.5% of black students in the lowest third the prior year (a 28.2 point increase).
  
- In mathematics:
  - 47.8% of our self-contained / CTT and SETTS demonstrated progress of at least one year in math in 2009-2010 as compared to 45.6% in 2008-09 (a 2.2 point increase).
  - Our ELLS demonstrated 33.3% progress as compared to 29.4% in 2008-09 (a 3.9 point increase).
  - We have made a slight drop in our ability to support students in the lowest third citywide in mathematics. This year 35.8% of them made significant growth as compared 38.4% for Hispanic students in the lowest third, and 39.6% of black students in the lowest third the prior year.

The data also indicates that 9.5% of SETSS students received proficient scores in ELA and 12.9% of self-contained students received proficient scores in math. It is clear from this data that MS 80 has made strides in closing the achievement gap for all our students. We must continue to provide the type of focused supports for our highest needs students that we began to implement in ELA and math, and we must continue to ratchet the rigor so that higher percentages of our high-needs students can be at proficiency.

	<b>2009 - 2010</b>	<b>2008 - 2009</b>	<b>2007-2008</b>
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**Closing the Achievement Gap**

% of ELLs making exemplary gain	<b>57.1%</b>	<b>33.3%</b>	<b>18.8%</b>	<b>29.4%</b>	<b>22.6%</b>	<b>33.6%</b>
% of SPEDs making exemplary gain	<b>62.6%</b>	<b>47.8%</b>	<b>31.3%</b>	<b>45.6%</b>	<b>15.2%</b>	<b>26.5%</b>
Hispanic Students in the lowest 1/3 citywide	Lowest 1/3	Lowest 1/3	<b>32.5%</b>	<b>38.4%</b>	<b>15.5%</b>	<b>33.5%</b>
Black Students in the lowest 1/3 citywide	<b>53.7%</b>	<b>35.8%</b>	<b>25.5%</b>	<b>39.6%</b>	<b>16.7%</b>	<b>23.1%</b>

Regarding MS 80's School Environment, we are pleased that attendance continues to improve, bringing us just under 90% (89.6% in 2010 and 89.4% in 2009). Additionally, through multiple data sets (including the NYC School Survey), we saw increases in perceptions around academic expectations (a score of 7 as compared to 6.9) and engagement. (a score 6.3, as compared to 6) It is clear that our emphasis on rigor and relevance is beginning to be felt by all constituents. However, it is also clear that we have progress to make in all areas of the school environment. The MS 80 leadership team is committed to inviting all constituents of our community (students, teachers, and parents) to work together to ensure that everyone has a voice and can participate together towards the ongoing improvement and success of all students.

<b>2009 - 2010</b>	<b>2008 - 2009</b>	<b>2007-2008</b>
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<b>School Env. / Overall</b>	<b>C - 4.5 / 15</b>	<b>C - 6.9 / 15</b>	<b>C - 5.2 / 15</b>
Safety & Respect	6.3	6.3	6.1
Academic Expectations	7	6.9	6.8
Engagement	6.3	6	5.8
Communication	5.9	5.9	5.7
Attendance	89.60%	89.4%	87.2%

## 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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By the end of the school year 2010-2011, MS80 students will increase performance at levels that meet or exceed NY State Performance Standards as measured by assessments administered to Grades 6-8.

Staff at MS 80 carefully reviewed our accountability data and has established the following goals that we believe will lead to positive learning experiences for our students and ultimately result in increased academic performance. Dedicating time to professional development and dialogue around the needs and characteristics of young adolescents (specifically focused on cognitive and social/emotional development), MS 80 teachers are committing themselves to provide ample opportunities to inspire and encourage students to succeed, while helping students develop the knowledge and skills to become confident, self-directed, lifelong learners. Related to this, our curricula for 2010-2011 will foster academic achievement and character development. We will seek to provide the type of safe and comfortable environment that is critical to the success and well being of both staff and students. All students and staff will be treated with fairness, honesty, dignity and respect.

**Goal 1: INCREASE MATH PERFORMANCE:** By June 2011, as measured by state and city assessments, MS 80 will demonstrate AYP in Math with a projected overall increase of 5% over last year. Our data shows that in mathematics, MS 80 is a school that was making consistent steady progress in meeting AYP and continues to make progress in closing the achievement gap for our high needs students (we made AYP in all categories for the past three years). Although the new cutoff scale scores impacted our math **performance** school wide, we made **progress** in math in closing the achievement gap with our neediest populations. For example, 47.8% of our self contained/CTT and SETTTS demonstrated progress of at least one year in math as compared to 45.6% in 2008-09. Our ELLS demonstrated 33.3% progress as compared to 29.4% in 2008-09. In addition to the goal of increasing our overall math scores by 5%, we have a related goal of ensuring that our high need students (Ells and Special Ed) continue to make gains in their math progress by at least 5%. The Math Program will continue to be cyclical, and will rely heavily on a manipulative-based and hands-on approach to teaching and learning so that all students can make meaning for themselves and come to a personal and transferable understanding of mathematical concepts. The curriculum plan was done in close alignment with NY State Standards, and continually teaches and reinforces problem solving and reasoning skills.

**Goal 2: INCREASE ELA PERFORMANCE:** By June 2011, as measured by state and city assessments, MS 80 will make targeted growth in performance on the NY State ELA

with a projected overall increase of 5% over last year. Students will demonstrate improved performance on the ELA with a projected minimum of 45% of our students performing at a level 3 or above.

Our team conducted a careful analysis of the data, for the 2009-2010 year and there have been encouraging findings and information we will use to improve the services we provide for all students. Although the change in the scale scores citywide impacted the school wide **performance** of our students; MS80 students continued to make gains in **progress both** school wide and in closing the achievement gap for our ELLs, SPED and black students in the lowest third citywide. For example the median growth percentile in ELA school wide, went from a 66.2% in 2008-09 to a 73% in 2009-2010 [an increase of 6.9%]. The percentage of ELL students making at least one year of progress on the ELA in 2010 is 57.1%. This represents a 38.3% increase in number of ELL students making progress. In addition Hispanic students in the lowest third citywide in our school went from a 32.5% proficiency gains, to a 53.7% proficiency gains. That represents 21.2% improvement in progress. Our Self contained/CTT/SETTS students demonstrating progress of one year or more went from a 31.3% in 2008-09 to a 62.6%. This represents an increase 31.3%. MS 80 is definitely making strides in closing the achievement gap for all our students.

We plan to continue to intensify the resources and supports for these two student subgroups, and increase the professional development that is offered to the teachers who work with them. By June 2011 the ELLs student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS ELA. By June 2011, our 35% of our special education students will demonstrate exemplary gains on the ELA. We are implementing a variety of differentiated instructional strategies to meet the diverse needs of our ELLS and Special Ed students. These strategies will make it easier for teachers to modify/adapt the content, the process, and/or the product for students' readiness levels.

**Goal 3: INCREASE SCIENCE PERFORMANCE:** By June 2011, MS 80 will achieve IGS [in good standing] status in Science with an increase of 8% of students performing at levels 3 or 4. In addition, our goal this year is to have each student make at least 5% of gains in science. Our state data in science demonstrates that while all our general population students and our ELLS made AYP for science performance overall, we missed making AYP with our special education students. This is definitely an improvement over last year when our ELLS did not make AYP. However, we are not satisfied with this progress. We know that in order to close the achievement gap we need to intensify our efforts with both our ELLS and special needs students. We know that this is particularly important for two reasons: 1) demonstrated success in science by ELLs and Special Ed students tells us that they have developed proficiency as non-fiction readers and problem solvers (applications of the knowledge and skills necessary in ELA and math); and 2) by achieving AYP in science, ELLs and Special Ed students are eligible for Safe Harbor in ELA. The aim of our Science Program is to include enrichment and reinforcement of the NY State Standards as well as the improvement of students' ability to read non-fiction texts. Examining our data and school resources, we have made additional staffing and programmatic decisions that will better address student needs. We also made our science lab accessible for all students. We feel that these added resources during this school year 2010-11 will help us meet our goals.

**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):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve the implementation of the Math program with particular regard to our low performing students, Level 1, 2 Level 2, ELL and special needs students. To decrease the percentage of all students performing at Level 1 by 3%</b></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>• Curriculum Maps in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades will be revised and aligned with the new state pacing calendar.</li> <li>• All Pre May Standards will be taught before NYS exams.</li> <li>• Post-May Standards will be closely monitored in May, and June in terms of mastery and continuity of Instruction.</li> <li>• Performance Series will be used as a baseline and midline.</li> <li>• Use of Menus to differentiate instruction (Ongoing)</li> <li>• Mastery of Progress Indicators-recording of all standards mastered and re-teaching non-mastery standards</li> <li>• sheet with an emphasis on differentiated instruction based on the needs of students ( Sept 2010 and ongoing based on needs of students)</li> <li>• Creation of smaller sub-groups through implementation of Math Clinic (March 2011 – April 2011).</li> <li>• Computer lab is being used for differentiated instruction using Study Island and a variety of websites. The lab teachers are coordinating with the Math Coaches.</li> <li>• SES programs (school-wide): Learn It (Sat.), IEP (Mon, Fri)</li> <li>• Staff members involved: F-Status Math Coaches, Asst. Principal, Math Teachers, Educational Assts and Computer teachers.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Title I SWP, Children's First Operational Funds, Fair Student Funding AED Consultants, Technology teacher and math coaches</b></p>
<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>• <b>Level 1 students will show improvement all formative assessments-ITA and Predictive Exams(Exams in Fall 2010 and Spring 2011)</b></li> <li>• <b>Improvement on Baseline vs Midline (Sept. 2010 VS. February 2011) (Performance Series) Mastery of Performance Indicators (Tracking Sheet)- Our Level 1 will show mastery of the</b></li> <li>• <b>Performance Indicators (Ongoing)</b></li> </ul> <p><b>Student portfolios will document all work especially improvement in mathematical writing using state rubrics (2pts and 3pts)</b></p>

**Subject/Area (where relevant):**

**Mathematics**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the implementation of the Math program with particular regard to our low performing students, Level 1, Level 2,ELL and special needs students. To increase the percentage of all students performing at Level 3 by 8% and Level 4 by 4%</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>• Creation of Enrichments classes (June2010)</li> <li>• Use of Laptop computers with math based programs (ongoing)</li> <li>• Creation of smaller sub-groups through implementation of Math Clinic (March 2011 - April 2011)</li> <li>• Mastery of Performance Indicators by 95% of all students (ongoing)</li> <li>• Staff Members responsible: F-Status Coaches, Asst. Principal and Math Teachers, Computer teachers</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I SWP, Fair Student Funding, SWP ARRA; math coaches, AED</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Level 3 and 4 students will make significant gains on ITA, Predictive Exams (Exams in Fall 2010 and January 2011)</li> <li>• Improvement on Baseline VS Midline (Sept. 2010 VS. February 2011)</li> <li>• Improvement on writing pieces on a rubric scale of 1,2,3</li> <li>• Mastery of Performance Indicators Sheet- Our Level 3 and 4 will show mastery of the Performance Indicators (Ongoing)</li> <li>• Student portfolios will document all work especially improvement in mathematical writing using state rubrics (2pts and 3pts)</li> </ul>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide PD and resources to develop best practices within the pedagogy of Mathematics. To increase teachers’ use of data to differentiate instruction.</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>PD on structure of the lesson, Acuity and Data-links reports (October 2010)</p> <ul style="list-style-type: none"> <li>• PD on using Acuity for teachers ((November 2008-ongoing)</li> <li>• PD on Mastery of Performance Indicators Tracking (September 2009 - ongoing)</li> <li>• Staff Members responsible: F-Status Coaches, Asst. Principal and Math Teachers, Computer Teachers.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I SWP, SWP ARRA , CE4</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teacher Assessment Binder to document progress and learning history of students collectively and individually (ongoing)</li> <li>• Mastery of Performance Indicator Data to show increase in mastery of standards (ongoing)</li> <li>• Improvement in concise and focused writing in mathematics using state rubrics (2pts and 3pts</li> <li>• Unit exam analysis data collected</li> <li>• ITA and Predictive Data Reports (4x a year-2ITAs and 2 Predictive’s)</li> <li>• Baseline VS Midline Analysis Report indicating growth of standards (February 2011)</li> </ul>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide PD and resources to develop best practices within the pedagogy of Mathematics. To increase the level of expertise in teaching mathematics</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>• Professional Development on:             <ol style="list-style-type: none"> <li>1. Differentiating Instruction, Learning Styles and Blooms Taxonomy (Sept.2010)</li> <li>2. The Components of the Lesson: Flow of the Day (Ongoing)</li> <li>3. The use of Menus to differentiate instruction (Ongoing)</li> <li>4. Concrete Models and their benefits: the use of manipulatives (Oct. 2010-ongoing)</li> <li>5. Using your room and blackboard effectively (Sept 2010-ongoing)</li> <li>6. Spiraling Techniques in teaching (Oct.2010)</li> <li>7. The Homework Dilemma (Nov.2010)</li> <li>8. Classroom Management (Ongoing)</li> <li>9. Use of ARIS and Tracking Sheets to inform instruction (Ongoing)</li> <li>10. Video taping teacher lesson’s as PD (Ongoing)</li> </ol> </li> </ul> <p>Staff Members responsible: Staff Members responsible: F-Status Teachers and Coaches, Assistant Principal and Math Teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I SWP, SWP ARRA, CE4</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure;</p>	<ul style="list-style-type: none"> <li>• Improvement on all interim assessments by 10% or more on class averages and grade averages</li> <li>• Increase use of data reports and analysis of data by teachers with notations as to new goals (Ongoing)</li> </ul>

*projected gains*

- Lesson plans indicating differentiated instruction by grouping or individual strategies
- Class lessons reflecting flow of the day in groups, individual, using manipulatives, individual projects, group projects and the use of technology
  - Lessons indicating re teaching strategies by student needs

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase Parent Involvement in the Math Education of M.S. 80 Students. To increase the attendance by parents at school sponsored events by 5%</b></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>• Curriculum Night-Sharing of standards, standardized test and promotional criteria (September 2010)</li> <li>• Parent Teacher Conference-Tips for parents on helping their children with math (Nov.2010 and February 2011)</li> </ul> <p><b>Staff Members responsible: F Status Math Coach and Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Title I SWP</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Parent attendance sheets for school events (Curriculum Night, Parent-Teacher Conferences, Parent Meetings)</b></p> <p><b>Teacher-Parent Logs</b></p>

**Subject/Area (where relevant):** ELA/Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide professional development on developing best practices with the pedagogy of literacy to 100% of staff. To increase the use of data by teachers to make strategic decisions in student learning by 100%.</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>• Study groups-based on professional literature and research( Looking at student work)</li> <li>• Weekly meetings based on units of study/data/rubrics</li> <li>• Teacher participation at outside conferences</li> <li>• Consultants for in-class modeling (National Urban Alliance[NUA] &amp; Academy for Educational Development[AED])</li> <li>• Create a syllabus aligned with units of study and standards</li> </ul> <p>Reading/Writing I Coach/F-Status Coach customizes on site modeling, conferring, observations, feedback</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Use of Bloom’s Taxonomy, Charlotte Danielson’s Framework for Teaching, and The Principles of Learning in lesson planning including ELLS and special education strategies Mini Lesson/Flow of the Day ongoing To continue small group instruction/Differentiation-Turnkey from Coaches To include language framework (vocabulary development) Reading/Writing Coach/F-Status Coach customizes on site modeling, conferring, observations, feedback</p> <p>Title I SWP, Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Mastery of performance indicator data to show increase in mastery of standards Unit exam data analyzed and reflected in planning ITA and predictive reports analyzed and reflected in planning Use of rubrics that reflect units of study Use of syllabus that reflects rubrics and units of study for student accountability Reading/Writing I Coach/F-Status Coach customizes on site modeling, conferring, observations, feedback</p>



Subject/Area (where relevant): ELA/Special Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• To increase the level of proficiency of special education students’ performance by 5% on the ELA exam measured by scale scores at the end of June 2011. Improvement of student performance on interim assessments.</li> <li>• Improved fluency and decoding skills through oral reading and comprehension</li> <li>• Higher rates of comprehension as observed by classroom teacher by formative assessments Students will increase 2 levels based on Fountas &amp; Pennell Leveling System.</li> <li>• ELA Predictive test will be administered 1x a year (Fall/Spring) Test simulation using prior NYS ELA will be administered 2x’s a year (Fall/Spring)</li> </ul>
<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>▪ Reduce size classrooms. 12-1-1 for students whose IEP calls for reduced class size</li> <li>▪ AIS services for specifically targeted students’ Saturday, Academy</li> <li>▪ Use of adapted reader and specialized text (Elements of Literature)</li> <li>▪ Periodic and summative assessments</li> <li>▪ Social, psychological and speech services provided by an in-school social worker, psychologist and Speech teacher.</li> <li>▪ Scheduled visits to school library/media center</li> <li>▪</li> </ul> <p>Staff members responsible: Reading/Writing Coach, F-Status Coach, Teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Speech strategies to improve language development in the classroom Psychologist and social worker’s help to implement the PRIM’s strategies( Pre-Referral Intervention Manual) To include language framework (vocabulary development)</p> <p>Reading/Writing Coach/F-Status Coach customizes on site modeling, conferring, observations, feedback</p> <p>Title I SWP, Fair Student Funding, CE4. SWP ARRA</p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Reflection of student work as well as student portfolios**

**Unit exams based on adapted reader Elements of Literature, running records, writer's notebook, reading response Notebooks.**

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the level of proficiency at levels 2 and 3 by 5% on the ELA exam measured by scale scores at the end of June 2011. To increase the percentage of students performing at level 2 by 5% and low level 3's by 5%. The average level as measured on the Fountas and Pinnell leveling system for students who scored at levels 1 and 2 (2010) on each grade will increase by 2 levels.</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>• Periodic and summative assessments</li> <li>• AIS Services for specifically targeted students</li> <li>• SES after school program</li> <li>• Reading Workshop</li> <li>• Writing integrated across all curriculums</li> <li>• Use of Elements of Literature Literacy Circles</li> <li>• Guided Reading Groups</li> <li>• Use of Laptops</li> <li>• Saturday Institute</li> <li>• Scheduled trips to Library</li> <li>• ELA Clinical- students at high 2's and low 3's</li> </ul> <p>Staff Members responsible: Reading/Writing Coach, "F" Status Coach, Teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>To include language framework (vocabulary development)</p> <p>Staff Members responsible: Reading/Writing Coach, "F" Status Coach, Teachers NYSTL, Title I SWP, Fair Student Funding, CE4</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>ELA Predictive test will be administered 1x a year (Fall/Spring) Test simulation using NYS ELA will be administered 2x's a year (Fall/Spring) Unit exams will be administered upon completion of units of study Student portfolios will document work based on specific units – rubrics used Improvement on baseline (Sept) vs. midline (Feb) writing pieces</p>

Subject/Area (where relevant): ELA/ELL'S

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the proficiency level of ELL students taking the ELA exam by 3% measured by scale scores at the end of June 2011. The average level as measured on the Fountas and Pinnell leveling system for students will increase by 2 levels. To increase the number of students moving from level 1 to level 2 by 20%</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>▪ Teachers will focus on oral language development</li> <li>▪ Ensure cultural background knowledge</li> <li>▪ Provide decoding and encoding instruction</li> <li>▪ Provide experiences where language is greatly contextualized, field trips, role playing</li> <li>▪ Shared reading, read alouds, books on tape</li> <li>▪ Modeled writing</li> <li>▪ Reading Workshop</li> <li>▪ Writing integrated across all curriculums</li> <li>▪ Guided reading</li> <li>▪ Scheduled trips to the library</li> <li>▪ Use of laptops</li> </ul> <p>Staff Members Responsible: Reading/Writing Coach, “F” Status Coach, Teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I SWP ; Title III</p> <p>To include language framework (vocabulary development)</p> <p>Staff Members responsible: Reading/Writing Coach, “F” Status Coach, Teachers</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure;</p>	<ul style="list-style-type: none"> <li>▪ The ELA Predictive test will be administered 1x’s during the school year (Fall/Spring)</li> <li>▪ Test simulations using prior NYS ELA tests will be administered 2x’s during the school year (Fall/Spring)</li> <li>▪ Student Portfolios</li> </ul>

**Subject/Area (where relevant):** ELA/Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase parent involvement in the literacy education of MS80 students. To increase student attendance by 10% in school sponsored events and promote parent involvement in student education.</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>▪ Curriculum night – standardized test and promotional criteria classrooms materials used</li> <li>▪ Parent Teacher conferences – Tips for parents in getting children to read at home</li> </ul> <p>Staff Members Responsible: Pedagogical Coach, “F” Status, Parent Coordinator</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>SWP ARRA</p> <p>Staff Members Responsible: Administrative team, Coaches, Parent Coordinator, Teachers</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Parent sign in sheets: Curriculum Night, Parent Teacher Conferences Teacher/Parent logs for conferences via phone, in person Use of syllabus for teaching student accountability</p>

**SECTION VI: ACTION PLAN**

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Science: Level 1, ELL, Special Ed.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>. To improve the understanding and mastery of the science educational standards and indicators by 5% in students of, LEVEL 1, ELL and special needs students</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>• To decrease the percentage of all students performing at Level 1 by 8%.</li> <li>• Test simulation using prior Science Exams</li> <li>• Baselines and Midlines</li> </ul> <p>Higher rates of understanding as observed by classroom teachers using unit exams.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Level 1 students will show improvement on standard aligned Unit Exams</li> <li>• Improvement on Baseline vs. Midline (Sept. 2010 Vs. Feb. 2011)</li> <li>• Mastery of Performance Indicators Tracking sheet</li> <li>• Student portfolios will document all work especially improvement in scientific writing and inquiry skills using rubrics.</li> </ul> <p>Gain greater understanding of science vocabulary &amp; terminology</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• All Standards will be taught and curriculum aligned to NYS Standards with the use of Curriculum Maps.</li> <li>• Ongoing use of menus to differentiate instruction.</li> <li>• Mastery of Progress Indicators-recording of all standards mastered and addressing non-mastery standards sheet. (Sept 2010 and ongoing for each student)</li> <li>• AIS for Special Education Students provided by AIS support staff</li> <li>• Saturday Academy to target Level 1 students and will targeting specific performance indicators (January 2011-March 2011)</li> <li>• Creation of new Baselines and Midlines (By September 2010)</li> </ul> <p>Mastery of Progress Indicators- recording of all standards mastered and reteaching non-mastery</p>

	<b>standards sheet with an emphasis on differentiated instruction based on the needs of</b>
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Subject/Area (where relevant): Science: Level 2

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>. To increase the level of proficiency in science at levels 2 by 5% on the Science exam measured by scale score at the beginning of June 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>• To increase the percentage of all students performing at Level 2 by 4%</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Level 2 students will show improvement on standard aligned Unit Exams</li> <li>• Improvement on Baseline vs. Midline (Sept. 2010 Vs. Feb. 2011)</li> <li>• Mastery of Performance Indicators Tracking sheet</li> <li>• Student portfolios will document all work especially improvement in scientific writing and inquiry skills using rubrics.</li> </ul> <p>All Intermediate Level Science Standards will be taught before the NYS 8<sup>th</sup> grade exam.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• All Standards will be taught and curriculum aligned to NYS Standards with the use of Curriculum Maps.</li> <li>• Ongoing use of menus to differentiate instruction.</li> <li>• Mastery of Progress Indicators-recording of all standards mastered and addressing non-mastery standards sheet. (Sept 2010 and ongoing for each student)</li> <li>• AIS for Special Education Students provided by AIS support staff</li> <li>• Saturday Academy to target Level 1 students and will target specific performance indicators (January 2011-March 2011)</li> <li>• Creation of new Baselines and Midlines (By September 2010) Mastery of Progress Indicators- recording of all standards mastered and reteaching.</li> <li>• non-mastery standards sheet with an emphasis on differentiated instruction based on the needs of students (Sept. 2010 and ongoing based on needs of students)</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <b>Failure Free SES program Saturdays and BELL SES program weekdays to enforce skills learned.</b></li><li>• <b>Staff members involved: Science Teachers, Assistant Principal, Educational Assistants.</b></li></ul> |
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Subject/Area (where relevant): Science: Levels 3 - 4

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>. To increase the level of proficiency in science at levels 3 by 4% and level 4 by 3% on the Science exam measured by scale score at the beginning of June 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>To increase the percentage of all students performing at Level 3 by 4% and Level 4 by 3%</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Level 3 and 4 students will make significant gains on standard aligned Unit Exams</li> <li>• Improvement on Baselines vs. Midline (Sept. 2010 vs. Feb. 2011)</li> <li>• Improvement on science writing pieces on a rubric scale of 1-4</li> <li>• Mastery of Performance Indicators Sheet- Our level 3 and 4 will show mastery of the Performance Indicators.</li> </ul> <p>Student Portfolios will document all work especially improvement in scientific writing using rubrics. Title I SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Creation of Enrichment classes &amp; Regents (June 2011)</li> <li>• Use of Laptop computers with science based programs (ongoing)</li> <li>• Creation of smaller sub-groups through implementation of Science Clinic (March 2011-May 2011)</li> <li>• Mastery of Performance Indicators Sheet-Mastery of Indicators on 95% of all students (ongoing)</li> <li>• Increase by 3% the pass rate on the Regents Physical setting &amp; Earth Science Exam</li> <li>• Increase average score on Regents Physical Setting: Earth Science Exam by 5%</li> <li>• Staff Members responsible: F-Status Coaches, Assistant Principal and Science teachers</li> <li>• Science Enrichment Club</li> </ul>

**Subject/Area (where relevant): Science: Professional Development**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>. To provide PD on differentiated instruction for 100% of the Science teachers</b></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><b>To increase the use of data by teachers to make strategic decisions in student learning by 100%.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Ongoing mastery of Performance Indicator Data to show increase in mastery of standards</b>  <b>Improvement in focused writing in science</b>  <b>Unit exam analysis data collected monthly used for planning next lessons</b>  <b>Weekly quizzes showing growth with a target of 60-80%</b>  <b>Teacher Assessment Binder to document progress and learning history of students.</b>  <b>Creation of retesting questions based on student performance</b>  <b>Title I SWP F-status science and humanities coach</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Use of Data-links reports</b>  <b>Weekly meetings evaluating results</b>  <b>Weekly planning meetings to reflect and plan units of study</b>  <b>F-status Coach and Assistant Principal feedback on next steps</b>  <b>Staff members responsible: Science teachers, Assistant Principal</b></p>

**Subject/Area (where relevant):** Science: Professional Development  
1<sup>st</sup> year teachers

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>. To provide PD and resources to develop best practices within 100% of our first year Science teachers.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>To increase knowledge in creating grade appropriate and standard aligned lesson plans</b></p>
<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>	<p><b>Break down of Lesson plan components (Sept – Oct 2010 ) Weekly group sharing and planning One on one pd periods with F-Status Coach Weekly reflection on lesson plans Title I sWP</b></p>
<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>	<p><b>Weekly submission of plans for feedback by F-Status Coach and assistant principal Study groups-based on professional literature and research Revision of plans ( what worked vs what did not work)</b></p>

**Subject/Area (where relevant):** Science: Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>. To increase Parent Involvement in the Science Education of MS 80</b></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><b>To increase the attendance of parents at school sponsored events by 5%</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Parent attendance sheets at school events (Curriculum Night, Parent Teacher Conferences, Parent Meetings)</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Curriculum Night, Sharing of standards, standardized test and promotional criteria (Oct. 2010)</b> <b>Parent Teacher Conference – tips for parents on helping children with science (Nov 2010-Feb 2011)</b> <b>Staff members responsible: Science Teachers, Assistant Principal</b></p>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	123	123						
7	127	127						
8	128	128						
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>Reading/Writing</b>	Targeted students will be served by Read 180 teachers. The program will track student progress and move students accordingly. Teachers will use at least 4 content literacy strategies to help students improve reading. Pedagogical Coach will meet with teachers. Additional targeted reading instruction will be expanded. Student progress will be assessed to help refine school's use of effective practices. Saturday classes and after school programs will be used to support student progress.
<b>Mathematics:</b>	After School AIS to service groups with a focus on specific needs of students (Ongoing) SES Weekday and Saturday Academy to target Levels 1 and 2 students based on specific performance indicators (November 2010-April 2011) Creation of smaller sub-groups through implementation of Math/Reading Clinic (Jan. 2011-April 2011). Staff members involved: Math Coach, F-Status Math Coaches, AIS F-Status Staff, Assistant Principal
<b>Science:</b>	Students will receive tutoring services in our SES Saturday Science Academy as well as the Monday Science institutes after-school. The academy and institute for science will focus on building content knowledge as well as reinforcing skills and strategies in science. This area is also addressed in the Extended Day and ELA Access Science. We include but are not limited to: student records, report cards grades, classroom participation, diagnostic assessment, teacher/counselor/social worker recommendations, parent referrals, and student projects or tests of demonstrated technical quality.
<b>Social Studies:</b>	After school programs as well as the extended day program will be available to support students in a small group delivery. We will promote collaboration between the literacy, ELL, and social studies departments in order to plan lessons that integrate reading and writing strategies into the social studies content area.
<b>At-risk Services Provided by the Guidance Counselor:</b>	All level 1 and 2 students are offered interventions that address barriers to student progress through counseling and attendance monitoring along with parent involvement.
<b>At-risk Services Provided by the School Psychologist:</b>	Students are referred for testing to address barriers to student progress. Teacher, parent and counselor intervention offer a team involvement.
<b>At-risk Services Provided by the Social Worker:</b>	All students are offered interventions that address barriers to student progress. Social Worker addresses family or other interventions necessary to ensure students are able to address issues interfering in school progress.
<b>At-risk Health-related Services:</b>	Will be available on an as needed service or as a service specified on an IEP

*NCLB/SED requirement for all schools*

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

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

**Form TIII – A (1)(a)**

**Grade Level(s)** 6-8      **Number of Students to be Served:** 156    LEP \_\_\_\_\_    Non-LEP \_\_\_\_\_

**Number of Teachers** 7      **Other Staff (Specify)** Assistant Principal

- ESL students and advanced bilingual students are taught their subject areas in English.
- Native Language Arts classes have parallel programs so that teachers can flexibly group students according to their language modality.

**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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The Bilingual Program at M.S. 80 is a transitional program. We have approximately 156 English language learner students enrolled. There are 3 bilingual classrooms and three self-contained ESL classrooms. We have two ESL teachers who service approximately 85 students. The bilingual and ESL teachers work in collaboration with the instructional coaches to develop a plan of instruction to service the students and meet their linguistic needs.

Our programs are designed to increase the students' second language instruction as they move up the grades. It is also designed to continue to nourish their literacy skills in their native language. The antecedent is reflected through the weekly class schedule in which the language of instruction for

each content area to be delivered is shown. The schedule is implemented as prescribed in order to guarantee the literacy development in the native language and the second language acquisition.

The linguistic needs being met to accommodate the different levels of English language proficiency such as beginning, intermediate and advanced are the following:

- Beginning and intermediate students receive 360 minutes weekly of ESL instruction using ESL methodologies
- The advanced students receive a minimum of 180 minutes in ESL instruction using ESL methodologies.

Teachers of both ESL and bilingual students differentiate instruction to meet the needs of their students. They work with students on an individual basis, in small groups and whole class. All classes with ELL's use Achieve 3000 and Read 180 to enhance their linguistic skills.

In the content areas, teachers use inquiry and project based learning activities. These require using hands-on manipulatives for greater comprehension. The learning activities are planned to scaffold students' learning from previously mastered material to new concepts.

**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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Professional development in our school addresses the needs of staff working with ELLs by providing them in-house staff development by our ESL teachers, as well as our literacy and math coaches. Our coaches:

- model lessons
- conference with teachers
- assist in planning lessons
- arrange for interclass visitations so teachers are able to observe best instructional practices and learn from each other
- meet on a weekly basis with the Assistant Principal to discuss weekly outcomes, plan the next steps with individual teachers or staff development, express needs, concerns and reflect and ponder questions

In addition to the in-house professional development we have diverse support from other sources as well. We receive professional development support in the area of bilingual and ESL education from the following:

- AED and B.E.T.A.C. @ Fordham University consultants
- We have a Professional Development Partnership with Lehman College to increase parental involvement.
- Literacy, Math and Social Studies coaches who work as F status
- Former principal and Instructional Consultant, Ms. Carmen Jimenez

We look at the outcomes of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and to achieve improved student outcomes. We accomplish this through the careful analysis of the following data:

- Running Records

- Standardized Test (NYSESLAT, LAB-R, ELE, ELA)
- Acuity
- Teacher Developed Exams
- Checklists
- Student Work
- Teacher Observation
- Achieve 300 Assessments

These assessment tools also allow us to look at additional support systems to put in place in order to support that students excel to their maximum language acquisition potential.

**Form TIII – A (1)(b)**

**School: M.S. 80**

**BEDS Code: 32100001080**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b> 30,540.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> A. Per session B. Per diem	Fringes $49.89 \times 3$ $\text{teachers} \times 16$ $\text{weeks} \times 4$ $\text{hours} = 9578.88$	<ul style="list-style-type: none"> <li>• After school program to provide additional academic support to English Language Learners.</li> <li>• The program strengthens vocabulary, comprehension, and reading fluency as our students develop their second language literacy.</li> </ul>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		

<b>Supplies and materials</b> A. Must be supplemental. B. Additional curricula, instructional materials. C. Must be clearly listed.	12,086.12	<ul style="list-style-type: none"> <li>• Purchasing of after school instructional materials to support English Language Learners the after school academic program (class libraries-high interest /low level)</li> <li>• Purchasing supplemental and intervention Materials for Tier 1 and Tier II</li> </ul>
<b>Educational Software (Object Code 199)</b>	8,875.00	<ul style="list-style-type: none"> <li>• <b>Achieve 3000</b></li> </ul>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	30,540.00	

### **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.
  - The following set of data were utilized to determine parents' preferred language of communication:
    - Home language survey
    - School report card data
    - Parent surveys
    - Oral translation requests
  
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.
  - The local community's makeup is multi-lingual and multi-cultural. We are a local zone, neighborhood school, which serves this community. As a result, all communication with parents and community residents, notices, memorandums and other parent information are provided in Spanish, Bangladesh, French and Albanian as well as English. This year we would like to hire parents to translate our letters into Arabic.
  - These findings were reported to the school community via the following:
    - School leadership team meeting
    - Monthly calendar
    - Parent coordinator workshops or meetings
    - Parents Association meetings
    - Parent memos
  
  - An oral translator is provided at all of the above-mentioned meetings.

## 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.
  - Written translation services will be provided in-house by school staff. A large percentage of staff members are bi-literate in English and Spanish. Other staff members are available to communicate with parents in Albanian and Bangladesh.
  - Written translations will be provided for: monthly calendar, all memorandums and individual parent letters (as needed).
  
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.
  - Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration.
  
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>.
  - Designated teachers of other languages will be targeted for translation and program tracked for availability when necessary.
  - Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration.
  - Parent will be informed that they may use a friend or relative for language and interpretation services if they opt to.
  - The Translation and Interpretation Unit will be use as needed.
  - Translation services will be provided for all parental communication including the following:
    - Monthly Calendar
    - Parent Surveys
    - Parent Memorandums
    - Parent Letters
    - Phone Calls
    - Parent Newsletters

## 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:	585,755.00	166,505.00	752,260.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,857.00	1665.00	7522.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,287.00	*	29,287.00
4. Enter the anticipated 10% set-aside for Professional Development:	58,575.00	*	58,575.00

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Prior to the opening of the 2010-2011 school year a great effort was made to ensure that teacher candidates who were hired graduated from teacher education program or were certified teachers with several years of experience.

\* 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.

Attachment K

## **Title I Parent Involvement Policy and Parent-School Compact for Isobel Rooney Middle School 80**

### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Isobel Rooney Middle School 80 [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school

and the families. Isobel Rooney Middle School 80's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Isobel Rooney Middle School 80 will support parents and families of Title I students by:

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

Isobel Rooney Middle School 80's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Isobel Rooney Middle School 80 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Isobel Rooney Middle School 80 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**Isobel Rooney Middle School 80 will further encourage school-level parental involvement by:**

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

**Section II: School-Parent Compact**

Isobel Rooney Middle School 80, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families.

PS/MS/HS XX staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

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

#### **Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- *[add other activities, if applicable]*

**Provide parents reasonable access to staff by:**

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

**Provide general support to parents by:**

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

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
  - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Parent Executive Board on October 27, 2010.

This Parent Involvement Policy was updated on October 15, 2010.

The final version of this document will be distributed to the school community on November 3, 2010 and will be available on file in the Parent Coordinator's office.

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

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

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

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>2</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>3</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	✓			561,361.00	✓	On action plan
Title I, Part A (ARRA)	Federal	✓			166,505.00	✓	“ ”
Title II, Part A	Federal						
Title III, Part A	Federal	✓			30,540.00	✓	“ ”
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			3,207,688.00	✓	“ ”

#### 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.

**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.

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

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

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

**NCLB/SED Status:** Restructuring (Advanced)      **SURR<sup>4</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. (Please review school’s 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. (please review school’s goals)

As noted above in question one, Middle School 80 was indentified for not meeting AYP in the student categories of ELLs and SWD. In revisiting the notes taken during the JIT review and meeting with our consultants, network instructional coaches, school’s instructional team, school’s leadership team and SES providers, Middle School 80 was able to create an intervention plan that targeted all student categories but in particular radically developed an intervention plan for the ELL and SWD student populations.

We divided our focus into five main areas: staff reorganization, curriculum development, data analysis, academic interventions and professional development.

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School Under Registration Review (SURR)

Staff Reorganization: For the past five years MS 80 relied heavily on hiring Teach for America Candidates (TFAs). It was very difficult to find highly qualified and experienced teachers who wanted to work in a school that needed their expertise but could not compete with public middle schools with less complications, charter schools and Westchester Schools. Thus, TFAs were hired to fill the staff and served their purpose of bringing new ideas, a zeal to work with inner city children and infusing the school culture with an understanding that although the work is difficult and challenging, as a team in relationship with students, parents and the community we could close the achievement gap. The main challenges of hiring so many TFAs were that the teachers needed intensive professional development and support and once the teachers received the pd and support and were on their way to becoming a teacher who could make a difference in closing the achievement gap, the TFAs left. Therefore, every two to three years, it was a constant influx of new TFAs who were trained and then left.

During the JIT review it was recommended that we revisit having ESL teachers teaching content area subjects and decision in hiring TFAs. In June organized an aggressive campaign to hire not only certified licensed teachers but teachers who had at least three years of teaching experience. We sent advertisement to all teacher education college/university recruiters in the NYC and lower Westchester. Again, this year we had teachers who left our school either through termination or moving out of state. The instructional team with the assistance of the AED and the Principal Coach reviewed the remainder of the staff and assigned teachers to each grade so that no one grade would have too many mediocre teachers. Many teachers were assigned to work with coaches and the administrative team on lesson planning. The identified teachers were expected to submit their weekly lesson plans for review and receive feedback to improve their understanding of creating standard based lesson plans. In addition several key support staff with experience and knowledge in Bilingual Education was hired: a fulltime Reading/ Writing Coach and an assistant principal.

Curriculum Development: From the notes taken during the JIT review and the school's analysis of the curriculum maps, it was decided that MS 80 needed to organize a team of expert teachers and coaches with the support of AED to revisit all content curriculum maps and in particular the ELA curriculum map to ensure that the curriculum address all student categories but in particular a detailed focus of the

strategies, vocabulary focus and materials that would be used with the ELL and SWD populations. Each curriculum map also included a vocabulary, COSTA levels for developing questions to promote higher critical thinkers and reading skills focus. This vocabulary, COSTA questions and reading skills focus permeate across the content areas simultaneously. Each unit of study spirals through several genres and reading comprehension skills and includes a test sophistication component so that we can determine if each student category by grade is approaching and/or meeting each benchmark. A re-teaching strategy with supporting materials component was also added to the unit of study. Upon the completion of every unit, reflection survey is disseminated to teachers to receive teacher feedback about the unit of study and based on these valid recommendations the team again would meet to revise the unit.

#### Data Collection and Analysis:

Middle School 80 has entirely revisited their accountability system to ensure that all decisions made is based on evidence and that the action plan designed is research based, and drives instruction in the classroom to a higher quality of teaching practice and student learning.

Rubrics- Through the support of our network, Principal Coach, a team of lead teachers and consultants ( NUA and BETAC) we revisited all rubrics used throughout the building. We revised the informal and formal observation reports so that there was consistency with the feedback that the coaches and administrative team were giving. We wanted to ensure that the school had a transparency around school wide expectations with regards to instructional practices, student learning and building a positive school culture. We also wanted to ensure that the instructional team used the feedback to prioritize teachers based on need of support and to begin developing teachers who were strong in a particular unit of study or in using specific strategies to become a focused lab site. In addition, we wanted teachers to look at the strategies that we needed to modified and amplify the specific ideas that would lead to closing the achievement gap specifically with our ELL and SWD student populations. During the months of May and June, the Principal Coach working with the instructional team to revised the Teacher Handbook to include all content area rubics, a pedagogy rubric based on Danielson's and Santa Cruz' work (See Sample attachment A), and a survey for teachers to self-reflect their growth in improving and strengthening their practice. Lesson plan templates based on the category of students being taught. All

teachers were invited to participate in professional development during our summer institute. All newly hired teachers were mandated to attend the summer institute. There were several sessions devoted to teachers being trained in using the different rubrics and the important of their usage. (See professional development session for more details.

Walk throughs are conducted monthly. To determine the movement of teacher pedagogy and student learning we use the rubric used for the conducting SQRs. Our network, AED, along with the instructional team members conducted month walkthroughs of the ELA department. In one of the walk through the Superintendent of District Ten Sonia Menendez participated. Currently, MS 80 switch Networks to go with a network HOT 104. This decision was made because HOT 104 has more resources and support for their schools and also has experienced personnel who are experts in their fields and can provide MS 80 with the necessary support that is needed to help the school close the achievement gap. Our current network is also conducting monthly walk throughs but has targeted a walk through by student category where they are bringing in their expertise in bilingual/ESL and SWD. BETAC will also be participating in the Bilingual/ESL walk throughs. Written feedback is given to the staff with next steps that need to be implemented.

Informal Assessments: We revisited our goals for conducting in-house assessment and devise a plan of action in which the school realized that we needed to generate more data in specific areas and to review the data from the Predictive and ITA more carefully.

An Interim Assessment Calendar was created to ensure that we were collecting data to keep track of trends and to determine if students by grade and category was approaching or meeting each benchmark. The data is placed on a spread sheet and is disseminated to the entire school. All teachers are aware of student progress in ELA. From this data the reading/writing coaches and administrative team meet with teachers by student category and discuss areas of strength and identify areas that needs improvement. A plan of action is developed and follow- up classroom visits and planning sessions are scheduled. During the content area planning meetings teachers meet together either by student categories (6-8) or by grade to work on lesson planning and reviewing the quality of student work, reviewing data, creating distractor

analysis for interim assessments so that they can discuss next steps and plan re-teaching strategies, lessons and evidence of improved teacher moves and increased student retention of learning and understanding.

All students have in their notebooks the COSTA level of questions. Students are expected to use the questions in the classroom and understand what level of questioning that is being used. Each semester students are given a self assessment sheet in which students have to keep track of their scores including Predictive and ITAs in every subject. Parents are encouraged to review the information with their children. Student and parents also receive a progress report per semester so that parents are aware of missing assignments that students need to complete. Students are given an opportunity to make up work within a reasonable timeframe. Our ELL and SWD student population can also go on –line to the ACHIEVE 3000 website to monitor student progress in ELA. All parents and students can go on-line to the Study Island Website where parents and students can monitor study progress in the four major content areas.

The Inquiry team meets and discusses targeted students as well as per semester to review the data from the Balfanz study. This data assists us in identifying the quality of our intervention programs, if the strategies that we are using to improve student attendance is working, if the disciplinary interventions are working, etc.

Academic Intervention ( Please refer to CEP action plans)

As mentioned earlier MS 80 uses data to drive instruction. Analysis of the ELA State Exam and the NYSLEAT Exam were performed so that we could identify and create a plan of action to address the needs of each identified group. For example, we identified the number of students in particular ELL and SWD students who missed scoring a level three or passing the NYSLEAT. A plan of action was created in which we met with the SES providers who were housed at the school to ensure that these students if eligible were targeted. We review the interim assessments of our SES providers so that we can monitor our student improvement in the classroom. ELL and SWD students go to the computer lab two to three

times a week where a licensed computer teacher and bilingual or SWD teacher work with the students on ACHIEVE 3000.

We also have F-status personnel and have built into specific math teachers program an AIS component where identified students are targeted and receive enrichment or remediation in math.

This year the social studies and science departments are creating predictive for the third and four semesters. We wanted a consistency of testing practices. If this pilot works during the summer, social studies and science teachers will meet to revisit predictive exams 3 and 4 and create predictive exams 1 and 2.

In the major content areas all teachers are required to have a guided session two or more times a week. During the guided sessions teachers are working and conferring with students to ensure mastery of a skill or concept. Teachers are required to record finding and to discuss next steps with their coach and/or supervisor.

The 37.5 minutes session was revamped. This year the 37.5 minutes follows a prescribed program with a focus based on the diagnostic test and the findings from the ELA State Exam. All teachers are required to use the Kaplan Program. At the end of each unit students are tested on their mastery of the unit. The data is collected and reviewed by the ELA department and adjustments to the skill building component are made. Teachers are observed regularly during these session are given feedback to support the work of intensify the targeted area and using effective measures to ensure that students are approaching or meeting mastery.

All ELL and students with IEPs attend READ 180 sessions either during the school day or afterschool. Both teachers have obtained 15 credits in ESL and one of the teachers has a lesson in Special Education. The READ 180 teachers remain in communication with the lead teachers and the Reading/Writing Coach. The READ 180 data also inform the department of student growth and areas of concerns.  
Professional Development

After the JIT review, the instructional team with our Principal Coach and BETAC revisited how pd was identified, selected and conducted as well as we looked at the participant and monitoring system. From a series of meeting the following plan of action was designed:

- a. We added a section to the end of year teacher reflection survey to include five areas (targeted based on data collected from observation reports, teacher data base report, findings from walk throughs and coaches feedback)in which teacher could select 3 areas of pd that they were interested in improving their skills.
- b. From the information we obtained from the teacher surveys we created a professional development calendar that encompassed from August 2010 to June 2011. The pd calendar is a three tier component: instructional focus, social emotional focus and assessment. The pd calendar also includes the coaches and administrative team focus and evidence to support approaching or meeting goal ( See sample Attachment C)
- c. This school year BETAC is deepening their work with our ELL teacher (self-contained and mainstreamed) The Reading/Writing coach, assistant principal in charge of ELLs and selected teachers have been attending workshops. BETAC is now facilitating a study group around the book, Literacy Instruction for English Language Learners written by Nancy Cloud, Fred Genesee and Else Hamayan. The study group meets once every other week to discuss chapters and/or to bring student artifacts that support the work around what the teachers are learning.
- d. This school year we focus on conducting more intervisitation inside and outside of school to observe best practices in ELL and CTT classroom. Teachers are encouraged to become each other's critical friends. Coaches use this approach so that teachers observe best practices that can be replicated in their own classroom. Also the coaches and assistant principal in charge of ELLs went on a site visit to a school that had made great gains in closing the achievement gap of their ELL student population. More intervistations are scheduled.

- e. MS 80 believes that we are all life long learners and encourages teachers to participate in the study groups. This year we are focusing on three books: Literacy Instruction for English Language Learners written by Nancy Cloud, Fred Genesee and Else Hamayan. Day One and Beyond written by Rick Wormelli , Strategies that Work written by Stephanie Harvey and Anne Goudvis and Teach like a Champion written by Doug Lemov. In addition to these four books the administrative team is rereading the book Data Wise. Teachers identify how what they are learning will be used in the classroom and decide on what evidence will be selected to support findings.
- f. Department meetings are held weekly and as discussed during the section on data , topics of session are generated based on data findings
- g. Academy meetings are every other week. Homeroom teachers have an opportunity to review data on discipline, cite evidence to support the improvement in floor and school tone and share best practices for building rapport with middle school students.
- h. This year we have implemented a series of monthly parent workshops in ELA and math for parents based on student category ( See Attachment D). The workshop focuses on one strategy per month that parents are asked to use with their children at home and return the next month to share their findings.

With regards to the restructuring option please review the submitted restructuring plan.

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

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

**Teacher Mentoring Program:**

- a. At Middle school 80 we have eight teachers who have been identified for mentoring. We have selected experienced teachers who work as instructional coaches to mentor our new teachers. We have used the New and Early Career Teacher Development Guide for Principals to guide the program of activities that we have planned to support our new teachers. Our new teachers began the school year by participating along with their mentors and all other staff attending, in a 4-day summer institute as part of an entry plan. During these four days they experienced workshops that focused on adolescent development, a critical learning to enable them to work with our middle school students; understanding the curricular units of study and how to use them to plan effective lessons; how to manage your classroom for effectiveness; classroom management techniques and time was given to these teachers, along with their mentors set up their classrooms. Our new staff are also members of an academy and a subject area department. In these configurations, they are members of teams and meet bi weekly to plan and discuss instructional issues. Many of these meetings are conducted by the coaches who are their mentors. These meetings allow for rich conversations and help the new teachers develop collegial relationships. As stated earlier in this document at MS 80 we believe that we are all life long learners and we encourage our new teachers to also participate in study groups. This year

we are focusing on four books: Literacy Instruction for English Language Learners written by Nancy Cloud, Fred Genesee and Else Hamayan; Day One and Beyond written by Rick Wormelli; Strategies that Work written by Stephanie Harvey and Anne Goudvis and Teach like a Champion written by Doug Lemov. Finally, this year we have the coaches scheduling inter-visitations for teachers both inside and outside of the school to observe best practices for ELL and CTT classrooms. Teachers are encouraged to pair off and be critical friends and share best practices.

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.

Letters went out in all languages to parents concerning in which categories the school was identified by the State for not meeting and what is currently the school status. At the School Leadership Team meeting we presented to the team the findings of the inquiry team and also the data for the month based on ELA and math assessments. The principal also meets regularly with the PA executive board to discuss the data and what supports we can use from the parents. This information is then shared at the monthly parent association meetings. In addition, on the monthly parent calendar parents receive the current unit of study for the major subjects. Parent can go on line and view student grades on the grade recording program we use called Engrade. Parents and Teachers can use Engrade to communicate with each other. Our parent coordinator collaborates with the translation unit to ensure that parent letters are translated into six different languages. On the second floor across from the Principal's office there is a bulletin board that gives a visual representation of student growth in student attendance and the predictive and ITAs.

\*\*[Achieve3000™ provides the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance]

**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>

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## **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.)

There are a total of eight STH students enrolled at our school. The following is the breakdown:

2 seventh grade students – 1 which is special needs  
1 eighth grade student

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

The guidance and attendance team work with STH students individually. The guidance team makes contact with educational coordinator in temporary housing to ensure that the student's academic needs are being met. In addition, the parent coordinator works with parents in temporary housing to find agencies that can provide TH parents and their families with the necessary support.

We continually encourage our TH students to enroll in an SES program and to participate in the school 's after school activities and intervention services so that the students receive stability and develop a feeling of belonging.

### **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>	J.H.S. 080 The Mosholu Parkway					
<b>District:</b>	10	<b>DBN:</b>	10X080	<b>School</b>		321000010080

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	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		87.2	89.4	89.6
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		89.8	88.2	87.7
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	195	198	198	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	204	207	215		76.8	86.7	85.4
Grade 8	258	215	238				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	216	99
Grade 12	0	0	0				
Ungraded	1	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	658	620	651	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					38	34	37

<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	85	69	67	Principal Suspensions	17	17	38
# in Collaborative Team Teaching (CTT) Classes	26	28	35	Superintendent Suspensions	39	10	23
Number all others	39	51	37				

*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	55	39	TBD	Number of Teachers	57	59	56
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	18	11
# receiving ESL services only	99	145	TBD				
# ELLs with IEPs	13	34	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	4	8

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
	17	11	47	% fully licensed & permanently assigned to this school	100.0	100.0	88.6
				% more than 2 years teaching in this school	59.6	45.8	57.1
				% more than 5 years teaching anywhere	59.6	44.1	50.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	75.0	64.0	67.9
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	86.0	95.1	84.0
American Indian or Alaska Native	0.5	0.3	0.5				
Black or African American	18.2	16.5	16.1				
Hispanic or Latino	68.5	67.1	68.4				
Asian or Native Hawaiian/Other Pacific	7.9	10.5	8.9				
White	4.7	5.3	6.0				
<b>Male</b>	58.5	58.2	55.6				
<b>Female</b>	41.5	41.8	44.4				

#### 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					
	Restructuring Year 2					
	Restructuring Advanced				v	

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v		-	-		
Hispanic or Latino	vsh	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-	-	-		
Multiracial	-	-					
Students with Disabilities	X	v					
Limited English Proficient	X	v					
Economically Disadvantaged	vsh	v					
<b>Student groups making</b>	5	7	1	0	0		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	50.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	4.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

<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>AED</b>	District <b>10</b>	School Number <b>080</b>	School Name <b>Isobel Rooney</b>
Principal <b>Ms. Lovey Mazique-Rivera</b>		Assistant Principal <b>Ms. H. Abreu</b>	
Coach <b>Ms. E. Martinez, Literacy</b>		Coach <b>Ms. O. Robertello, Math</b>	
Teacher/Subject Area <b>Mr. Y. Grossman, ESL</b>		Guidance Counselor <b>Ms. C. Rodriguez</b>	
Teacher/Subject Area <b>Ms. S. Santiago, NLA</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Ms. M. Alejandro</b>	
Related Service Provider <b>Ms. Okoye</b>		Other <b>Ms. C. Jimenez, Principal Coach</b>	
Network Leader <b>Mr. C. Hastings</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>3</b>

### C. School Demographics

Total Number of Students in School	<b>654</b>	Total Number of ELLs	<b>156</b>	ELLs as Share of Total Student Population (%)	<b>23.85%</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. At MS 80 we have two ESL/Bilingual licensed pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey. Upon completion of the HLIS, such pedagogues initiate an informal oral interview in English and in the native language (when possible). Depending on these findings, the eligible students will be administered the LAB-R within the first ten days of their initial enrollment.

Cut scores on LAB-R determine service eligibility for new entrants. Students who come from a home where a language other than English is spoken, and who are entitled based on LAB-R testing, remain entitled until they test out, by scoring at the appropriate level on a spring administration of the NYSESLAT.

2. In an effort to ensure that parents are well aware of the different program choices available at our school, we offer parent orientation workshops during the intake process. A certified bilingual or ESL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents must view the NYC language program video in their native language, meet with our ESL teacher to discuss concerns, and complete a Home Language Survey. Once parents gain a better understanding of the instructional goals embedded in each program, they have the flexibility and option to register their children with the program of choice. All Program Selection Forms are completed during the interview with the ESL teacher and therefore this form is on file for all ELL students. In cases where the home language is one that no one in the school speaks, the pedagogue seeks assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

3. Our school ensures that Entitlement Letters and Parent Survey and Program Selection forms are completed at the time of intake. Therefore, these documents are available immediately upon the completion of the registration process and are kept on file at the school.

4. Once a student has been identified as an ELL, the parents enter into a consultation with the pedagogue in their native language. At this consultation, the parent reviews the three program choices with the pedagogue, views the video, and is given the opportunity to ask any questions and address concerns with the pedagogue and parent coordinator.

5. After reviewing our Parent surveys and Program Selection Forms for the last few years we see a trend of more parents requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. Parents are concerned that their children will be eligible for ELA testing much sooner than in the past. Therefore the majority of our parents are choosing monolingual classes with ESL services.

6. The program models provided at our school are all aligned with parent requests.

## 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>	0	0	0	0	0	0	1	1	1					3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	1	1	1					3
<b>Push-In</b>	0	0	0	0	0	0	1	1	1					3
<b>Total</b>	0	0	0	0	0	0	3	3	3	0	0	0	0	9

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	89	Special Education	39
SIFE	22	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	30

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>	42	7	1	1	0	0	0	0	0	43
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	47	12	6	37	2	18	29	0	14	113
<b>Total</b>	89	19	7	38	2	18	29	0	14	156

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							20	24	29					73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	20	24	29	0	0	0	0	73

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	17	13					41
Chinese							1	0	0					1
Russian							0	0	2					2
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							1	0	2					3
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	2	3					6
Other	0						1	2	2					5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>21</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>58</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.

1. We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. This program includes an ESL component to develop skills in listening, speaking, reading, writing, and writing in English. In addition, a native language component is integrated in an effort to develop communication skills in the students' home language while cultivating an appreciation of their history and culture. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support. Our main objectives are to:

- Provide grade level academic work in the student's native language to develop conceptual understanding and learning strategies that will prepare ELLs to think critically, problem solve and communicate in two languages.
- Attain English Language proficiency within three years

- Develop oral and written fluency: BICS and CALP

In addition to our Transitional Bilingual Program, our school offers a Free Standing ESL Program. Students in our ESL Program receive all instruction in English. The number of ESL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the LAB-R or NYSESLAT scores.) These services are provided through two different instructional models:

1. Self Contained Model: licensed ESL teachers provide instruction in English using ESL methodologies.
2. Mainstream Model: ESL students who are placed in regular monolingual classes due to capping would be mainstreamed. into an ESL self-contained class to ensure language development. The instructional unit blocks that they will receive would be determined by the student language proficiency level.

2. During the course of the day, the students will receive their mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSESLAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore, language of instruction will be differentiated depending on the level of English proficiency.

The ELLs who are in ESL classes will be given their mandated minutes of ESL instruction by a self-contained ESL teacher. The ESL teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies and language acquisition programs such as Achieve 3000 and Read 180.

3. To develop content understanding we are using grade specific textbooks: Glencoe in Science, Impact and Holts in mathematics and in Social Studies. All instructional resources selected will help improve our ELL students' skills through content rich curriculum and by incorporating the New York State Standards into their work.

4. There are certain ELL populations in the school which are in need of more specific and skill based instruction. These groups include: SIFE students, Long term ELLs, newcomers and ELLs with special needs. In order to provide additional support for these groups, we will offer the following Academic Interventions:

- Failure Free
- Bell
- After-School Program
- Saturday Program
- Drama
- 37.5 minutes small group instruction
- Summer School
- Guided Math
- Guided Reading
- Related services as per IEP, if applicable

It is of prime importance that our new arrivals feel socially accepted and others see them as knowledgeable people from a respected culture. To ease the cultural transition and facilitate adaptation, it is crucial that our newcomers are appropriately placed and provided with the necessary tools to be successful. For our newcomers, who are at the beginning level on the assessments, we will also provide AIS support. They will be invited to attend after school programs funded by Title III and the Saturday academy as well. These programs will improve decoding skills, phonemic awareness and build their [BICS] basic interpersonal communication skills. All of our bilingual and ESL classrooms are equipped with listening centers.

Special Education ELLs will receive mandated ESL services based on their IEP's. They will participate in after school and Saturday academies to build their reading, writing and mathematic skills. Our related service teacher provides small group instruction to our Special Education ELL Students using grade appropriate and standard based materials. She provides services to students who are experiencing reading difficulties.

SIFE students will participate in several different academic intervention programs to help them develop the basic skills they are lacking due to their interrupted education. We will also provide support to these students during the 37.5 minutes extended time as well.

Long term ELLs will receive extra support through the use of SIOP strategies. SIOP will be used by the ESL teacher who has been trained. This model will help to develop academic cognitive skills, reading comprehension skills, fluency, critical thinking skills and other cognitive and meta-cognitive skills.

## 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. By continuously analyzing data from the LABR, NYSESLAT, predictive, NYS ELA, and teacher observations throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our academic intervention services to be more specific and effective, and at the same time revise and refine our instructional practices.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure significant ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

To further enhance the growth of ELLs in literacy, our teachers follow the Achieve 3000 and Read 180 Programs. These programs provide a comprehensive, research-based instruction which is aligned to the NYS Standards. These programs provide multi-level teaching strategies, multi-level materials, and multi-level assessments. Teachers use the assessments to diagnose, plan instruction, and monitor progress. In addition, we also provide the following literacy-based enrichment activities.

- Drama
- Failure Free
- Bell
- Lyrical Minded
- SETTS (selected students with IEPs)

6. In order to provide transitional support for former ELLs within the first two years, we will invite them to attend the same after school programs that all ELLs will attend. In addition, our proficient level students continue to receive ESL support from the ESL teacher. ESL/Bil teachers, AIS and related service provider teachers have ongoing articulation to monitor the progress of students throughout the school year.

In addition, these students are entitled and will be provided with the appropriate testing accommodations for two additional years. 7. After analyzing our NYSESLAT, ELA, and Math Data, we concluded that our ELL students require additional support in the areas of reading and writing. We therefore plan to include the supplemental services of Failure Free and Bell to provide additional linguistic support.

### 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.

1. Our ESL teachers and our bilingual teachers attend B.E.T.A.C.@ Forham University and AED workshops to enhance their pedagogical instructional skills. The ESL teachers then turn key pertinent information to the rest of the school staff during school based PD and Lunch and Learn Professional Development sessions. Our teachers participate in grade level meetings with the ESL and Bilingual teacherS where ELL strategies are discussed and shared.

2. The parent coordinator reaches out to the local high schools to set up parent orientationS. At these orientations, parents become familiar with high school expectations and procedures. In addition, the school hosts specil meetings for for parents and the bilingual guidance couselfors and high school recruiters. T

3. All new school staff are provided a minimum of 7.5 hours of ELL training as per Jose P. This professional development includes:

- What is the Jose P. consent decree?
- CR Part 154
- Extension of Services
- Language Allocation Policy
- How is an ELL student identified?
- ELL Programs
  - Dual
  - Bilingual
  - ESL
- Testing
  - LAB-R
  - NYSESLAT
  - Accomodations
- Data/Data Interpretation
- How do we distinguish between a disability and language acquisition?
- Stages of Language Acquisition
- Strategies to teach ELLs
  - BICS
  - CALP

## E. Parental Involvement

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

1. Parental involvement at our school is highly encouraged. Our parent coordinator schedules one-on-one meetings for our parents with their child's classroom teacher. In addition, parents are invited to attend celebrations, parent events, and workshops throughout the school year. For example, before testing time, parents are invited to attend a testing workshop with the administrative team. During this workshop, parents are informed of state standards, the testing strategies that can be extended to the home, test format, and benchmarks. ELL parents are invited and participate in all of these activities. In addition, the school continuously communicates with parents through a monthly school calendar and a monthly parent news letter.

2. Our parent coordinator reaches out to different organizations to provide workshops to our parents. These workshops include but are not limited to Health Plus, GED, ESL classes. This year, through the 21st Century grant, Lehman College will be working with our parents to enhance and develop new workshops and events to engage parents in the life of the school.

3. We evaluate the needs of our parents through conversations and surveys. After a workshop, we have parents fill out a questionnaire in order to receive feedback about the particular workshop. In addition, we ask the parents if there are any other workshops they would find beneficial.

4. We review parent surveys as well as the School Survey in order to determine parent needs. After this review process, we then determine the activities parents felt were most needed. We then plan activities and workshops around these 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)	0	0	0	0	0	0	9	14	18	0	0	0	0	41
Intermediate(I)	0	0	0	0	0	0	16	23	28	0	0	0	0	67
Advanced (A)	0	0	0	0	0	0	14	15	7	0	0	0	0	36
Total	0	0	0	0	0	0	39	52	53	0	0	0	0	144

NYSESLAT Modality Analysis														
Modality	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

Aggregate														
LISTENING/ SPEAKING	<b>B</b>	0	0	0	0	0	0	4	7	5	0	0	0	0
	<b>I</b>	0	0	0	0	0	0	3	8	8	0	0	0	0
	<b>A</b>	0	0	0	0	0	0	18	12	8	0	0	0	0
	<b>P</b>	0	0	0	0	0	0	14	15	17	0	0	0	0
READING/ WRITING	<b>B</b>	0	0	0	0	0	0	9	12	18	0	0	0	0
	<b>I</b>	0	0	0	0	0	0	16	24	28	0	0	0	0
	<b>A</b>	0	0	0	0	0	0	12	15	7	0	0	0	0
	<b>P</b>	0	0	0	0	0	0	2	1	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	38	14	10	1	63
7	24	7	0	0	31
8	36	15	2	1	54
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	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	21	12	26	2	3	0	1	0	65
7	16	18	9	5	3	0	1	0	52
8	15	21	29	0	5	3	1	0	74
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	23	10	17	15	6	2	0	0	73
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**NYS Social Studies**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	36	26	7	1	0	1	0	0	71
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	2		2	
Math				
Biology				
Chemistry				
Earth Science	2		2	
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)	17	65	41	7				
Chinese Reading Test	0	0	0	0				

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.

1. Our school uses A-Z Reading and Rigby to assess literacy skills of all our students including our ELLs. Our data indicates, that our ELL students are struggling readers performing 2 to 4 years below grade level. This information requires us to provide differentiated instruction and small group instruction to our students. Our school has partnered with AED and B.E.T.A.C.@FORDHAM UNIVERSITY to provide professional development to our teachers in an effort to help the teachers better meet the individual needs of the students.

2 -4. An analysis of the breakdown of NYSESLAT scores across the four modalities of: reading, writing, listening and speaking show that students perform higher on the listening and speaking than they do on the reading and writing sections. This data pattern affects instructional decisions in many ways. For example, since we find that our ELLs are weaker in reading and writing, we provide differentiated instruction and small group instruction during the school day, extended time, and after school. Our para- professionals and AIS team members support these struggling students in addition to the classroom teacher.

5. N/A

6. We evaluate the success of our programs for ELLs by looking at our data. We look at our students' entry level and we monitor their progress using A-Z Reading, Rigby, Periodic Assessment, NYSESLAT, NYS ELA, NYS Math and teacher observations. The results will determine the need for further intervention.

### 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.

## Part VI: LAP Assurances

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

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