



**M.S. 144 MICHELANGELO**

**2010-2011**

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

**SCHOOL: DISTRICT 11/ BOROUGH BX/ NUMBER 144**  
**ADDRESS: 2545 GUNTHER AVENUE BRONX, NY 10469**  
**TELEPHONE: (718) 379-7400**  
**FAX: (718) 320-7135**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** M.S. 144      **SCHOOL NAME:** Michelangelo

**SCHOOL ADDRESS:** 2545 Gunther Avenue Bronx, NY 10469

**SCHOOL TELEPHONE:** (718) 379-7400      **FAX:** (718) 320-7135

**SCHOOL CONTACT PERSON:** Debra Hendry      **EMAIL ADDRESS:** DHendry@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Karlene Turner

**PRINCIPAL:** Pauline Mattis, Ed.D

**UFT CHAPTER LEADER:** Karlene Turner

**PARENTS' ASSOCIATION PRESIDENT:** Audrian Rose

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** 608

**NETWORK LEADER:** Rudy Rupnarain

**SUPERINTENDENT:** Elizabeth White

**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
Pauline Mattis	*Principal or Designee	
Karlene Turner	*UFT Chapter Chairperson or Designee	
Audrian Rose	*PA/PTA President or Designated Co-President	
Winsome Campbell	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Cheryl Nobile	DC 37 Representative	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angela Campbell	Member/ parent	
Debra Hendry	Member/ teacher	
Regina Taylor-Tuck	Member/ parent	
Vivienne Dunn	Member/ parent	
Audrey Henry	Member/ teacher	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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#### ***Our school's vision:***

*All students can and will learn and succeed. Our Small Learning Community structure will provide the adolescent learner with a safe, personalized, rigorous, motivating, value driven environment to enable them to grow emotionally, intellectually and socially. Our students will be prepared for High School and beyond, where they will continue to become problem solvers, decision makers and ethical citizens.*

#### ***Our school's mission:***

*M.S. 144 School's mission is to create a school where today's children prepare for tomorrow's world. Our students will become critical thinkers, problem solvers, decision makers and caring, ethical citizens.*

The school is located in the northeast section of Bronx County. It is a large middle school with three distinctive, vertically graded, themed Academies. It is located in a working class neighborhood consisting of private homes and New York City housing developments. The majority of students are black, with a majority of them coming from the Caribbean Island of Jamaica. There has been a recent increase in students from Ghana, Africa. Our ESL population consists of students from Africa and the Middle East, as well as the Dominican Republic, Puerto Rico and Mexico.

The school's mission is focused on preparing students "For tomorrow's world" with an emphasis on academic core subjects for all students. High school Regents classes include Earth Science, Living Environment, Integrated Algebra and American History. In light of the new cut scores, our most recent data as of October 2010, shows that we did not make our AYP for six of the subgroups in ELA, and for two of the subgroups in Mathematics. Although the data suggests that we may be a school in need of improvement, progress in all subgroups for both ELA and Math on the 2011 NYS exam will enable us to be in good standing at the end of this school year.

This school year, the themes-based academy structure will be in year six. Students select their academy based on interest in the thematic area. Identification of students within an academy is clearly visible, as each academy is color-coded and uniforms support this. The school uniform has deepened the student's sense of belonging and has added to the overall peaceful tone and orderliness of the building. All academies are further layered for collaboration through the teaming/clustering of teachers in the core subject areas.

This school year our focus will be on further becoming a professional learning community by utilizing the SLC structure while emphasizing rigorous instruction and the inquiry process, all of which address differentiation of instruction, as we work toward personalizing the learning for our students. Teachers, students and parents will engage in activities that are goal-oriented to this end. Our CFN 608 liaisons will partner with us to help assure realization and sustainability of our goals. Our outside partners include 21<sup>st</sup> Century Champions, Lehman College, Astor Little League, Pencil, NYCDOE School Redesign, Center For Educational Innovation, Community Planning Board 11, Botanical Gardens, New York City Council, NYC Teaching Fellows, Sports and Arts Foundation – 21<sup>st</sup> Century Grant, Eastchester Gardens Housing Association, Allerton Homeowners' Association and Gun Hill Golf Center.

**SECTION III – Cont'd**

**CEP Section III: School Profile**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>	J.H.S. 144 Michelangelo								
<b>District:</b>	11	<b>DBN:</b>	11X144	<b>School BEDS Code:</b>	321100010144				
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<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				88.4	90.8	TBD
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment :</b>					
Grade 1	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 2	0	0	0				89.0	91.2	TBD
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 5	0	0	0				68.7	68.7	81.0
Grade 6	329	358	292	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7	325	358	352	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 8	390	344	383				16	47	TBD
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Grade 10	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				8	16	17
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	30	30	25	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Total	1074	1090	1052				113	124	127
				<i>(As of October 31)</i>			28	44	44
							44	33	37
				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
				<i>(As of June 30)</i>			2007-08	2008-09	2009-10
							31	62	TBD
				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							0	0	0
				<b>English Language Learners (ELL) Enrollment:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							0	0	0
				<b>Number of Staff - Includes all full-time staff:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							88	85	TBD

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	7	9	19	Number of Administrators and Other Professionals	22	21	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	6	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	10	6	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	72.7	74.1	TBD
				% more than 5 years teaching anywhere	53.4	57.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	83.0	85.0	TBD
American Indian or Alaska Native	1.2	0.9	0.6		97.4	95.6	TBD
Black or African American	70.0	69.3	68.3				
Hispanic or Latino	23.0	24.2	25.4				
Asian or Native Hawaiian/Other Pacific Isl.	3.0	2.6	3.2				
White	2.8	2.8	2.3				
<b>Male</b>	50.9	53.4	56.2				
<b>Female</b>	49.1	46.6	43.8				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2				√		
	Restructuring Advanced						

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>			<b>Secondary Level</b>				
ELA:	√		ELA:				
Math:	√		Math:				
Science:	√		Graduation Rate:				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√	-	-		
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√		-	-		
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	√	√					
Limited English Proficient	√sh	√	-				
Economically Disadvantaged	√	√		-	-		
<b>Student groups making AYP in each subject</b>	6	6	1	0	0		
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	76.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				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:	21.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	36.4						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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			
<b>KEY: PROGRESS REPORT DATA</b>				◇ = 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.							
<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?
- 

### **Student Progress for English Language Arts as indicated on the 2009-2010 NYC**

#### **Progress Report:**

- The median growth percentile for our students is 63, which is 39.1% of the way from the lowest (53.1%) to the highest (78.4%) relative to our Peer Horizon and 31.9% of the way to the City Horizon.
- The median growth percentile for our lowest third is 75, which is 49.6% of the way relative to our Peer Horizon, and 42.6% of the way to the City Horizon.
- Median Student Proficiency is 2.50

#### **Student Progress for Math indicates the following:**

- The median growth percentile for mathematics is 56. This is 43.7% of the way from the lowest (34.8%) to the highest (83.3%) relative to our Peer Horizon and 34.8% of the way to the City Horizon.
- The median growth percentile for the lowest third is 64, which is 46.4% of the way relative to our Peer Horizon and 40.1% of the way to our City Horizon .
- Median Student Proficiency is 2.56

The overall score for the City's Progress Report is 39.2 out of 100. Additionally, we received credit for exemplary gains in ELA for our self-contained students and our English Language Learners.

The New York State Report Card 2009-2010, showed that we made AYP as a school in Science. In addition, all participating subgroups in science made AYP.

Overall our school showed progress in some areas, but failed in others. Our ELL students continue to demonstrate growth at Levels 1 and 2 but now need to demonstrate their ability to pass the Advanced Assessment for the NYSLEAT and address Level 3 – 4 in both ELA and Math.

While the school environment Survey indicates improvement, especially in the area of academic expectations, there is a need to improve in the areas of communication, safety, respect and engagement. The students' biggest concerns center on bullying and respect. Thus there is a need to enhance the Climate Committee's program and the Advisory program in conjunction with the implementation of the PBIS program. The Small Learning Community structure has enabled the school climate to improve and can be attributed to improved outcomes for our general education students as

well as our special education students. Our ICT classes had a positive effect on students' scores. Further study of the data indicates that students in Levels 3 and 4 are not making expected gains. We will therefore focus on differentiation, enrichment, and more rigorous tasks that are engaging for our students.

Over the past 3 years the number of students attaining a Level 3 has decreased. In ELA, only 22.3% of our students attained level 3 compared to 56.5% in 2008-2009. Likewise in Math, only 23.2% of the students attained level 3 compared to 56.4% in 2008-2009. Careful study of the ELL population points to a need to provide additional PD for the teachers and added time and effort focused on the ELL through extended day and Saturday Programs.

Our greatest accomplishments include:

- Achieving a Well Developed at our last Quality Review
- Achieving extra credit in Self-Contained and English Language Learners ELA classes.
- Development of a Positive School Climate Committee initiated and implemented by teachers
- Development of an ICT Model of Instruction that is considered outstanding by the state.
- Being recognized as a model SLC school

Significant aids include:

- Excellent Assistant Principals, motivated and dedicated teachers who direct academies on a daily basis, ensuring academic stability and discipline. As a staff, we continue to develop a deeper understanding of data and endeavor to become more adept in our ability to identify students' strengths and weaknesses. Students respond positively to school personnel.
- Curriculum map/pacing schedules in core subjects
- Reflective school culture
- Willingness of teachers to collaborate and share talents, to analyze various data and consistently use it to inform instruction. After looking at the data, we are working to improve in the area of differentiated instruction for our students and increase the rigor of tasks.
- Dress code established by parents and supported by staff.
- Advisory Program was developed by teachers
- Strong working relationship with community leaders and homeowners association.
- PBIS program to be implemented.

Challenges – Barriers:

- A large budget cut resulting in fewer half classes for Math and ELA
- New legislation regarding exemptions for ELLs
- Student mobility
- Large number of students moving into the community from other countries and elsewhere in the U.S. and unprepared for the N.Y. State Assessments.
- About eighty students repeating the grade.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**Goal Number 1** To increase student achievement in English Language Arts: By June 2011 the number of students who attain level 1 will decrease by 5% on the NYS examination.

**Goal Number 2** To improve student progress in Mathematics: By June 2011 the number of students who attain a level 1 will decrease by 5% on the NYS examination.

**Goal Number 3** To broaden the opportunity of students to take Regents level classes: By June 2011 the number of students who take High School Regents classes, i.e., Earth Science, Living Environment, Integrated Algebra and American History and Government will increase by 5%.

**Goal Number 4** To improve the Socio-emotional environment of 6<sup>th</sup> graders: By June 2011, the number of sixth grade students who repeat the grade will decrease by 5%.

**Goal Number 5** To deepen distributive leadership within our learning community: to increase the number of instructional teams by 5% to help develop leadership throughout the school community.

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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase student achievement in English Language Arts. By June 2011, the number of students who attain level 1 on the NYS examination will decrease by 5%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• To utilize an individualized standards based item analysis sheet (September 2010)</li> <li>• Analyze Predictive and Instructionally Targeted Assessments to find student/whole class/whole grade-level areas of strength and deficit for targeted instruction (November 2010, January 2011, March 2011)</li> <li>• Analyze pre and post assessments, to collaborate on instructional strategies needed (September 2010, June 2011)</li> <li>• Use of WRAP to ensure appropriate placement in reading leveled groups (September 2010-June 2011)</li> <li>• Conduct school-wide read-aloud seven times during February through April</li> <li>• Differentiate instruction based on analysis of data presented in ARIS, and Acuity, as well as the standards based item analysis profile</li> <li>• Record and document independent reading on a monthly basis</li> </ul> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>• To revise the curriculum maps for grades 6-8 to coincide with the new CCSS (October 2010-June 2011)</li> <li>• To establish portfolio based curriculum based upon the NYS Standards, as well as the CCSS (September 2010-June 2011)</li> <li>• To continue to establish standards based rubrics for student based reading and writing. (September 2010-June 2011)</li> <li>• To establish a curriculum committee to regularly revisit curriculum maps, in order to include the new CCSS to make data-based adjustments as indicated. (November 2010-June 2011)</li> </ul>

	<ul style="list-style-type: none"> <li>• Target Population: All students, with emphasis on those who are repeating the grade; Special Education Students and ELLs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Create a PD plan so that all teachers know how to use, analyze and differentiate their data (October 2010, November 2010)</li> <li>• Form a Portfolio Committee to provide professional development with standards based portfolio questions (November 2010)</li> <li>• Professional Development by CFN for Coach, as well as ELA teachers,. (Monthly)</li> <li>• To add to the seventh grade curriculum the preparation of paired passages. (September-December 2010)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Acuity will document growth throughout school year (November 2010, January 2011, March 2011)</li> <li>• Establish a curriculum team to regularly meet and revisit curriculum maps to make data based adjustments as indicated (Bimonthly)</li> <li>• Formal and informal observations focused on data driven instruction and differentiated instruction</li> <li>• To continue to develop and maintain the individual portfolio (September 2010-June 2011)</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase student achievement in Mathematics: By June 2011, the number of students who attain level 1 on the NYS examination will decrease by 5%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <u>Use of Data</u></li> <li>• Analyze the New York State exams, Pre and Post baseline assessments, ITAs, and Predictive exams to collaborate on necessary instructional strategies.(Sept.-June)</li> <li>• Analyze student work (portfolios) to collaborate on needed intervention strategies. (monthly)</li> <li>• Use running records to ensure make up of assignments (Sept. &amp; ongoing)</li> <li>• Utilize ARIS and Acuity to determine groupings for differentiation (October 2010-June 2011)</li> <li>• Analyze Periodic Assessments to determine needs and program (November 2010, January 2011, March 2011)</li> <li>• Use the data collected from all assessments and the concept item analysis profile to review curriculum maps and pacing. (September 2010-June 2011)</li>   <li>• <u>Curriculum and Instruction</u></li> <li>• Utilize the New York City Pacing Guides for instruction (September 2010-June 2011)</li> <li>• Ensure the use of standards-based rubrics for student responses to open-ended questions (September-June)</li> <li>• Focus on the application of problem-solving strategies during lesson share and summarize activities (September 2010- June 2011)</li> <li>• Focus on critical thinking and analytical questions during unit planning and selecting required portfolio questions. (September 2010- June 2011)</li> <li>• Utilize data folios to plan for enrichment and intervention activities and tracking progress of holdover students, Special Education students and our ELLs (September 2010-June 2011)</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue with the use of the Point of Entry Model of Instruction (ongoing)</li> <li>• Differentiate Instruction based on data analysis especially for special needs students, ELL students and students repeating the grade.</li> <li>• Continue to use the Impact textbook and NYC pacing guides and CCSS.</li> <li>• Continue with a Math Team that will engage in challenging math questions with an emphasis on problem solving and analytical thinking.</li> <li>• Principal, Math Coaches &amp; A. P. will do instructional rounds to gather data regarding the level of and rigor in the math classroom. (ongoing)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• PD in use of ARIS and Acuity ongoing throughout the year.</li> <li>• -Math Coach will provide ongoing professional development to ensure effective use of strategies, rubrics, Pacing Guides and Data Folios. (September 2010-June 2011)</li> <li>• Math Coach will provide professional development in model lessons of instruction.</li> <li>• Best Practices to be shared at Department meetings: Teacher Practice and Research (monthly)</li> <li>• Professional Development by CFN for Coaches which will include Sp. Ed. and ELL teachers PD in Socratic method of teaching and Santa Cruz Model</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Formal and informal observations focused on data driven instruction and differentiated instruction and how it impacts Special Education students, ELL students and holdover students.</li> <li>• To continue to develop and maintain the individual portfolio (September 2010-June 2011)</li> <li>• Establish a curriculum team to regularly meet and revisit curriculum maps to make data based adjustments as indicated (October 2010-June 2011)</li> <li>• Acuity will document growth throughout school year (November 2010, January 2011, March 2011)</li> <li>• Students will attain a 1-year growth on the NYS Math exam</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To broaden the opportunity of students to take Regents level classes. By June 2011, the number of students who take the Earth Science or Living Environment regents will increase by 5%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data</p> <ul style="list-style-type: none"> <li>• Gather, review and analyze student data to determine student selection for the Science Regents courses. (Ex: Math and Reading scores, Report card grades, Teacher Recommendation, lab activity grades and Science portfolio review. (may and June 2010)</li> <li>• Analyze the Science data on our School Report Card, the department generated data from the three stations on the State Exam, the Pre and Post assessment and Interest Inventory to determine areas of need and to establish an instruction plan. (September 2010)</li> <li>• Review and analyze student work (portfolios and holiday helpers) to collaborate on instructional intervention strategies. (September 2010-June 2011)</li> <li>• Review our SAMS profile for each class regularly to develop differentiated lessons and extra credit assignments based on need. (September 2010-June 2011)</li> </ul> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>• Develop a Curriculum Map and Pacing Guide for each Science Regents Course (ongoing)</li> <li>• Establish a schedule to regular review the Map and Pacing Guide to make necessary adjustments based on the data review (Biweekly)</li> <li>• Analyze data to plan lessons and activities for enrichment and intervention. (September 2010-June 2011)</li> <li>• Focus on Inquiry-Based Learning in developing Unit and Lesson Plans with an emphasis on Big Ideas &amp; Process Skills (September 2010-June 2011)</li> <li>• Develop standard-based rubrics for open-ended portfolio questions (September 2010-June 2011)</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Best Practices will be shared through intervisitations (September 2010-June 2011)</li> <li>• Living Environment Team will continue to meet regularly to review Regents Exams to develop portfolio questions and rubrics used to grade.</li> <li>• Teachers will attend pd provided by the CFN (monthly)</li>   <li>• L.E. team will meet to review and adjust the curriculum map and pacing guide.</li> </ul> <p>Use of Resources</p> <ul style="list-style-type: none"> <li>• Common planning time established for teachers, chairperson and Assistant Principal. (monthly)</li> <li>• Establish a resource library for this course of study.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Formal and informal observations focused on data driven instruction and differentiated instruction (September 2010-June 2011)</li> <li>• To continue to develop and maintain the individual portfolio (September 2010-June 2011)</li> <li>• Establish a curriculum team to regularly meet and revisit curriculum maps to make data based adjustments as indicated (September 2010-June 2011)</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Grade 6

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve the Socio-emotional environment of 6<sup>th</sup> graders. By June 2011, the number of sixth grade students who repeat the grade will decrease by 5%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Use of Data</u></p> <ul style="list-style-type: none"> <li>• Review student attendance records to provide intervention services and strategies. (September 2010-June 2011)</li> <li>• Gather information from teachers regarding student behavior to provide strategies or services needed. (September 2010-June 2011)</li> <li>• Analyze student report cards and student work to collaborate on intervention strategies. (monthly)</li> <li>• Student progress will be monitored through the review of progress reports (report cards), Dean’s Log, Teacher referrals and Attendance. (ongoing)</li> </ul> <p><u>Curriculum and Instruction</u></p> <ul style="list-style-type: none"> <li>• Continue to implement a sixth grade transition Professional Learning Committee (PLC) (September 2010-June 2011)</li> <li>• Access and disseminate peer reviewed research to enable teachers to help students become critical thinkers, problem solvers and decision makers. (monthly)</li> <li>• Focus on application of problem-solving strategies during Peer-Mentoring activities.</li> <li>• Utilize the advisory program, the PBIS program to ensure a smooth transition into middle school.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Development of Staff:</u></p> <ul style="list-style-type: none"> <li>Enhance the advisory program PBIS to address the transitional needs of our sixth grade students into middle school by redesigning the curriculum and providing professional development. (November 2010-June 2011)</li> </ul> <p><u>Uses of Resources:</u></p> <ul style="list-style-type: none"> <li>Common Planning time for grade 6 teachers to plan and share best practices and develop and implement in-school and out-school activities for their students and their 8<sup>th</sup> grade peer mentors.(Monthly)</li> <li>Elicit the assistance of the parent coordinator and the Parent Association to build a strong home-school relationship. (September 2010-June 2011)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>Sixth grade articulation meeting with feeder schools. (May 2011)</li> <li>Guided tours for incoming sixth graders. (May 2011)</li> <li>Increase number of sixth grade students participating in Reward Programs such as: Gotchas' Point Systems, Dances, Honor Roll/Merit Roll breakfast, Trips and Theme Days.(September 2010-June 2011)</li> <li>Agendas, attendance sign-in sheets and parent participation in activities such as: Parent Orientation, Meet the Teacher Night, Parent-Teacher Conferences and Parent Association Meetings.</li> <li>Active participation by Peer Mentors with their sixth grade students. (Quarterly)</li> <li>Reduced discipline problems as reviewed in Dean's Log.</li> <li>Environmental Survey response indicating improved climate.</li> <li>Positive responses on those items indicating student satisfaction with school climate and peer interaction.</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To deepen distributive leadership within our learning community. By June 2011, the number of instructional teams will increase by 5%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Use of Data: (Quarterly)</u></p> <ul style="list-style-type: none"> <li>• Analyze number of teachers and paraprofessionals who regularly demonstrate personal leadership on each Academy (Monthly Sept 2010-June 2011)</li> <li>• Analyze Student Data for each Academy to determine instructional needs (Monthly Sept 2010-June 2011)</li> <li>• Administer Interest Survey (Dec 2010, March 2010, &amp; May 2010)</li> <li>• Assistant Principals for each Academy will nominate teachers to serve on team (Quarterly Sept 2010- June 2011)</li> <li>• Employ National School Reform Faculty to help organize and prioritize human capital distribution needs (Quarterly Sept 2010- June 2011)</li> </ul> <p><u>Curriculum and Instruction</u></p> <ul style="list-style-type: none"> <li>• Coaches and school wide instructional team set goals for year (Quarterly Sept 2010 - June 2011)</li> <li>• Each Academy develops instructional goals that arise from analysis of data (Quarterly Sept 2010 - June 2011)</li> <li>• Academy teams will develop specific units, each marking period, in subject areas which align with Academy team goals and school-wide goals.</li> <li>• Instructional Teams will inter-visit weekly classes that are selected as a monthly focus in each subject area to gather knowledge in content areas,</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Staff Development</u></p> <ul style="list-style-type: none"> <li>• Utilize CFN to address teacher practice ( Sept 2010 -June 2011)</li> <li>• Post Invitation to attend school-wide Leadership Team meeting ( Monthly Sept 2010 - June 2011)</li> <li>• Provide leadership PD through Center for Learning Centered Initiatives (Quarterly Sept 2010 - June 2011)</li> <li>• Develop 3-day series of customized workshops with Knowledge Team from CFN to provide PD for coaches and teachers on content needs, rigor critical thinking and decision making (Bi-Monthly Sept 2011 - June 2011).</li> <li>• Utilize CFN to address modern teacher practice through available DOE resources (Bi-Monthly Sept 2010-June 2011).</li> <li>• Use of questionnaire/surveys throughout the year to assess faculty comfort level with Instructional leadership implementations (Once each marking period).</li> <li>• Study groups conducted on each Academy by ILT members (Dec 2010 &amp; April 2011).</li> <li>• Include parent input when needed (Ongoing Sept 2010 - June 2011).</li> <li>• Provide all teams PD in meeting protocols and formation of rubrics ( Ongoing Sept 2010 - June 2011).</li> </ul> <p><u>Use of Resources:</u></p> <ul style="list-style-type: none"> <li>• Inter-visit other SLC communities (Dec 2010, March 2011, &amp; May 2011).</li> <li>• Continue work with the office of school re-design and portfolio development (Ongoing Sept 2010 - June 2011).</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Identify the objective evidence teachers will use throughout the year to evaluate their progress towards meeting their goal ( Quarterly Sept 2010 - June 2011)..</li> <li>• Active Instructional Teams implemented on each Academy (Quarterly Sept 2010 - June 2011).</li> <li>• Increase number of teachers in leadership roles (Quarterly Sept 2010 - June 2011).</li> <li>• Increase number of teachers involved in Academy endeavors both instructional and developmental (Quarterly Sept 2010 - June 2011).</li> <li>• Increased positive responses on School Environment survey Mid-year and End-year</li> <li>• Continued increase in staff stability (Mid-year and End-of-the-year).</li> <li>• Improved staff capacity in building ( Mid-year &amp; End-of-the-year).</li> <li>• Continued improvement of School Progress Report when utilizing the ITT tool &amp; ATS RESI Report (Quarterly Sept 2010 - June 2011).</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	94	51			5	0	0	0
7	88	53			11	0	0	0
8	87	57	67	86	16	0	0	0
9								
10								
11								
12								

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Wilson Reading Program is provided to our lower level students in grades 7 and 8. This program uses centered-based learning to increase literacy skills. Great Leaps is provided to our Special Education Students. Academic Workout is used in grades 6-8. This program offers targeted skill instruction. Reading Rewards is used to assist in syllabic decoding.
<b>Mathematics:</b>	During School Day: extended day small group instruction, Lunch and Learn, Advisory, After School: Sports & Arts, Extended Day Math test prep, Saturday Academy, extended day Regents test prep
<b>Science:</b>	During School Day: extended day small group instruction, Lunch and Learn, Advisory After School: Sports & Arts, Extended Day Science test prep, Saturday Academy, extended day Regents test prep
<b>Social Studies:</b>	Students who failed Social Studies the first quarter will be invited to attend Extended Day and/or Saturday Academy. It is strongly advised that students who are invited to attend do so now. Students who continue to fail throughout the year and receive a failing grade in the final marking period will again be asked to attend Extended Day and/or Saturday Academy in the next grade. However, they will have already missed the opportunity to improve this year. Those students failing Social Studies in the first quarter of grade 8 are especially encouraged to attend Extended Day and/or Saturday Academy since they must pass Social Studies in order to meet promotional criteria. Student progress will be monitored and regular reports will be sent home. School guidance counselors will be assigned to provide “at-risk” counseling.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Group and one-on-one counseling, advisory, PPC Conferences and Parent Consultation
<b>At-risk Services Provided by the School Psychologist:</b>	Group, one-on-one counseling, Advisory, PPC Conferences where they become case managers for high risk students. Attendance – AIDP
<b>At-risk Services Provided by the Social Worker:</b>	Group, One-on-one counseling, Advisory, PPC Conferences where they become case managers for high risk students Attendance – AIDP, MDR

	Community Outreach for Adolescent Support.
<b>At-risk Health-related Services:</b>	Parent Conferences when needed, Medical Referrals, 504 Accommodations for At Risk Immunization, Triage as needed, Referrals, Doctor sessions monthly to do physicals and wellness consultations.

**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.

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

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

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

**11X144**

*J.H.S. 144 Michelangelo*

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

**Form TIII – A (1)(a)**

**Grade Level(s) 6-8**    **Number of Students to be Served:**    64    **LEP**    \_\_\_\_\_    **Non-LEP**

**Number of Teachers**    2    **Other Staff (Specify)**    \_\_\_\_\_

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

### **Title III, Part A LEP Program**

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

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- Monolingual ESL (English only)-pull-out, push-in, and self-contained
- 61 students
- Grades 6-8
- Instruction delivered in English
- The majority of ELLs follow a 6 year consecutive enrollment
- Advanced students – 4x week; Intermediate Students – 8x week; Beginner students – 8x week
- Students receive ESL until they can test out with the NYSESLAT
- Instruction is provided by licensed teachers

### **Title III Supplemental Programs**

#### **ELA and Math Saturday Program**

For the ELLs who are tested after one year of English schooling and all ELLs, we have instituted an ELL Academy. This program builds upon the strength of the school day content area study and language development and Math skills in a small group setting. The ELL Academy will service students in grades 6-8. There will be three groups of 15-20 students per group. The 5 teachers that will service these groups are certified ESL/BL and content area teachers. The program will take place from February to April for 8 weeks from 8:30 to 11:30 for 3 hours each session. The ESL teachers will push into and team/teach with content area teachers for 1 hour in each group to differentiate instruction and work with academic language development. There will be a supervisor to maintain a safe environment and ensure quality instruction. Students will be able to work with a literacy program to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. Students will be prepared for the ELA and Math state assessments.

#### **NYSESLAT After School Program**

The NYSESLAT Academy will service students in grades 6-8. There will be two groups of 15-20 students per group. The 2 teachers that will service these groups are certified ESL teachers. The program will take place 2 day a week from April to May for 8 weeks from 3:00 to 4:00 for 2 hours each session. There will be a supervisor to maintain a safe environment and ensure quality instruction. Students will be able to work with literacy programs to enforce their literacy skills

such as language development, vocabulary development, phonics and reading comprehension skills. This program will focus on preparing the students for the NYSESLAT Assessment.

We will also purchase with Title III funds supplementary materials to support these programs such as:

- High interest, low reading level Libraries
- 100 Book Challenge theme sets
- Contend area Libraries
- Bilingual Dictionaries
- NYSESLAT Student books

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Teachers will participate in on-going training and professional development activities offered through our Learning Support Organization as well as the Protraxx professional development system offered by the Department of Education. The focus of development and training will be differentiation of instruction and the teaching of literacy through content area instruction. Throughout the 2009-10 school year, all teachers will receive a minimum of 7.5 hours of ESL based strategy training through professional development days, workshops and/or seminars. The Great Leaps Reading Program has been introduced to teachers who instruct beginning English. Reading Rewards has been introduced. Rosetta Stone has been introduced to the teachers. Professional Development is offered for writing IEPs for ESL/Special Education students indicating the course of instruction required. Read 180 was implemented.

Teachers of ELLs will receive site-based staff development throughout the course of the school year from the Literacy and Math Coaches as well as the ESL teachers. Some of these in-house Professional Development Sessions are:

- ELA/ESL Standards
- Math Standards
- NYSESLAT Assessment
- Differentiated Strategies for ELLs in ELA and Content Area Instruction
- Looking at ELL Data
- ELL Promotional Policy

The five teachers in the Title III program will have an additional 4 hours of paid per session to plan and analyze data to prepare for the program.

**Parent Involvement:**

Parents of English Language learners will be invited to visit the ELL Institutes. Refreshments and resource materials will be offered.

School: MS 144 X BEDS Code: 321100010144

Title III LEP Program  
School Building Budget Summary

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

Allocation Amount: \$15,000 as per SAM # 53		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>10,498.35</b>  <b>60% of allocation is for direct instruction.</b>	<u><b>Title III Program</b></u> <u><b>ELA and Math Saturday Program</b></u> <b>5 teachers x 3 hours x 8 weeks x \$49.89 =5986.80</b> <b>1 sup. X 4 hours x 8 weeks x \$52.21=1670.72</b> <u><b>NYSESLAT Program</b></u> <b>2 teachers x 2 hours x 8 weeks x \$49.89 =1596.48</b> <b>1 sup. X 1 hours x 8 weeks x \$52.21=417.68</b> <u><b>Professional Development</b></u> <b>5 teachers x 4 hours x \$49.89 = 748.35</b> <b>1 sup. X 1.5 hours x \$52.21=78.32</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional	<b>4501.65</b>  <b>Only 30 % of the allocation can be used for materials including</b>	<b>Supplementary Materials</b>  <ul style="list-style-type: none"> <li>● High interest, low reading level Libraries</li> <li>● 100 Book Challenge theme sets</li> <li>● Contend area Libraries</li> <li>● Multicultural Libraries</li> </ul>

materials. - Must be clearly listed.	<b>software.</b>	<ul style="list-style-type: none"><li>• Bilingual Dictionaries</li><li>• NYSESLAT Student books</li><li>• Teacher study group resource materials</li></ul>
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### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
Oral Surveys are given to ELLs to determine if English is spoken at home.
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.  
Material and translation is readily available in Spanish. To have materials translated into Arabic, Albanian, Vietnamese, etc., is a time consuming process. There is a need for a less cumbersome method for translation.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Written translations services for Spanish can and will be provided in-house. Other translations require outside vendors. Two websites (Babelfish and Systran) will be used.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Oral translation services will be provided in-house. Parents will be surveyed for translation assistance for other languages.
- 3.

4. 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>.

Students and parents will be surveyed to determine translation needs.

We will utilize school translators for Spanish and web sites cited above for all other languages.

**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 School-wide 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:	\$654,164.00	\$598,667.00	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,542.00	\$5,986.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,184.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$65,416.40	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 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.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

#### **I. General Expectations**

M.S. 144 Michelangelo Middle School agrees to implement the following statutory requirements:

- 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.
- 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.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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.
- 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 A funds reserved for parental involvement is spent.
- 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:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;

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

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. M.S. 144 Michelangelo Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: workshops, PA meetings, etc.
2. M.S. 144 Michelangelo Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Review strategies with parents at PA meetings
3. M.S. 144 Michelangelo Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Provide training to parents
4. M.S. 144 Michelangelo Middle School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [such as: Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Youngsters who are absent due to long term illness,] by after-school programs, bring teachers to meet with parents at PA meetings.
5. M.S. 144 Michelangelo Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. M.S. 144 Michelangelo Middle School will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: meetings with parents, teachers and administrators

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: monthly calendar sent home with student

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the M.S. 144 Michelangelo Middle School on November 13, 2009, was renewed, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 24, 2010.

M.S. 144 Michelangelo Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

M.S. 144 Michelangelo Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.] *See the Goals and Action Plan pages*

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: *November 16, 2010 and March 2011.*
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.] *Two Reports will be distributed at Parent-Teacher conferences, and two will be sent home via the students.*
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.] *Parents can meet at scheduled weekly cluster meetings, by appointments, and at parent-teachers conferences.*
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.] *Open school week , quarterly school dances, Book Fair, Honor Roll Breakfast*
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way. *Invited to all PA and SLT conferences and meetings*
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- 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.
- Holding parent workshops in the core subjects English Language Arts, Math, Science and Social Studies.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child's extracurricular time.
- In October, the Guidance Department and Parent Association provided a High School Information night, along with three high school informational sessions explaining the high school application process to parents and students.
- ELA and Math workshops are being planned for parents and students in preparation for the NYS exam.

### **Optional Additional Provisions**

#### Student Responsibilities

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

Students, along with teachers and guidance counselors develop goals for each marking period and agree to the outline below:

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

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

### **Section I: School-wide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. See pages 9 and 10 of 2010-2011 CEP
2. School-wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

See pages Goal and Action Plan pages of 2010 - 2011 CEP

3. Instruction by highly qualified staff.

Since September 2003, all teachers at Michelangelo have been state certified. All efforts will continue to be made to retain and recruit certified licensed-area teachers.

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 School-wide Program to meet the State's student academic standards.

- a. Imbedded staff development will be given by the Principal, Assistant Principals, Coaches and Lead Teachers throughout the school year.

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

- i. Continued attendance at all job fairs.
- ii. New Teacher training program.
- iii. August conference with the Principal to prepare for the opening of school.
- iv. Buddy concept for all new teachers.
- v. Mentors and coaches in addition to Assistant Principal Study groups to help classroom teachers become successful.
- vi. A program schedule that is mindful of the demands of the classroom teacher.

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

- Survey parents as to the best time to have meetings.
- Monthly newsletter from Parent Coordinator.
- Have student performances attached to PA meetings.

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

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

Inclusion on school-wide Intervention Committee, Pupil Personnel Committees, Academy teacher teams to do assessment, Portfolio and Data folio Committees.

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.
  - Class performance based on portfolios, data analysis, teacher recommendations, Deans' files and Supervisors' input as to teacher who will teach at-risk students.
  - Where indicated, students will have half-class instruction in ELA / Math.
  - Invitation to attend Lunch and Learns and Saturday Academy.
  - Mandated to attend extended day city-wide tutoring
  - Quarterly review of report card to generate additional aid such as Great Leaps, Wilson Reading
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

Title I School-wide 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, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide 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 School-wide 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 School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School-wide 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 School-wide 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, School-wide 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 School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide 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 School-wide 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 School-wide 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 school-wide 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 School-wide Program, the amount each program contributes to the consolidated School-wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the	Amount Contributed to School-wide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
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**Reminder:** To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds. Most School-wide 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 – School-wide 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

		School wide Program ( <input checked="" type="checkbox"/> )			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
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;

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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.

- 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:** Well developed (2007-2008)      **SURR<sup>3</sup> Phase/Group (if applicable):** Restructuring (year 2) Focused (2009-2010)

### **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 years, please include the findings from that process in your response for this section.

Specific areas in need of improvement in Math (for LEP and SWD) are:

- Understanding percent means part of 100; writing percents and decimals and fractions
- Adding and subtracting mixed numbers with like denominators
- Adding and Subtracting proper fractions with common denominators
- Finding the missing angle when two angles of a triangle are given
- Calculating the perimeter of regular and irregular polygons
- Knowing the sum of the interior angles in a triangle is  $180^\circ$ , and the sum of the interior angles of a quadrilateral is  $360^\circ$
- Substituting assigned values into variable expressions and calculating using the order of operations
- Calculating a percent of a quantity
- Defining and identifying distributive property of multiplication over addition
- Verifying the proportionality using the product of a means equal product of the extremes
- Solving percent problems involving percent, rate and base
- Evaluating numerical expressions using order of operations
- Solving and explaining simple 1-step equations using inverse operations with whole numbers
- Translating two-step verbal expressions into algebraic expressions
- Justifying the reasonableness of answers using estimation
- Determining multiples and LCM of two or more numbers
- Adding and subtracting two integers with and without number line
- Determining the surface area of prisms and cylinders using a calculator and a variety of methods
- Graphing the solution set of an inequality on a number line
- Recording data in a frequency table

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School Under Registration Review (SURR)

Specific areas in need of improvement in ELA (all students) are:

- Evaluating information based on themes, ideas within texts
- Supporting details
- Reading, collecting and interpreting data / facts
- Identifying literary elements – plot, setting, character
- Reading to collect data, facts, and ideas from multiple sources
- Determining the meaning of unfamiliar words / context clues
- Evaluating the validity and accuracy of information, ideas, themes and opinion and experience in the text
- Supporting details with examples, definitions, analogies and direct references from text
- Distinguishing between relevant and irrelevant information
- Drawing conclusions and making inferences on the basis of explicit and implied information
- Using text features such as headings, captions and titles to understand and interpret information
- Identifying author's point of view
- Identifying poetic elements, such as rhythm, repetition and rhyming pattern in order to interpret poetry

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.

Focused interventions the school will implement include: SES, extended day tutorial, small group instruction (general ed.), Saturday Academy, small group instruction for ELL's, extended day tutorial for special ed. students.

Restructuring Strategies: We are now structured in small learning communities, three academies for the entire school. Each academy has 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> clusters. Weekly meetings are held on each academy, including PPC, cluster and inquiry teams. Curriculum meetings are held school-wide. Each academy has an assistant principal, a dean, a guidance counselor and an academy advisor. An ELA and a Math coach, an at-risk guidance counselor and a parent coordinator are shared among the academies.

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

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

The following professional development will take place:

- Teachers will attend workshops in their subject areas – focusing on skills that need improvement

- ELL teachers will attend professional development activities
- Hired consultants will assist teachers in working on areas in need of improvement and aligning our curriculum with the Common Core Standards
- Professional libraries will be enhanced
- Math and Literacy coaches will provide professional development
- Lead Teacher will provide professional development

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

In order to provide high-quality professional development, the ELA and Math Coaches and the Lead Teacher will mentor teachers.

Weekly meetings will be held with these teachers during which the teaching process will be discussed as well as classroom management strategies.

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.

A meeting with was held in November 2010 to explain the process of restructuring. A letter explaining the process of restructuring was mailed in November 2010 and well as January 2011. An additional meeting will be held in February 2011 concerning the restructuring process.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** NA

**SURR Group/Phase:** Restructuring (year 2) Focused (2009-2010)      **Year of Identification:** \_\_\_\_\_      **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

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

14

2. Please describe the services you are planning to provide to the STH population.  
Extended Day / Sports and Arts, Advisory, Saturday Academy, Guidance Counseling

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 144 Michelangelo					
<b>District:</b>	11	<b>DBN:</b>	11X144	<b>School</b>		321100010144

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.4	90.8	89.4
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		89.0	91.2	90.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	358	292	296	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	358	352	301		68.7	81.0	81.0
Grade 8	344	383	374				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	47	29
Grade 12	0	0	0				
Ungraded	30	25	18	<b>Recent Immigrants - Total Number:</b>			
Total	1090	1052	989	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	16	17

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	124	127	96	Principal Suspensions	31	62	95
# in Collaborative Team Teaching (CTT) Classes	44	44	30	Superintendent Suspensions	47	67	52
Number all others	33	37	47				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	88	85	83
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	22	21	15
# receiving ESL services only	43	55	TBD				
# ELLs with IEPs	9	19	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	5	6	10

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
	10	6	55	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
				% more than 2 years teaching in this school	72.7	74.1	96.4
				% more than 5 years teaching anywhere	53.4	57.6	78.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	85.0	91.6
American Indian or Alaska Native	0.9	0.6	0.2	% core classes taught by "highly qualified" teachers	97.4	95.6	89.8
Black or African American	69.3	68.3	69.7				
Hispanic or Latino	24.2	25.4	25.4				
Asian or Native Hawaiian/Other Pacific	2.6	3.2	3.0				
White	2.8	2.3	1.7				
<b>Male</b>	53.4	56.2	54.4				
<b>Female</b>	46.6	43.8	45.6				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2				v	
	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**	
<b>All Students</b>	v	v	v	-	-		
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	39.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>11</b>	School Number <b>144</b>	School Name <b>Michelangelo MS 144</b>
Principal <b>Pauline Mattis, I/A</b>		Assistant Principal <b>Ellen Barrett-Kelly</b>	
Coach <b>Susan Leavey-Wilson</b>		Coach <b>Jennifer Croston</b>	
Teacher/Subject Area <b>Suzanne Walsh Vostina</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>Joanne Verrino</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Francine Deloatch</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>997</b>	Total Number of ELLs	<b>62</b>	ELLs as Share of Total Student Population (%)	<b>6.22%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The initial identification of those students who may possibly be ELL's includes administering the Home Language Identification Survey (HLIS) and the LAB-R. Ms. Walsh Vostina, the ELL coordinator, administers these items. The NYSESLAT is given to all ELL students, during the timeframe of the state administration. The structures that are in place at Michelangelo to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free Standing ESL) is that a parent orientation meeting is held, and the parent is supplied with the appropriate information. The entitlement letters are distributed and Parent Survey and Program Selection forms are returned to the ESL coordinator. The common trend in program choices is that parents have requested free standing ESL.

## 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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1	1	1					3
<b>Push-In</b>							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	62	Newcomers (ELLs	33
		Special Education	11

		receiving service 0-3 years)			
SIFE	4	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	13

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33	2	3	16	2	3	13		5	62
Total	33	2	3	16	2	3	13	0	5	62

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	16	17					44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	1	3					6
Haitian							1	0	0					1
French							0	0	3					3
Korean														0
Punjabi														0
Polish														0
Albanian							1	0	1					2
Yiddish														0
Other							2	3	1					6
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>20</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>62</b>

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

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	16	17					44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	1	3					6
Haitian							1	0	0					1
French							0	0	3					3
Korean														0
Punjabi														0
Polish														0
Albanian							1	0	1					2

## 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
Other							2	3	1					6
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>20</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>62</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Instruction is delivered in several organizational models. At Michelangelo we have push-in (co-teaching), pull out, and self contained ESL. Our program models are block and heterogeneous scheduled. Our school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program model. Explicit ESL instruction is delivered in each program to comply with mandates. Beginner and Intermediate ELL's receive instruction 8 times a week. Advanced students receive instruction 4 times a week. ELA instruction is delivered in each program model to comply with mandates. This is delivered eight times a week. All students, beginners, intermediate, and advanced, receive ELA eight times a week. All students, at all levels, receive Math instruction eight times a week. All students, of all levels, receive science and social studies, four times a week. NLA instruction is not available. The content areas are delivered in each program model. This is done through the self-contained model. Instruction is differentiated for the ELL subgroups. Our SIFE students receive instruction based on the NYSESLAT scores. Extended Day and Saturday Academy is available for SIFE students. We engage students in challenging theme-based curriculums to develop academic concepts. We draw on students' backgrounds, their experiences, cultures, and languages. Our ELL's in US schools less than 3 years have a self-contained class based on their NYSESLAT and LAB-R scores. Extended Day and Saturday Academy is available for ELL students. We strive to create confident students who value school and value themselves as learners. We organize the classroom to ensure that conversation between peers develops academic concepts and language. Our plan of service for ELL's receiving service 4-6 years, is a push-in model. We have continuous ESL instruction based on the needs of the child, as well as based on the NYSESLAT scores. Vocabulary is repeated naturally as it appears in different content area studies. Long-Term ELL's (those who have completed 6 years) continue with their ESL instruction based on NYSESLAT scores. AIS is provided for these students. We organize collaborative activities and scaffold instruction to build students academic English proficiency. Content areas are interrelated. Again, vocabulary is repeated naturally as it appears in different content area studies. For ELL's identified as having special needs, they are provided with ESL instruction, and all of their IEP criteria and modifications are met.

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

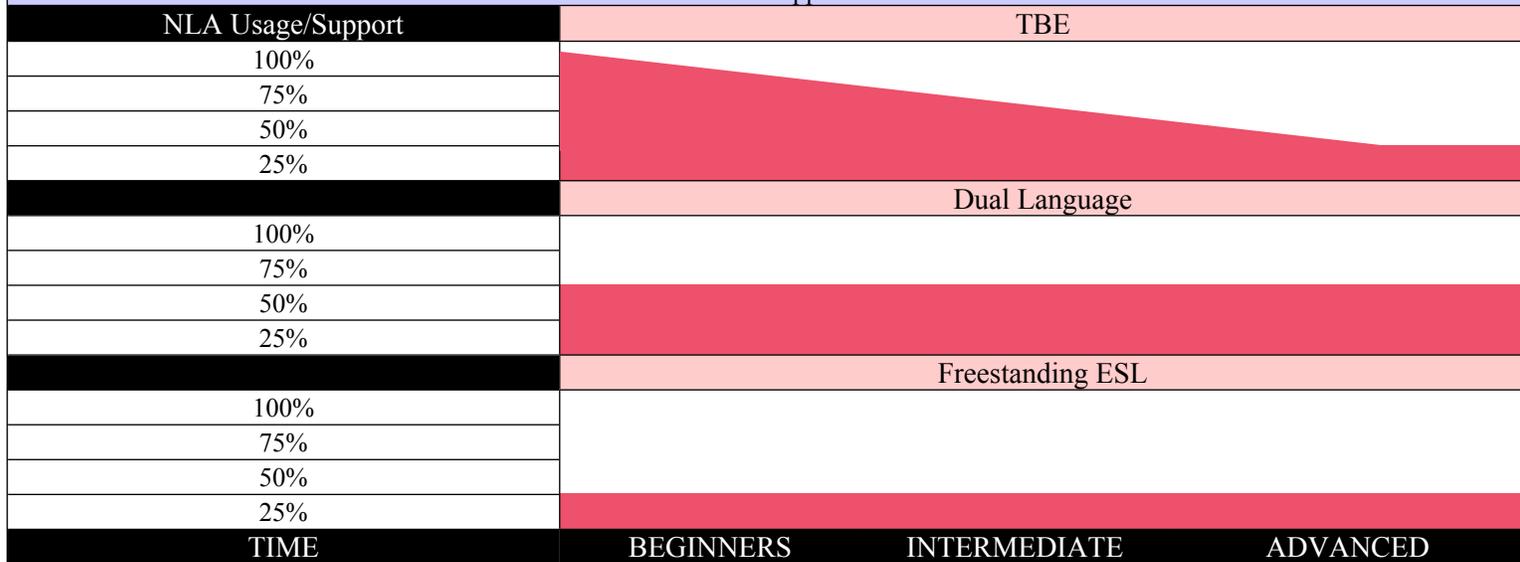
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**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.



## 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?

Our targeted intervention programs for ELL's in ELA, Math, and other content areas is that we offer Sports & Arts, lunch and learns, Saturday Academy, as well as at-risk services. We also offer transitional support for two years for ELL's reaching proficiency on the NYSESLAT. We offer testing modifications and extended time on the state exams.

No programs/services for ELL's will be discontinued. ELL's are afforded equal access to all school programs. Sports & Arts and Saturday Academy are offered to students in our building. Instructional materials are used to support out ELL's. Read 180 and Great Leaps are used with our students. Native Language support is delivered in that we provide native language dictionaries, translated state tests (where appropriate). We encourage beginner students to write in their native language and then translate. All resources correspond with the ELL's ages and grade levels. Support is offered for ELL's who are transitioning to middle school with a Parent orientation in the summer, as well as through the sixth grade transition program.

## 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)?

We do not offer a Dual Language Program.

## D. Professional Development and Support for School Staff

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

Professional development is offered through the Bronx BETAC as well as through CFN workshops. Staff support ELL's who are transitioning to middle school through the Parent orientation in the summer, as well as through the sixth grade transition program. As per Jose P, staff has been trained for their minimum 7.5 hours of ELL training.

## 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?

Parents are invited to the Parent Welcome Nights, as well as to the transitional program meeting the summer before their child begins at Michelangelo Middle School. Through conferences with the parents, we evaluate the needs of the parents. Our Parent Coordinator is in contact with parents to address their needs and concerns.

## 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)							7	5	6					18
Intermediate(I)							3	6	13					22
Advanced (A)							7	8	3					18
Total	0	0	0	0	0	0	17	19	22	0	0	0	0	58

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	2	1	0	10
7	10	3	1	0	14
8	8	8	0	0	16

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		5		3		0		12
7	9		7		1		0		17
8	7		11		1		0		19
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, 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.

The assessment tools our school uses to assess literacy skills of ELL's is WRAP and Fountas & Pinnell. Based on this information we are able to differentiate our instructional plan. The need for improvement in Reading and Writing is revealed through the NYSESLAT, as well

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		