



**MS 118
WILLIAM W. NILES SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 10X118

ADDRESS: 577 EAST 179TH ST., BRONX, NY 10457

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10x118 **SCHOOL NAME:** William W. Niles School

SCHOOL ADDRESS: 577 East 179th St., Bronx, NY 10457

SCHOOL TELEPHONE: 718-584-2330 **FAX:** 718-584-7763

SCHOOL CONTACT PERSON: Elizabeth Lawrence **EMAIL ADDRESS:** Elawren3@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sharon Gersten

PRINCIPAL: Elizabeth Lawrence

UFT CHAPTER LEADER: Irith Insler

PARENTS' ASSOCIATION PRESIDENT: Rubnelia Agostini

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Elizabeth Lawrence	*Principal or Designee	
Irith Insler	*UFT Chapter Chairperson or Designee	
Rubnelia Agostini	*PA/PTA President or Designated Co-President	
Matthew Airall	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kelva Baez	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	
Dayana Ventura	Member/Guidance Counselor	
Nathan Johnson	Member/Teacher	
Renee Blumenfeld	Member/Teacher	
Arlene Kramer	Member/Teacher	
Wendy Wagner	Member/Parent	
Lillian White	Member/Parent	
Yami Martinez	Member/Parent	
Michelle Ruiz	Member/Parent	
Tausha Dilbert	Member/Parent	

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.

William W. Niles School is a large middle school serving a student population of 1,160 students in the East Tremont section of the South Bronx. Our school is divided into 4 distinct academies. These academies include the following: Pace Academy, Spectrum Academy, Niles Prep Academy, and the Academy of Excellence. Pace Academy and Spectrum Academy are pre-existing vertical academies that recruit and screen their students competitively throughout the District 10 community; these academies serve students who demonstrate skill and self-motivation in participating in an accelerated, academic program which includes opportunities to begin work on high school content and credit. Modeling the structure and success of these academies, we collectively decided to restructure our 3 horizontal general education programs in school year 2008-2009. This led to the creation of the 2 vertical academies, Niles Prep and the Academy of Excellence that are currently beginning their third year of existence. In restructuring, our goal was to create smaller learning communities, in which directors of academies and teachers would know every child and be able to better support their learning needs.

The vision of MS 118 is to improve student performance, create a school-wide awareness of the importance of character building and strengthen the partnership with partnership with parents to help from well-rounded and developed students who will become life-long learners and positive contributors to the society at large.

The school's mission is to improve academic outcomes, which will in turn improve our students' life outcomes. We believe that students learn in different ways and at different times, and we want to support these students' diverse needs in a respectful, positive culture. Our mission is to ensure a rigorous standards-based and values-driven instructional program for all students in collaboration with teachers, parents, and community.

In order to enhance our school's vision and mission, we have forged several strategic partnerships and collaborations with various community organizations. Our school has become highly technological through our partnership with iTeach-iLearn, which provides laptops to all students and technological support for teachers, which includes professional development through Teaching Matters. In addition, teachers and students have access to SmartBoards in every classroom, which increases student motivation and self-learning. This also allows teachers access to truly individualized differentiation strategies. Our after school program, Project LEAD, serves approximately 150 students. These students receive homework help, participate in an internship program for which they receive monetary compensation for a variety of things, including tutoring younger students in a nearby elementary school and running a LEAD store. LEAD also provides a sports program, which promotes leadership and positive interpersonal skills. In addition, LEAD connects students with Fordham University's academic support systems, as well as access to university facilities. To foster our standards-based arts

program, which includes 21 arts courses, Dreamyard provides professional teaching artists to support our entire arts teaching staff in creating positive school culture and in exposing students to careers in the arts. Our partnerships with Turnaround for Children, Astor Child Guidance Services, and Columbia University School of Social Work all support our at risk students in addressing their emotional needs in order to improve their academic standing.

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.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	J.H.S. 118 William W. Niles								
District:	10	DBN:	10X118	School BEDS Code:	321000010118				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				89.8	92.3	TBD
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	0	0	0				95.3	95.0	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	394	392	363	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7	394	397	395				80.2	83.0	93.2
Grade 8	370	373	392						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				14	85	TBD
Grade 12	0	0	0						
Ungraded	2	4	1	Recent Immigrants - Total Number:					
Total	1160	1166	1151	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							26	12	3
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	61	67	75	Principal Suspensions			210	108	TBD
# in Collaborative Team Teaching (CTT) Classes	21	35	32	Superintendent Suspensions			22	51	TBD
Number all others	65	66	57						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment:									
<i>(BESIS Survey)</i>									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	72	56	29	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Dual Lang. Programs	0	0	0				85	89	TBD
# receiving ESL services only	59	75	80	Number of Teachers					

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	14	45	Number of Administrators and Other Professionals	19	17	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	21	17	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	69.4	58.4	TBD
				% more than 5 years teaching anywhere	45.9	43.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	79.0	80.0	TBD
American Indian or Alaska Native	0.3	0.1	0.3		90.4	87.7	TBD
Black or African American	26.6	23.1	23.6				
Hispanic or Latino	62.8	65.0	63.8				
Asian or Native Hawaiian/Other Pacific Isl.	8.0	9.3	10.0				
White	2.2	2.2	2.1				
Male	46.0	46.7	47.2				
Female	54.0	53.3	52.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√	-	-		
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√		-	-		
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√sh	√	-				
Limited English Proficient	√sh	√		-	-		
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1	0	0		
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	72.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	8.3			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	17.5			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	37.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

Several sources of data have been mined for this needs assessment: the New York State School Report Card for the years 2005-2009, the 2008-2009 School Quality Review, and New York City School Progress Report, including analysis of the state exam scores for 2009-2010 in ELA and math.

In 2007-2008, we did not make AYP for our Limited English Proficient and Special Education students in ELA. To address this shortcoming, M.S. 118 designed an intervention to help meet the specific needs of the LEP students. As a result of this intervention, our ELLs met their safe harbor targets in 2008-2009, which qualified our school to be in good standing with the State of New York. However, in 2009-2010, our ELLs and SWDs did not meet AYP or Safe Harbor targets for ELA. Although we are still in good standing with New York State, we recognize that we have made strides in the correct direction with these subgroups of students, but we need to continue to keep this as a focus.

Greatest Accomplishments:

Accomplishment # 1: Growth among ELLs Mathematics

ELL students' performance has shown encouraging growth in both ELA and Math. In 2009-2010, 47.2% of English Language Learners made exemplary proficiency gains in math on the NYC Progress Report. This means that 47.2% of ELLs were in the 75th growth percentile or higher on this measure. This growth has been the result of continued targeted work with ELL students through a data inquiry focus in addition to specific after school and summer programs for designated ELL students.

To continue this growth and success with ELL students, additional supports have become part of the system of MS 118. First of all, an ELL coordinator position has been created to oversee placement, services, and supports for ELL students. Secondly, ELL students that are not in designated LEP classes have been purposefully grouped in mainstream monolingual classes to increase the quality of support services by both the general education teachers and the ESL

teacher. Finally, ELL students in both LEP classes and in general education classes have been grouped together during extended time with other ELLs at similar levels of language acquisition. These students work with teachers experienced in supporting ELL students, both in increasing their content knowledge and language acquisition.

Accomplishment #2: Improved Attendance

MS 118 exhibited a more positive school environment in 2008-2009 than in previous years, based on both an increase in attendance and an increase of both the response rate and the scores on the New York City Learning Environment Survey. Because of the increased response rate, the scores are more valid, because of the larger pool.

In 2007-2008, MS 118's building-wide attendance was 89.8%. In 2009-2010, MS 118's building-wide attendance was 91.7%. This is a direct result of the creation of an attendance dean to ensure both the collection of accurate data and the follow-through on sick notes, phone calls home, and home visits for truants.

Accomplishment #3: Increased Data Usage

MS 118 has been working to increase the amount and quality of data usage across all teams in the school. We have created a tiered data team system that has spurred small Data Inquiry Teams across the grade levels in the building. The tiered data team system consists of three tiers. Tier 1 will analyze building-wide trends through test scores, item analyses, and interim assessments, and train and oversee the Tier 2 Data Team. Each of the four vertical academies will have a Tier 2 Data Team that will use inquiry with their respective academies to determine a need within their student population and create and implement a targeted plan to address said need. The Tier 3 Data Team will include all teachers in each academy who will assist in the creation and implementation of the plan for the target population.

Additionally, for extended time, students from the Niles Prep Academy and the Academy of Excellence have been strategically grouped by IEP or ELL status and state test scores to ensure targeted instruction in both math and ELA. They have been paired with teachers with grade content specialization and expertise to ensure the best distribution of resources. Finally, MS 118 floated an SBO and we have decided to use one of our Extended Day sessions to work in teacher teams. During this time, we will be working on looking at data thoughtfully to improve student outcomes.

Accomplishment # 4: An Arts Program Aligned to the New York State Standards and New York City Blue Print for the Arts

In 2009, our school received a 5-year grant from Empire State Partnership in conjunction with Dreamyard, our arts partner. The first project will develop an interdisciplinary unit based on the 6th grade study of Egyptian culture. Through professional development and team teaching, teachers will develop interdisciplinary units connecting ELA, Social Studies, and the Blueprint for the Arts through a hands-on interdisciplinary approach. Both full-time arts teachers and teaching artists will lead and support classroom teachers in creative and thoughtful projects that underscore content area learning. The culmination of this collaboration will be an intra-academy or intra-grade level sharing of projects.

The second project within the ESP grant involves a mentoring program between our school and PS 32 and PS 159, our elementary feeder schools. Our 7th and 8th grade students will serve as arts leaders and mentors to 5th grade students at these elementary schools and will develop a collaborative, arts-based project, utilizing dance, theatre, and music under the framework of the Blueprint for the Arts. This long-term project will deepen all participants' understanding of the arts through mentorship, community-building, and interdisciplinary learning. A joint arts festival or sharing at the culmination of this project will serve as a celebration of our arts communities, inclusive of all ages, talents, and experiences.

In addition, our students participate in many after-school arts programs that include theatre, chorus, dance, and musical theatre. These students display their talents and apply their learning through performances and sharings within our school community and our neighborhood. In the 2008-2009 school years, many of our students were chosen to perform as part of the Bronx Arts Learning Community Festival at Lehman College, which included various members of our school community, spanning grade levels and academies.

At the beginning of the 2007-2008 school years, ArtsCount, rigorous arts standards and requirements based on the Blueprint for Teaching and Learning in the Arts, provided the first mandated accountability for arts education. The school Arts Leadership Team restructured our extensive arts program, set up initially through grants from the Center for Arts Education and supported through our ongoing partnership with Dreamyard, to ensure that all students at MS 118 received the hours and disciplines of arts required by these new standards. Seventh and eighth grade students citywide are required to be exposed to two arts disciplines; however, unlike most middle school programs throughout the city, MS 118 gives these students choice among 21 different arts electives, including ceramics, digital videography, tap dance, and fashion design.

The arts program also works to expose MS 118 students to careers in the arts, one of the arts standards from the Blueprint for the Arts. To supplement our five full time arts teachers, our arts program is bolstered by four full-time teaching artists through Dreamyard, an arts education program. These teaching artists support classroom teachers while sharing their artistic knowledge of such arts forms as bookmaking, tap dance, and playwriting. Additionally, through Materials for the Arts, UFT Teacher Center, Target Corporation, and Donors Choose grants, multiple classes have visited professional dance and theatre productions, including Alvin Ailey and Mary Poppins on Broadway. Through various grants an outside funding, students have received arts materials such as music, arts books, and jewelry-making supplies. Finally, multiple arts professionals have visited arts classes in an effort to educate students about career opportunities in the arts.

Our school culture has been greatly enhanced by our extensive arts program. In the past 2 years, our school presented the musicals *Annie* and *Grease*, as well as *A Midsummer Night's Dream*. Students from all academies collaborate for these productions. Our school chorus performs for parent teacher conferences, and our walls are adorned with art from various classes. These shared experiences among our students bring our four academies together to share and celebrate art. Additionally, these opportunities to perform or share their art with the larger community give students confidence that otherwise may not be accessible through academics

Accomplishment #5: Student Outreach by Youth Development Cabinet

The progress that MS 118 has made academically is unquestionably supported by the work we have invested in school culture and student support. The MS 118 staff has long been a caring staff, known to reach out to individual students who struggle with personal issues. However, over the last five years, that caring has become more organized and more action-oriented. MS 118 has a deeply meaningful partnership with Turnaround for Children, a school change organization focused on meeting the diverse social and emotional needs of a school community through several initiatives and protocols. Our work with them began in 2004, when we opened The Unity Center – a counseling center staffed by a Title I Social Worker and by Columbia University School of Social Work interns. The Unity Center provides conflict resolution and negotiation, short-term crisis intervention, ongoing counseling and referrals to hospitals and outside agencies for treatment. The center works with agencies and caregivers in an effort to ensure students are meaningfully connected to the school program. Instructional Support Teams work to design and implement interventions for students who struggle behaviorally and academically.

In addition, M.S.118 has partnered with Astor Child Guidance Services and has an onsite fulltime counselor who supports students and families facing crisis situations. M.S.118 is also partnered with Visiting Nurse Services of New York, an organization which provides support to families with housing issues, counseling services, and referrals to community resources. Providing students and families with counseling support is important to helping improve school attendance and student engagement.

Accomplishment #6: School-wide Technology Use

The i-Teach i-Learn Technology Grant has provided smart boards in every classroom through out the school, LCD projectors, and laptops for every student and every teacher. Through this initiative teachers and students have received Out of the Box Training, which teaches them the basics of computer use. Because computers are of such high importance in our society today, this will help provide students skills necessary for higher education and career opportunities. i-Teach i-Learn, along with the school technology coach, provides teachers professional development to incorporate the use of technology into their lesson planning. Technology is essential to help the school effectively use Acuity tests as formative assessments both by teachers to inform classroom differentiation and by students as a way to set goals and prepare for the state exams.

Greatest Barriers to Improvement:

Barrier to Improvement #1: Organizational Changes

In the 2008-2009 school years, MS 118 reorganized into four vertical academies (from three horizontal and two vertical academies). This move to small learning communities was done to develop deeper relationships between parents, teachers, administrators, deans, and students. For the two new vertical academies, teachers are now working in both grade teams and in vertical teams. Working in multi-grade teams, and establishing a culture of meetings to build communication, increase academic rigor, and improve student outcomes is a change for many of the teachers on these teams. As these teachers begin to work vertically to develop the identity of these academies, they are building their teaming skills.

Barrier to Improvement #2: Teacher Support and Development

This year, for the first time at MS 118, all coaches are teaching at least one class. This decision was made to create exemplar classrooms for teachers to visit, as well as having some of our more expert teachers actually be providing direct instruction to students. However, this also leaves them less time to meet with teachers and to observe classes. In order to get optimal results from this strategic choice, we need to ensure that teachers are observing the coaches' classrooms to view best practices that can then be modeled in their own classrooms. Finding the time to complete all tasks necessary to both teach and mentor/coach other teachers makes it a bit difficult, and finding this balance is a barrier to improvement.

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.

Goal 1:

To have 100% of all teachers involved in teacher teaming

- In 2010-2011, 100% of teachers will be actively involved in inquiry work through teacher teams once a week.
- 50% of Faculty Conferences will be set aside for Data Inquiry work in smaller groups

Based on our NYS School Report Card, NYC Progress Report, and Quality Review, we recognized that one of our strengths was increased data work building-wide. Now, we want to spread that work to each academy. By creating the aforementioned tiered data system with an inquiry team in each academy, we will both continue to increase the strategic use of data within our building and help support teaming efforts within the newer academies, addressing one of our barriers to improvement. These data sources will include both qualitative and quantitative measures.

Goal 2:

By June, at least 75% of 7th grade students that scored a level 2 on the 2010 ELA test and scored between a 3.0 grade reading level and a 5.9 grade reading level on the Gates-MacGinitie reading assessment will improve their reading fluency on 7th grade passages by at least 1.5 years.

On our most recent NYC Progress Report, we recognized that only 43.5% of students are at Proficiency (levels 3 and 4). Based on this, we have recognized that we need to focus on our efforts on our level 2 students in order to improve them from level 3 and level 4.

Goal 3:

25% of our SWDs in CTT settings will be at Proficiency on the NYS Math Exam.

Because of the cut scores being updated, we had a significant drop in our number of students with disabilities reaching proficiency. Specifically, in math, we had only 22.7% of CTT students at proficiency. Therefore, we would like to increase this level significantly this coming year.

Goal 4:

To restructure the use of extended time in order to provide targeted instruction to students to improve academic outcomes

- 100% of extended time students will be strategically grouped and paired thoughtfully with teachers to provide academic intervention by October 2010
- Extended time attendance will increase to 80% by June 2011

As a continuation of goals one through three, we are grouping our extended time to target students who are below grade level and those students on the cusp of proficiency. This allows us to not only support those seventh graders who are not making necessary progress, but all struggling students. Additionally, it gives the Tier 2 Data Teams time to provide thoughtful instruction to their target populations. Finally, it gives teachers an opportunity to use the data from Acuity and Aris in a meaningful way.

team meeting.

- In addition to the core Data Inquiry Team (Tier 1), each grade team in each academy will identify a data representative (Tier 2) by November.
- Each Tier 2 DIT member will create a grade level ARIS community and their own grade team Data Inquiry Team (Tier 3) that will identify a group of students from their academy, identify a key missing learning target, and teach them that missing piece of information. These teams will be created and have target populations identified by the November Faculty Conference.
- Tier 3 DIT's will present their findings to the staff at a spring faculty conference.

Action Plan Timeline:

Identify Tier 2 Data Inquiry Team members at Faculty Conference

November: In small groups led by Tier 1 and Tier 2 DIT members:

90% of teachers will look at trends from last year's item analysis

90% of teachers will log onto Aris to examine their current students' data

90% of teachers will create a group of students based on identified need (2s, Former ELLs, etc.)

Tier 3 Data Inquiry Teams will identify their target population and sub-skill

January: Tier 3 Data Inquiry Teams will begin providing intervention to their target populations.

Ongoing: Tier 1 and Tier 2 DIT members analyze Acuity interim assessment results and share with staff

Tier 3 DIT members work with target populations

June: Tier 3 DIT share work with staff

The implementation of this timeline will be overseen by the Data Inquiry Specialist along with the Data Team. If adjustments to the timeline are needed, the Data Team will make these during weekly meetings. The Data Inquiry Specialist will check in bi-weekly, overseeing the work of the Tier 2 and 3 Data Inquiry Teams.

The goal is that each Tier 2 team identifies a target population and a learning target with which that group is struggling. Through targeted intervention, the Tier 2 teams will show through informal and formal assessments that the target population has mastered the identified learning target before their staff presentations in June.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly: Minutes from DIT meetings</p> <p>PPTs from all staff and academy meetings run by DIT</p> <p>Attendance from Faculty Meetings and PDs</p> <p>Item Analyses for Acuity Interim Assessments and state tests created within a week after the results of each test are shared</p> <p>November PD worksheets where item analysis trends are noted</p> <p>ARIS Activity (Groups, etc.)</p> <p>Goals set by teachers based on data as seen in ARIS and in Item Analyses</p> <p>ARIS groups for Tier 3 Target Populations created</p> <p>Student work from Tier 3 Target Population groups from January to June</p> <p>June Presentations by Tier 3 DITs</p> <p>Trends identified at building, academy, and grade levels in ELA and Math</p> <p>Projected Gains: Target populations will meet Learning Targets with 80% accuracy by June 100% of teachers will look at item analyses from interim and state tests 100% of teachers will meet in Teacher Teams</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, at least 75% of 7th grade students that scored a level 2 on the 2010 ELA test and scored between a 3.0 grade reading level and a 5.9 grade reading level on the Gates-MacGinitie reading assessment will improve their reading fluency on 7th grade passages by at least 1.5 years.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September, 2010- we will identify level 2 students and assess them using the Gates-MacGinitie Reading Assessment.</p> <p>Students that score between a 3.0 grade level and a 5.9 grade level will participate in a REWARDS reading program taught by Ms. Carol Deere, who has been trained by Dr. Anita Archer in the implementation of this program. Students will receive instruction in the REWARDS program, which targets reading fluency and reading comprehension for middle school struggling readers, 5 times a week, beginning in September 2010.</p> <p>REWARDS will be implemented beginning with Multi-Syllabic Reading Strategies, then moving to Reading Strategies in Social Studies and Science, in conjunction with a writing component.</p> <p>Students will be tested on fluency and reading comprehension 3 times throughout the year. Students should be improving on their reading fluency from the baseline in October to the midline in January, 2011 and the final assessment in June, 2011.</p> <p>Students will re-take the Gates-MacGinitie reading assessment in June, 2011 to judge improvement in reading comprehension.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>All funding will be provided through a grant called "Striving Readers," which provides all materials for Gates-McGinitie testing, the REWARDS program, and teacher training.</p> <p>Ms. Carol Deere will teach 10 periods of her program of REWARDS.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Lists of student results on the Gates-MacGinitie exams</p> <p>List of students participating in the REWARDS program</p> <p>Observations of the REWARDS program by AP Piotrowski, Dr. Archer, and Mrs. Lawrence.</p> <p>From the baseline assessment, students will significantly improve their scores of the fluency assessments by June.</p>

	Gates MacGinitie scores will improve by at least 1.5 years.
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-Bound.</i>	25% of our SWDs in CTT settings will be at Proficiency on the NYS Math Exam.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Summer '10: Update Curriculum Map to reflect change in information included on NYS Math assessment</p> <p>September: Distribute and review curriculum map with staff</p> <p>Data Inquiry Team members will create a math diagnostic for each grade that will assess the standards for that grade. This data will be analyzed and provided to all teachers to use to target instruction.</p> <p>November PD: Teachers working with students during the traditional school day and during extended time will examine their students' test scores and item analyses, focusing on students with IEPs in CTT settings. Teachers will specifically look at the standards that these students have missed, and focus on teaching those standards.</p> <p>Teacher teams will work together to create targeted intervention plans students with IEPs in CTT settings in order to address the Math standards that are missing. The plans will be reviewed by the appropriate Assistant Principal</p> <p>December Faculty Conference: Teachers will examine item analyses from Acuity Diagnostic test</p> <p>December: Tier 3 Data Teams analyze item analyses as well as other formative and summative assessments of these students and identify missing skills</p> <p>Ongoing: Administrators observe teachers, looking specifically for use of Bloom's taxonomy and differentiation in Instruction</p> <p>Ongoing: Teachers provide targeted instruction in small groups during enrichment time</p> <p>Monthly: Instructional Cabinet (APs, coaches, DIT) conducts learning walks to collect information based on different foci (differentiation, writing across the curriculum, Bloom's taxonomy)</p>

	Jan-June: Tier 3 Data Teams oversee intervention of targeted support of identified students
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<p>After school and Saturday programs for Math enrichment and remediation.</p> <p>Mathematics AIS periods during the week</p> <p>Scheduled weekly math professional development with a part time AUSSIE consultant</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>State Math scores from 09-10 as a baseline</p> <p>ARIS Groupings and Community activity</p> <p>Plans produced by Teacher Teams</p> <p>Acuity and Interim Scores</p> <p>State Math scores from 2010-2011</p> <p>Ongoing formal and informal observations to assess differentiated instruction and Professional Teaching Standards</p> <p>Progress Reports and Report Cards</p> <p>Modification and revision of Math Curriculum Map with standards, rubrics, and exemplars</p>
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>To restructure the use of extended time in order to provide targeted instruction to students to improve academic outcomes</p> <ul style="list-style-type: none"> • 100% of extended time students will be strategically grouped and paired thoughtfully with teachers to provide academic intervention based on skills gaps • Extended time attendance will increase to 80%

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

September:

- Administer Performance Series as a baseline for all students in Niles Prep and Academy of Excellence

September:

- Uniform process of attendance collection and analysis created and unrolled by data team
- Analyze skills gaps from baseline to create groups of 10 general education students or 5 special education students based on the results of the baseline in conjunction with ELL/IEP status and ELA/Math State Test scores

Ongoing:

- ATS will be monitored to ensure that attendance is being recorded and entered correctly
- Data team will cross-reference extended time attendance with morning ATS to identify students who do not attend extended time
- Data team will provide this list to APs and Deans daily
- APs and Deans will check in with students not attending extended time
- Daily attendance outreach to parents via email and telephone by extended time teacher, APs, and Deans
- As students are admitted and discharged to the building, and as status or official class changes, the data team will adjust student placement to ensure targeted grouping

Through this daily routine of cross-referencing attendance, periodic review for this goal will happen three times a week, every day that extended time is in session.

January:

- New groups will be formed based on each academy's target population, as identified by the Tier 2 data inquiry teams in conjunction with the Tier 1 data team
- Groupings will be reassessed building-wide to accommodate Tier 2 target populations and changing needs as determined by instructional cabinet (Principal, APs, coaches, and data team)

The intention of this targeted instruction is to specifically support the work of goals one through three, but this will support all struggling students building-wide.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The Tier 1 Data team oversees the grouping of teachers and students and the daily operations of this goal, in conjunction with the APs, the deans, and the head school aid</p> <p>Purchase math and ELA test prep materials at various levels for students</p> <p>All teachers are matched with small groups of students grouped homogeneously by skills gaps identified on baseline assessment</p> <p>All students from Niles Prep and Academy of Excellence scheduled with teachers in groups of 10 or less students, using all available spaces</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance will be reviewed twice a week (each time there is extended time) through ATS records for both the school day and extended time • Cut lists will be created and distributed to deans and APs every time there is extended time • Students whose classes change (or who are admitted) will be switched for extended time groups if necessary • In January, some new groups will be formed based on Tier 2 Data Team findings • In January, all groupings will be reassessed

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	148	148	0	0	23	As needed- referrals	8	0
7	171	171	0	0	30	As needed- referrals	24	0
8	198	198	0	0	393	As needed- referrals	9	2
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students get 150 minutes a week of small group instruction in extended time using a variety of curricula and programs including Wilson, REWARDS, Acuity and AMP. This supplements the 360-420 minutes of core ELA instruction that all students receive each week</p>
<p>Mathematics:</p>	<p>Students get 150 minutes a week of small group instruction in extended time using a variety of curricula and programs including Kaplan and Acuity. This supplements the 360 minutes of core instruction that all students receive each week.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor does crisis intervention as needed and high school articulation for all of the eighth grade students as well as their families. The guidance counselor also oversees the sponsorship program for the private, parochial, and boarding high schools. Finally, she coordinates many enrichment summer programs such as the Discovery program with sixth and seventh grade students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist meets with students individually who have been identified by the school staff as having a need. Additionally he reviews and writes IEPs, evaluates and tests students, and works closely with the Unity Center to coordinate outside referrals. Being bilingual, the school psychologist is able to service the two major language groups in our school. From September to June addresses all case management for Special Education. Students are tested as needed if they fall into one of three categories: 1. Initial referral 2. Re-evaluation of an open case. 3. A triennial mandated evaluation. The psychologist presides over the educational planning conferences, assuring that IEPs are produced for all students within a compliance date. The psychologist sees children during the school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>From September to June screens initial referrals, for Special Education, documenting social histories and consulting with parents and teachers. The process entails doing associated classroom observations when a case is indicated, then attend EPC Counseling is provided for non-mandated, at risk—students. Counseling is done during the school day for 45 minutes based on student need. A school based service that supports student academic success by addressing students’ non-academic issues that interfere with classroom learning. Students’ psychosocial needs are addressed through crisis intervention, short and long term counseling, referral to community resources and case management services. The Unity Center in collaboration with Turn Around for Children</p>

	<p>identifies students with highly dysfunctional behavior patterns and provides appropriate services to the student and the classroom. The Unity Center is staffed by a full time licensed social worker and four Columbia University Social Work Interns.</p>
<p>At-risk Health-related Services:</p>	<p>The school nurse provides two students with their daily medication during the school day. Twenty-five students are classified as PRN, which means they receive medication as needed. Additionally, the school nurse sees students for first aid and emergencies as needed.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6, 7, 8 _____ Number of Students to be Served: 117 _____ LEP _____ Non-LEP

Number of Teachers 4 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Grade Level(s): 6, 7, 8 _____ Number of Students to be Served: 60 LEP 0 Non-LEP

Number of Teachers: 4

Other Staff (Specify) 0 Paraprofessional

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.

- ELLs have the opportunity to participate in a **Title III Saturday Academy** specifically for ELL students. This program combines NYSESLAT prep with experiential learning as students learn to read, write, listen, and speak while participating in many trips around New York City. We want to focus on preparing our students for this exam by utilizing read aloud techniques to practice listening, reading and writing. The focus will be on developing students' academic language and vocabulary as well as building math literacy. This program serves 60 students that are classified as ELLs in the school currently. As there is no other Saturday program at MS 118, a supervisor is needed for that time. This program will be for 14 Saturdays for four hours each beginning in December from 8:30 AM until 12:30 PM. Students will attend the program from 8:30-12:00pm each Saturday. Teachers will receive professional development each Saturday for 30 minutes from 12:00 pm-12:30 pm in order to look at student writing, formative and summative assessments, and to greatly increase the use of data to inform instruction and deepen the use of differentiation, as well as to share best practices and receive support on the use of ELL strategies in the content areas. Four teachers that teach these students are teachers with valid NYS teaching licenses that specifically have had training in QTEL, SIOP or other ELL instruction methodology in order to best provide services to these children. There will 2 certified ESL or bilingual teachers co-teaching with two certified content area teacher in the area of ELA and Math.
- Additionally, ELLs will have the opportunity to participate in a **Title III After School Program** specifically for ELL students. This program will be focused on writing, as this is the area that we have noticed through data analysis to be a struggle for our students on the NYSESLAT. Therefore, we will focus on explicitly teaching students writing skills, from sentence writing through paragraph and finally essay writing. This program will take place on Wednesdays and Thursdays, from 3:10 pm until 4:40 pm during the 7 weeks prior to the NYSESLAT to ensure that all students will be as successful as possible on the NYSESLAT, especially the writing section. The program will begin on March 23rd, and be conducted twice weekly until the last day on May 12. Two teachers will work with these students to shore up reading and writing skills in preparation for the NYSESLAT as well as the ELA examination.

Supervisor Support for Title III Saturday Program

Supervisor needed to supervise Title III Saturday Academy. Supervisor will provide support to teachers who will instruct ESL students in this program. There is no other Saturday program at the school, hence a supervisor is needed. Supervisor will work 14 Saturdays for 4 hours each.

Professional Development for Title III Saturday Program

Students will attend the program from 8:30-12:00pm each Saturday. Teachers will receive professional development each Saturday for 30 minutes from 12:00 pm-12:30 pm in order to look at student writing, formative and summative assessments, and to greatly increase the use of data to inform instruction and deepen the use of differentiation, as well as to share best practices and receive support on the use of ELL strategies in the content areas. QTEL, SIOP, and other ELL instructional methodology will be turn-keyed during these professional development sessions as well as focused intervention from **Santillana** Professional Development.

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.

Staff development is ongoing throughout the year. Each of the content areas meets for monthly professional development meetings. In these meetings, one of the topics that is addressed routinely is the differentiation of content for the ELL students. The ELL Coordinator works with the department heads to plan these professional development sessions. All staff members also participate in content area professional development throughout the school year facilitated by department heads. One of the major focuses in the school based content area professional development is increasing differentiation of instruction to ELL students, and the department head’s PD is supported by the ESL Coordinator.

The planned PD topics are as follows:

- November: Scaffolding Content for ELLs
- December: Vocabulary Development Strategies for Teachers of ELLs
- January: The Use of the Native Language with ELLs
- February: Strategies to Improve ELL Academic Writing
- March: QTEL Strategies
- April: NYSESLAT Preparation
- May: SIFE Students

These workshops will be provided monthly to allow teachers to gain knowledge of how to best meet the needs of ELL students in general education settings.

This type of Professional Development will be given at MS 118 for 30 participants, which will all be teachers that teach ELLs and former ELLs in their classes. In addition, we will ensure that at least one teacher from each grade level team in each academy will attend, and then will be responsible for turn-keying the information to the rest of their teammates. These focused interventions that will be addressed in this PD session will support ELLs in the content areas so that teachers will have the tools to intervene and provide support to these students when they are having

difficulty mastering a concept. By training such a large percentage of our teachers in this methodology and then turn-keying the information to the rest of the staff, the ELLs across the building in all classes will benefit from these valuable interventions.

Parent Involvement

The Title III Parent Program will consist of a library in Spanish of books that are representative of the books that ELL students are reading across the building. The selection of titles will be done in conjunction with the ELA Department Head, with input as well from the Department Heads from the Math, Science, and Social Studies departments. As often the parents of ELL students can feel disconnected from their students’ schoolwork due to language barriers, a native language library that reflects the books that are being read in the classrooms as well as independent books that are popular with students will allow an access point for parents to discuss academic matters with their children. Once the books are purchased, parents will have an opportunity to attend workshops that shows them how to use the library books to help their children develop more native language which in turn will be useful in the classroom.

Parental involvement in schooling is highly correlated with children’s academic achievement. Because the parents will be able to have conversations about literature that is interesting to their children, it will increase the conversations about school in general and ultimately positively impact the students’ academic achievement. In addition, it will make parents feel comfortable coming into school, and that their native language is appreciated and valued.

Section III. Title III Budget

School: MS 118 BEDS Code: 321000010118

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$15,759.94	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) 266 hours of per session for 2 ESL and 2 General Ed teacher to support ELL students on Saturdays and After School: 266 hours x \$48.25 (current teacher per session rate with fringe) = \$12,834.50 56 hours of per session for a Supervisor for Saturday Academy: 56 hours x 52.24 (current supervisor per session rate with fringe) = \$2,925.44
Purchased services	\$1,000	Santillana Professional development (Intensive Instruction with

- High quality staff and curriculum development contracts.		Focused Interventions) for up to 30 teachers.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,720.75	<u>Getting Ready for the NYSESLAT and Beyond class set x 4 x \$495.00 = \$1,980.</u> <u>Getting Ready for the NYSESLAT and Beyond; Teacher's Manual x 5 copies x \$39.95 = \$199.75</u> Class Instructional Materials for after school program: Paper, notebooks, pens and pencils. <u>\$541.00</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$19,480.69	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The languages spoken by the parents are determined primarily in two ways. The way that all of the parents' languages are recorded each year is through emergency cards (blue cards). On this card, the parents document the languages with which they are most comfortable, both written and spoken. These cards are printed in both Spanish and in English, and the language of the card that the parent receives is determined by asking the student which language his or her parent would prefer. The second way that we collect the data of the parents' languages is by completing the Home Language Identification Survey (HLIS). Upon registration into the school, each family is administered the HLIS. This information is used to identify potential ELL students as well as to document the languages that are spoken in our students' homes. Because the home language of a great majority of the homes that do not speak English is Spanish, great efforts are taken to be sure to translate all documents into Spanish.

Any documents that need to be translated to another language are outsourced. If the document is one page or less then it is submitted to translation services through the Department of Education website. If the document is more than one page then there are three Department of Education approved translation companies that translate these documents for the school at a fee. A percentage of the school budget is allocated for this purpose.

Bilingual teachers, the parent coordinator, and other building support staff provide oral translation for parents when needed (e.g. during parent-teacher conferences). While this is primarily Spanish translation, one teacher provides Arabic-English translation. When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone in the case that an issue with a student arises or other important information must be communicated.

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 majority of the non-English speaking parents are Spanish speakers. The other major language is Bengali. There are other languages that our families speak, but English, Spanish, and Bengali are the three main languages spoken by large groups of our families. These findings were shared with the parent coordinator and the principal so that accommodations could be made.

Since the majority of students at our school speak a language other than English at home (majority Spanish) translation is extremely important. This is articulated through the PTA, Parent Coordinator, and parent requests for translation. Written and oral communication is translated in a timely manner.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school routinely provides all written material in English and in Spanish, which are the two overwhelming majority language groups in our school. In addition, in order to communicate specifically with our Bengali speaking families, we utilize the language skills of one of our Bengali speaking staff members as necessary in written communication with these parents. Because we have a high need for translation services, most written language assistance is provided by in house volunteers, such as the parent coordinator and bilingual teachers.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

All oral interpretation is done by in-house volunteers in Spanish and in Bengali.

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

The school provides parents with information about the languages available for translation. The school sends home letters to parents in the primary language, Spanish, and in other languages upon request. All parents are provided a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services in their native language.

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:	\$1,036,447	\$442,428	\$1,478,875
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,364	\$4,424	\$14,788
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$51,822	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$103,644	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 85.3%
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.
 Since last year, we have only 3 teachers in our school that our not highly qualified. One teacher, Ramonita Serrano, is a math teacher without a mathematics license. However, she is enrolled in the New York State STEM Master’s program in Mathematics. She is currently taking coursework towards mathematics licensure. Shirley Pasarell is a SETSS teacher that is finishing her Master’s degree in Special Education this semester, and will then be licensed and highly qualified to teach Special Education. Last, we have offered to finance Russell Gordon, the Ceramics teacher, to take coursework toward certification.

* 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.

The current School Parental Involvement Policy is revised each spring by the SLT. This is the policy as revised by the SLT in the spring of 2010.

William W. Niles: J. H. S. 118 agrees to implement the following statutory requirements:

- a. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- c. The school will incorporate this parental involvement policy into its school improvement plan.
- d. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part 154 funds reserved for parental involvement is spent.
- f. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
- g. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
 - i. that parents play an integral role in assisting their child's learning
 - ii. that parents are encouraged to be actively involved in their child's education at school;
 - iii. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - iv. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups

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.

The William W. Niles School • Middle School 118



Academy of Excellence, Niles Prep, Pace, and Spectrum Academies

Elizabeth Lawrence, Principal

Assistant Principals: Mark Barnett, Leah Dyer (IA),
Sharon Gersten, Anne Piotrowski

Achieving Starts with Believing!

SCHOOL-PARENT COMPACT

MS 118 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards;**
- 2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement.**
- 3. Provide parents with frequent reports on their children's progress.** Specifically, MS 118 will provide four Standards Based Report Cards annually, four interim progress reports, and other individual updates as requested by the parents or deemed necessary by the school.
- 4. Provide parents reasonable access to staff.** In addition to parent teacher conferences, parents will be able to call the school or send notes with their children to set up meetings with individual teachers or groups of teachers. Additionally, parents can meet with the Parent Coordinator at any time to discuss their student's progress.
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** MS 118's Parent Coordinator offers multiple monthly events for parents to gain additional skills, volunteer within the building, and go on community-building excursions. Additionally, classroom teachers often recruit parents for chaperoning field trips.

Parent Responsibilities

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

- 1. Make sure our child arrives at school by 8:00 am daily.**
- 2. Make sure our child completes all of their homework.**
- 3. Attend parent teacher conferences and contact the school as needed about our child's progress.**
- 4. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**

School

Parent(s)

Student

Date

Date

Date

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.

Information can be located on pages 10-14 of this document.

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.

Additional information can be found throughout the entire document.

3. Instruction by highly qualified staff.

At MS 118, teachers who are not currently classified as 'highly qualified' are encouraged to get the certification necessary to become highly qualified. They are contacted by their assistant principals and coaches with specific opportunities targeted towards their needs. For teachers who choose to embrace these opportunities, they are supported in their endeavors financially through money from the budget.

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.

Additional information can be found throughout the entire document.

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

n/a

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

Additional information can be found on page 44 of this document.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

n/a

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The measures we use to improve the achievement of individual students and the overall instructional program are: Periodic assessments; Performance testing series; Internally organized pre and post assessments based upon NYS Standards; Regular dialogue and training of all pedagogues, as well as systematic review of classroom data.

The implementation of Data is when support is designed and provided to students at their point of need. We have differentiated professional development and planning meetings that include but are not limited to the fulfillment of the Goal Setting Process, skills each student should master, and a clear understanding of key concepts in the content area subjects. In addition, the extension of the Inquiry Team includes a focus on Middle School ELA for LEP students.

For more information on the ways in which pedagogues are included in the decision making process in maintaining high expectations of academic achievement, for their students, and the overall instructional program, please refer to pages 5-67.

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.

See pages 5-9.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

See pages 7-8.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			1,036,447	✓	
Title I, Part A (ARRA)	Federal	✓			442,428	✓	
Title II, Part A	Federal						

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.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

This appendix must be completed by all 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: In Good Standing **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

15 students are currently in Temporary Housing.

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

We provide attendance incentives as we do for all students. Via the Parent Coordinator's office, they are provided with supplies (book bags and other school supplies) as necessary and families are provided with services, such access to canned goods and computer use. We continually monitor these students' situations in order to determine whether the students and/or families are in need of any further services.

Part B: FOR NON-TITLE I SCHOOLS

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

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 118 William W. Niles					
District:	10	DBN:	10X118	School		321000010118

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.8	92.3	91.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.3	95.0	94.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	392	363	376	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	397	395	390		80.2	93.2	90.2
Grade 8	373	392	392				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		14	85	40
Grade 12	0	0	0				
Ungraded	4	1	1	Recent Immigrants - Total Number:			
Total	1166	1151	1159	(As of October 31)	2007-08	2008-09	2009-10
					26	12	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	67	75	88	Principal Suspensions	210	108	180
# in Collaborative Team Teaching (CTT) Classes	35	32	21	Superintendent Suspensions	22	51	60
Number all others	66	57	62				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	56	29	TBD	Number of Teachers	85	89	83
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	17	15
# receiving ESL services only	75	80	TBD				
# ELLs with IEPs	14	45	TBD	Number of Educational Paraprofessionals	5	5	9

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

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
	21	17	56	% fully licensed & permanently assigned to this school	100.0	100.0	94.6
				% more than 2 years teaching in this school	69.4	58.4	68.7
				% more than 5 years teaching anywhere	45.9	43.8	61.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	80.0	80.7
American Indian or Alaska Native	0.1	0.3	0.4	% core classes taught by "highly qualified" teachers	90.4	87.7	85.3
Black or African American	23.1	23.6	23.4				
Hispanic or Latino	65.0	63.8	62.1				
Asian or Native Hawaiian/Other Pacific	9.3	10.0	11.4				
White	2.2	2.1	2.7				
Male	46.7	47.2	47.9				
Female	53.3	52.8	52.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:	NR			
Overall Score:	39	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	3.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	26.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	2.8					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 608	District 10	School Number 118	School Name Bronx
Principal Elizabeth Lawrence		Assistant Principal Anne Piotrowski	
Coach Gail Litwak		Coach	
Teacher/Subject Area Jackie Padilla/ESL Teacher		Guidance Counselor Wanda Torres	
Teacher/Subject Area Megan Murray/Bilingual Teacher		Parent	
Teacher/Subject Area Michael Lee/Bilingual Sped		Parent Coordinator Diana Owens	
Related Service Provider Dayana Ventura		Other	
Network Leader Rudy Rupnarain		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1160	Total Number of ELLs	117	ELLs as Share of Total Student Population (%)	10.09%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

Identification of English Language Learners is an ongoing process throughout the school year. The process begins at enrollment, when Megan Murray, the ESL/Bilingual Coordinator who is a teacher with a license in Common Brances with a Bilingual (Spanish) Extension, administers the HLIS and conducts an informal oral interview in English and in Spanish, when the family's native language is Spanish. If the native language is not Spanish or English, then we use other translation resources, whether they be in-house or using the translation services provided by the Department of Education. In house, we have teachers that speak French and Bengali, in addition to the numerous staff members that can provide translation services in Spanish.

Once the student is found to have a home language other than English, we administer the LAB-R within 10 days of enrollment in our school. Megan Murray conducts all of the LAB-R testing. After the student completes the LAB-R, we then hand score the document to determine eligibility in an ELL program. Upon completion of hand scoring, which is usually within 1 school day of completion of the LAB-R, Megan Murray sends a letter in the parents' preferred language that describes the results of the LAB-R and indicates the child's entitlement to receive ELL services. This letter also briefly outlines the 3 program choices available in the New York City Department of Education: TBE, Dual Language, and ESL. Additionally, this letter invites the parents to an orientation session at the school. Attached to this letter, we also enclose a parent survey and program selection form in the parent's native language. The parents are requested to return this letter at the parent orientation session or to return it to the school if they are not available for the parent orientation session.

During the Parent Orientation Session, which is conducted by the ESL Coordinator and the Parent Coordinator, we present the video to the parents from the EPIC program in the parents' native language, if it is available. If it is not available, then, the video is presented in English and efforts are made to ensure that the parents understand their rights and the options available to them. After viewing the video, the parents are then able to ask questions about the process to the Parent Coordinator and to the ESL Coordinator. Then, the parent makes a selection on the Parent Survey and Program Selection Form. We ensure that all parents return the Parent Survey and Program Selection forms by following up via phone calls from the parent coordinator and the ESL/Bilingual coordinator. If the program that the parent has selected is available in our school, then we will place the child in that program. If the selected program is not available in our school, we advise parents about this fact and remind them that if they would like to keep their child in our school, they will be enrolled in a Freestanding ESL program. If they would like to transfer their child to another school that has the desired program, we direct them to the district. All students will be placed in a program within 10 school days of enrollment. If a parent does not attend the Parent Orientation Session or return the Parent Survey and Program Selection Form, the student is automatically placed in a TBE class on the grade level, if it is available. If it is not available, the student will automatically be placed in an ESL class. If a parent is unable to attend a Parent Orientation Session, the Parent Coordinator and the ESL Coordinator share responsibility in reaching out to the parent through telephone calls and letters sent home in the native language to ensure that parents are made aware of their rights and options.

Megan Murray collects, tracks, and stores all of the Parent Surveys and Program Selection forms in order to keep track of parent preferences to create programs that are responsive to parents' needs. If more than 15 students from two contiguous grades return parent surveys showing a request for a TBE program, a class will be formed.

ELL students are placed in classes depending primarily on parent choice after they have become familiar with the 3 program choices through the use of Parent Orientation Sessions and the EPIC information provided in the native language when possible. Once the parent has been made aware of the options in the Department of Education, students are placed into the program that the parent has selected. If we do not offer a program that the parent has selected, we will file the completed survey form and inform the parents that because we do not offer that program, we can offer placement in a Freestanding ESL program. Additionally, if a parent chooses, the parent may request to transfer the student to another school in the district that does offer the desired program.

While records have not been kept in an organized fashion for the past few years, data is available on the Parent Selections for this year up until this point. The majority of the parents of Spanish speaking children would like their children enrolled in a bilingual program. 5 out of 9 parents wanted a bilingual program. Because we only have a 6th grade class TBE open this year, there is one 7th grade parent and two 8th grade parents that would like a bilingual class. However, in all of these cases, the parents have decided to enroll their children in the Freestanding ESL program, rather than to change the child's school. We opened a 6th grade TBE class in order to be responsive to parents' needs this year, and we will continue to track the parents' responses throughout this year to gauge needs of our school for the following year. We have created an Excel spreadsheet to track the responses, and we will use this information to plan for the future classes. Additionally, upon reviewing this information at the end of this year, we will be able to make hiring decisions based

on our school's educational needs.

In order to determine continued eligibility in an ELL program from year to year, all ELL students take the NYSESLAT. The Testing Coordinator, Courtney Ware, works with the ESL Coordinator, Megan Murray, to identify all ELLs that need to be tested, including X-coded Special Education ELLs. These students will be tested according to the NYSESLAT Testing Memorandum each year. These results will be used to make instructional decisions in the classroom, as well as to determine eligibility for ELL programs for the following year.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	117	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	42
SIFE	9	ELLs receiving service 4-6 years	55	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	12	1	5	11	0	11	0	0	0	23
Dual Language	0	0	0	0	0	0	0	0	0	0

ESL	28	7	5	44	1	11	22	0	10	94
Total	40	8	10	55	1	22	22	0	10	117
Number of ELLs in a TBE program who are in alternate placement: <u>3</u>										

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							26	0	0					26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	26	0	0	0	0	0	0	26

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

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

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
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							18	27	32					77
Chinese														0
Russian														0
Bengali							1	1	1					3
Urdu														0
Arabic								1	1					2
Haitian														0
French								3	2					5
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other							2	1						3
TOTAL	0	0	0	0	0	0	21	33	37	0	0	0	0	91

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.

Throughout the various programs in our school for our ELLs, we have created different instructional plans to meet the needs of all of our students in all of the settings that we offer. In our TBE program, we have a 6th grade TBE CTT class and a 6th grade Self-Contained 12:1:1 TBE Bilingual Special Education class. In these two programs, our two licensed Bilingual Special Education teachers provide the Special Education support for all of our IEP students. Therefore, the Self-Contained class is taught all subjects by a Bilingual Special Education teacher, and in our CTT class, content teachers collaboratively teach with the Bilingual Special Education teachers to create a strong instructional program with scaffolded and differentiated instruction to meet the needs of all students in the class (ELLs with IEPs and ELLs without IEPs).

Our ESL program does not consist of Self-Contained ESL classes. This program is a combination of push-in and pull-out support to ELLs. Therefore, our ELL students are in official classes with non-ELL students and they travel to their classes as a block. The ELL students are provided with services by a TESOL licensed teacher, Jacqueline Padilla. The ESL groupings are sometimes homogeneous and sometimes heterogeneous, meaning that when the ESL teacher pushes into a classroom, the grouping is heterogeneous because there are often students with different English Language Proficiencies in the same official class. However, when the ESL teacher pulls students out of a class, the groupings are homogeneous in structure in order to focus in more specifically on skills deficiencies that the students have in common.

In our TBE program, the staff has been organized to be able to provide the mandated number of minutes of NLA, ESL, and ELA to each student. In our TBE program, we include three main aspects to our program. The first component is an ESL component, in which teachers instruct in English using ESL methodologies where students develop listening, speaking, reading, and writing in English. Secondly, students receive their content area instruction in a combination of Spanish (the native language) and in English, using ESL methodologies. Finally, students will participate in an Native Language Arts program, in which students develop their literacy skills in their native language. As this is a Transitional Bilingual Program, as students gain English language proficiency, the amount of time spent in native language decreases. Specifically, at MS 118 we have a the Self-Contained TBE Special Education class, in which the two Bilingual Special Education teachers teach the students all of the subjects. Therefore, they coordinate clearly on how best to structure the language of instruction. These two teachers collaboratively plan and are able to provide continuity of instruction based on the students' needs. For example, if the ESL/NLA teacher has instructed the students in ESL for 90 minutes, the math or science teacher may instruct in the native language for 45 minutes. Therefore, the students build their native language literacy, English language literacy, and content knowledge every day. The collaborative nature of the teachers allows the students to be supported in their native language and, in a scaffolded way, learn English while still being supported in their learning of content knowledge. The content areas are also taught by licensed Bilingual Special Education teachers, and use similar methodologies. The native language support continues into the content areas, and often content is introduced in the native language or introduced in English while being supported by the native language.

In our TBE CTT program, the support of two teachers in the class at the same time facilitates differentiation of language, content, and product. The teachers in the CTT class provide differentiated support for the ELLs at the various levels of English Language acquisition within the class by dividing into small groups within the classroom. Therefore, the students at the beginning level receive instruction 40% in English and 60% in Spanish, while the intermediate level students receive instruction 50% English and 50% Spanish and the advanced students receive instruction 25% in Spanish and 75% in English. All aspects of the class are scaffolded and differentiated, and our bilingual teachers

write into their lesson plans the differentiation plans for varying groups of native language support. Therefore, it can explicitly be seen in the lesson plans the differentiated native language support in each classroom. In the content areas, the students are always supported by both a content area teacher and a Bilingual Special Education teacher. These two teachers plan their lessons collaboratively, and therefore are able to utilize many different strategies to make the content comprehensible to ELLs.

In both of our TBE programs, the native language can be used to introduce concepts. Again, this is done through either the whole class mini-lesson or through differentiation in smaller groups. When the content is introduced in English, however, it is done using ESL methodologies and is always highly scaffolded. For example, teachers of ELLs always model tasks for students to provide an example of how students should complete the tasks. Students are always explicitly pre-taught vocabulary using pictures and realia to illustrate concepts clearly through contextualization. Teachers support students by helping them build a schema for new information. Then, the concepts are taught through activities that will allow the students to gain understandings of the content and to support the English language development. An example of an activity of this type of would be text representation to transform a difficult genre into an easier genre to produce. Additionally, as the students gain understanding of the concepts, they are asked to show their understanding in a variety of ways to provide multiple opportunities and media to gain deeper knowledge and to prove their understanding. Finally, the students are asked to perform metacognition to ensure that students are conscious of the strategies that they have used to complete a certain task.

In our ESL program, all of our students have been programmed to work with the TESOL licensed teacher for the appropriate number of periods as per CR Part 154. For example, all of our beginning and intermediate level students have been scheduled to receive either push-in or pull-out support from the ESL teacher for eight periods of 45 minutes per week. Our advanced level students have been scheduled to receive either push-in or pull-out services for four periods of 45 minutes per week. The ESL teacher provides native language support to the extent possible. The ESL teacher also provides vocabulary and content support for all of the content areas. She collaborates with the content area teachers and is aware of the curriculum being taught in each grade level, and supports the students with the types of vocabulary that they will encounter, as well as different types of writing that is used across the content areas.

In our ESL program, all of the content areas are taught in English using ESL methodologies and supports. Teachers are provided with professional development on the types strategies and methodologies that can be used to make content accessible to ELLs. This professional development will be discussed in greater detail later in this document.

Currently, in our school we have 9 SIFE students that are current ELLs. Of these students, 2 of these students are in Special Education classes. The teachers of these students work with these students in a small setting to overcome any knowledge or skill gaps that are holding them back academically in comparison with their peers. The teachers use various methodologies, similar to the ones described above, to help the students access the content that has been missed.

Out of the 7 other SIFEs in our school, 3 of them have been in the country 2 years or less and have been found to be, through formative assessments and summative assessments such as the NYSESLAT, been progressing in both their English language development and content knowledge at an appropriate rate. These students, as they receive ESL services coupled with the scaffolded support from their content teachers, have been able to progress without much difficulty. One of the other students has an IEP to address a language deficiency, so he is working with a speech teacher, SETSS teacher and ESL teacher to support his learning needs. The other 3 SIFEs are struggling academically in their content classes, even though they are being supported by the ESL teacher 8 periods per week. To support these students more thoroughly, they are involved in the extended day program, where they are in small groups of 8 students and they are focusing on the deficiencies that they have been experiencing, such as phonemic awareness and basic mathematics. As the needs of our SIFE students are so varied, we create very individualized plans depending on the needs of each student.

For our ELLs in US schools less than 3 years, we have specific plans to jump start their English language development. The Newcomers at our school need specific academic vocabulary development, as well as the need for all 4 modalities to be involved in all lessons. Therefore, our ESL teacher works with these students specifically to develop academic vocabulary and writing strategies that will help the students to succeed across content areas. For example, the ESL teacher will teach students sentence starters that can be used across content areas. Additionally, the ESL teacher works with students to teach them vocabulary that will be repeated across content areas. Then, the teacher specifically works with students to improve their grammatical structure and reading abilities using ESL methodologies. Additionally, the ESL teacher works with all students, even those exempt from the ELA assessment, to begin teaching them strategies and content that will appear on the ELA test. The ESL supports students by using bridging to connect information that they have previously learned in their native language with the content or skill that is currently being taught in English.

For our ELLs that have been in US schools for 4-6 years, we look at the modality report and find that these students generally struggle with writing. While the content of a piece of writing might be at grade level, the structure and organization of the piece is usually not up to par.

Therefore, for our students that are in this range, the ESL teachers and the content area teachers focus on teaching them how to write an organized sentence, paragraph, and essay. We are focusing a data inquiry project on working with ELLs in this group and how to better organize their writing. For the most part, these students are able to comprehend content that is properly scaffolded by the content teacher. Therefore, the ESL teacher works with the students to develop a writing strategy to create an organized written response.

In our school, our Long-Term ELLs are not passing the NYSESLAT in the reading/writing modality. In their cases, it is most usually a combination of reading and writing that is holding them back. Generally, the ESL teacher works with these students to focus on writing just as she does for the 4-6 year group, but she also includes a reading circle component to the course which focuses on reading non-fiction. In non-fiction, these ELLs encounter much unfamiliar vocabulary that impedes understanding. Therefore, the ESL teacher works with these students to provide them with strategies to comprehend this unfamiliar vocabulary, in addition to working with them to write organized and structured written responses.

For our special needs ELLs that are not X-coded, we work with them to develop their reading and writing abilities. Many times, the NYSESLAT score does not provide an accurate picture of the English language acquisition of a student with special needs; it really provides information as to the literacy level in general of this student. Therefore, the ELL with disabilities may have very different needs than an ELL without disabilities. Our ESL teacher works carefully with the Special Education teachers and with the IEP teacher to create a plan to best help the student meet his IEP goals and to meet the standards of the grade level. Each of these plans are also very individualized in order to best make use of the IEP and to work on the students deficiencies.

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

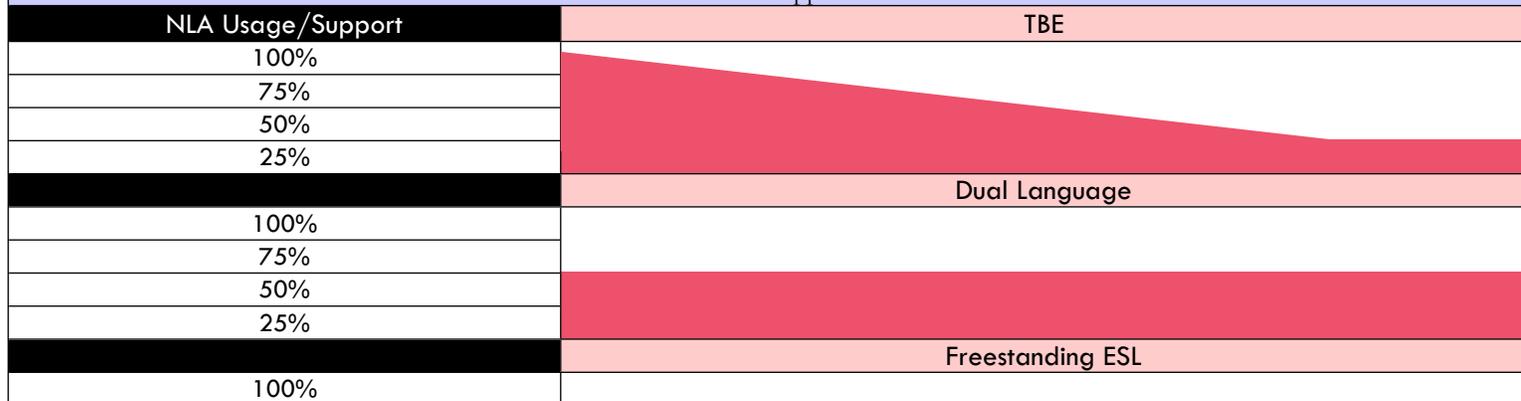
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

In our school, our ELLs have met state targets in math and other content areas, and we have gained extra points on our New York City progress report for our ELLs in math. However, we have struggled with supporting our ELLs in ELA with the same success as we have with our ELLs in math. Specifically, we have targeted our support for our ELLs in ELA towards students that have been in the country for 4-6 years or for 6 or more years, because these are our students that have not progressed adequately in their English language acquisition and in their literacy in general. Therefore, we have developed targeted interventions to address the areas that our ELL students have struggled with consistently on the ELA exams. In looking at these standards, we have designed a curriculum to be used during Extended Time with this subgroup of ELLs to boost their scores. Specifically, we have developed a writing curriculum that helps students organize their writing. We are specifically focusing on Intermediate or Advanced ELLs that are currently at a level 1 or 2 on the NYS ELA exam. These students have worked with their Extended Time teacher to specifically improve their academic writing skills. Additionally, part of the targeted intervention is the work that the ESL teacher is doing with the students regarding organization of writing.

In terms of providing continuing transitional support for ELLs reaching proficiency on the NYSESLAT, we group our former ELLs with our current ELLs in official classes. That way, when the ESL teacher is pushing into a class, she is aware of the students that are former ELLs and may need some extra support, and can plan to support them in the reading, writing, and vocabulary building that may still be difficult. Additionally, when the content area teacher collaborates with the ESL teacher surrounding the progress of ELLs, the teachers can also strategize around ways to make the content accessible not only to the current ELLs but to the former ELLs as well. Additionally, former ELL students are provided with testing accommodations on assessments for two years after testing out on the NYSESLAT.

Our biggest improvement in the ELL department is working more specifically with assessment data and using it to create a targeted plan for each child and group of children. This will be used to target our curriculum and lessons to the specific needs of the students. Additionally, we will be focusing on a 2 afternoon a week afterschool program specifically targeting ELLs in ELA. Therefore, we will be using data analysis from the state assessments to find the areas in which the ELL students are struggling, and will hire teachers that are experienced in working with ELLs to design creative lessons using ESL methodologies to make this content comprehensible to all ELL students. We will be focusing on reading for one day, and writing for the next day.

In our school, we have a comprehensive after school program. We invite all students to participate in after school programs by always providing invitations to after school programs in both English and Spanish, which is the predominant home language of our students, next to English. The largest program is called LEAD, which combines homework help with physical activity and other activities. This program is well attended by ELLs. Approximately 30% of ELL students participate in the LEAD program. Additionally, one of our major after school programs is the chess team and the CHAMPS physical fitness team. Our ELL students participate in both of these programs to similar levels as other subsets of the student population. Overall, the ELL students in our school are very involved in after school activities, usually to a similar or even higher degree than other student populations.

MS 118 has a very comprehensive technology program, which creates opportunities for students to access content in a different medium. For example, each student has a laptop assigned to him that he can use in all of his classes. This technology affords our ELLs the opportunity to see content and knowledge in a graphic form or, in some cases, read aloud to them. Additionally, it allows for many opportunities for differentiation because students can look up information in their native language to support what they have learned in class in English. Teachers also benefit from this technology, because they can use the internet to bolster their own knowledge of the students' native language and to provide translations to the native language when appropriate. Each of the textbooks for the content areas as well as the literacy anthologies have CDs or online components that the students can use to read the information with more supports. Additionally, the students use this media to create products to show their knowledge by using Powerpoint, Word or other programs.

Native language support in the Literacy block is provided by using reading books (both fiction and non-fiction) on the students' instructional levels in the native language. Additionally, the TBE students are given the ability to write in their native language and to practice the conventions of a written piece in their native language and have it assessed and critiqued by a person that is literate in the native language. If a student reads and writes in a language that the teacher does not understand, we work to find someone that can assess that child's abilities in the content and language in the native language. In the content areas, the textbooks have editions in Spanish and online components are in Spanish as well. Students can use the technological resources to find information on a given topic in their native language, which helps build schema and an ability to bridge information from one language and context into the new one. All of our resources provide grade and age level appropriate content. None of our materials are created for a younger age or grade; all materials are designed to address New York State Standards for the students' grade level.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

The ESL Coordinator will provide professional development opportunities for all teachers that work with ELLs, including subject area teachers. These sessions count for the 7.5 hours of ELL training for all staff as per Jose P. Because almost all of our teachers teach ELL students, the professional development plan is as follows:

- November: Scaffolding Content for ELLs
- December: Vocabulary Development Strategies for Teachers of ELLs
- January: The Use of the Native Language with ELLs
- February: Strategies to Improve ELL Academic Writing
- March: QTEL Strategies
- April: NYSESLAT Preparation
- May: SIFE Students

Our guidance counselors work extensively with the students and teachers to prepare them from the transition from middle to high school. Because of the increased level of independence necessary for success in high school, we work with our 7th and 8th grade ELLs to develop organizational systems that will help them to be successful in this transition. Additionally, we teach students about the vocabulary needed to understand the first few days of high school that they might not have heard in middle school: credits, Regents, etc.

We provide training for school secretaries, especially regarding intake of ELL students and in translation services. Our school secretaries have been trained by the ESL/Bilingual Coordinator to consult with the ESL/Bilingual Coordinator or a designee whenever a student is registered that is coming from outside of the NYCDOE so that this pedagogue can administer the HLIS.

Additionally, all of our Assistant Principals have been trained in ESL methodologies, so that they can effectively support teachers of ELL students. They are kept up to date about the most recent methodologies and mandates, and then, in turn, will infuse strategies to support ELL students in any professional development that they provide to teachers throughout the year.

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?

MS 118 has a very strong Parent Association which is led by the Parent Coordinator, Diana Owens. Diana is bilingual in Spanish and English, which is extremely important for engaging our largest language group. Because the parents of ELLs, both current and former, struggle with the English language, and often, other literacy issues that may cause them hardship in helping their children in school, we offer many opportunities to encourage the parents to come into the school to learn alongside their children. For example, we offer bilingual computer courses in Spanish and English. We also offer courses in using ARIS ParentLink, which helps parents stay informed about their children's progress in school. Most of the workshops that we conduct are done in-house, meaning that we use the capacities of the school based and network teams to provide workshops and services to ELL parents.

We gauge the needs of the parents during our monthly PA meetings. These meetings are held in the evening and they are run by the Parent Coordinator and the Parent Association president and cabinet. The parents then come together to form an assessment of the needs of the parents, and the Parent Association brings these needs to the School Leadership Team.

Generally, over the years, we have found that the parents have been in need of educationally based support, such as literacy courses, computer workshops, and homework help sessions. Many parents, especially parents of ELLs, are not sure to participate in their child's schooling if they do not speak the language. We have provided courses and meetings to let parents know that they should be reading with their child in the native language, or having the students read to the parents in English or in the native language. Additionally, we have helped parents work on how to help their child with homework, even if the homework is in English.

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)							10	4	6					20
Intermediate(I)							11	15	16					42
Advanced (A)							26	14	15					55
Total	0	0	0	0	0	0	47	33	37	0	0	0	0	117

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							2	1	0				
	I							3	3	3				
	A							14	17	14				
	P							21	10	14				
READING/ WRITING	B							4	2	3				
	I							11	15	15				
	A							24	13	13				
	P							1	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	16	3	1	38
7	18	9	0	0	27
8	16	13	0	0	29
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		26		8		1		41
7	8		19		4		0		31
8	15		15		1		0		31
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	15	5	4	4				
Chinese Reading Test								

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

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

As students move from grade to grade, we have fewer beginning students. However, as is the nature of teaching English Language Learners, we always have new students entering the school system at every grade level. Therefore, we see the students that we have been teaching from 6th to 7th and to 8th grades improving on their NYSESLAT scores each year. However, the Newcomers that have been enrolled in the school often enter at a beginner level. We have the most advanced level students in the 6th grade. Many of these students, by 7th and 8th grades, will become proficient on the NYSESLAT.

The patterns across the NYSESLAT modalities reveal clear patterns. For many years, the scores on the Reading/Writing modality are lower than the scores on the Listening/Speaking modality. In fact, 45 students are proficient in the Listening/Speaking modality, but are at Beginner, Intermediate, or Advanced levels in the Reading/Writing modality. This shows that our school is correctly focusing on writing for our more advanced students. We are working, with the ESL teacher, the bilingual teachers, and the content teachers, to bolster the writing abilities of our ELLs. Additionally, we do focus on including all 4 modalities in all of the lessons that we teach.

As the students go higher in the grades, we often see the disparities increase on the ELA exam especially between English Language Learners and their English proficient peers. With that said, we are focusing on ensuring that English Language Learners are supported to improve their reading and writing skills. Specifically, in the writing, we are working on vocabulary building and the structure of writing. We use periodic assessments to view specifically the issues that the students are having with regard to specific reading and writing skills. Additionally, we use a writing continuum to judge how much a student has improved throughout the year on specific aspects of writing.

We evaluate the success of our ELL program in various ways. First, we use the results of the NYSESLAT to tell us whether the students are improving in their English Language acquisition. We also look at the NYS ELA exams to gauge the extent to which the students have gained

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.

Additional Information

Paste additio

nal information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		