



**ARTURO TOSCANINI MS 145X:
ACADEMY FOR CREATIVE EDUCATION AND THE ARTS**

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

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Name	Position and Constituent Group Represented	Signature
Robert Hannibal	*Principal or Designee	
Brenda Preisner	*UFT Chapter Chairperson or Designee/SETSS Teacher	
Ms. DuVerge-Grade 7	*PA/PTA President or Designated Co-President	
Ms. Gantt-Grade 8	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Natalie Dexter	Math Lead Teacher	
Ms. Ferguson	Dean	
Ms. Christian	Grade 5 ELA Teacher	
Ms. Dunne Derrell	Grade 7 ELA Teacher	
Ms. Kamara	Parent-Grade 8	
Ms. Truluck	Parent-Grade 6	
Ms. Maclin	Math Teacher—Grade 5	

(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.

We of Arturo Toscanini MS 145 intend to fulfill the meaning of our name by focusing on our community. We hope to forge a true union of teachers, parents, students, administrators, and support staff in the pursuit of academic excellence. We will create a community of individuals who will adapt their skills to the requirements of an ever-changing society. We will utilize standards driven instruction, a nurturing environment and the development of civic and social skills necessary to function productively in the world community. Our mission will allow us to share values and express the beliefs of our school family by providing an atmosphere that holds true to our school's vision of excellence in education.

We attempt to align our practices with our vision and mission. Specifically, we focus on the school as a community and find support among each other in all we do. Administration is supportive, staff and students are willing to learn and export that knowledge to others. An emphasis is placed on sharing best practices; the curriculum is enriching and engaging; there is a climate of mutual respect between students and staff that allows for a safe and orderly environment conducive to learning. Becoming a Peace Builder's School and adhering to the principles of Conflict Resolution create a positive environment and creates student leaders, reflective of the goals of NCLB and our diverse demographics. The school plans and sets goals for students in a meaningful way and in-place data systems provide the basis for focusing on the performance and achievement of all students (SQR, 08). Parents, staff and students share the belief that all can learn. We attempt to discover the best means that allow for differentiation of instruction, provide a love of learning in the hopes that our students will become life-long learners and provide opportunities to be able to function in an ever-changing society by providing cutting edge practices in technology for our school community. Students participate in motivating, academically rigorous programs and activities such as Poetry Slams (6 time borough winner), Robotics/Future City Simulation (citywide honorable mention), Mock Trials (6 time borough winner), Authors' Celebrations (primarily for special education and ELL students), university campus visits and social causes (e.g., "One Million Trees" whereby students greeted Mayor Bloomberg and Bette Midler with song). Technology is infused into the curriculum through mobile computer labs; students engage in research, word processing skills, G-mail accounts allowing for access to collaborative websites via Google Documents, allowing the curriculum to come alive. Standards-driven instruction is required, as are high expectations for all. Our Quality Review states, "The principal constantly emphasizes the vision that every child can achieve the grade level and this drives the school development cycle...The school enhances students' personal and social development through the very good partnerships it has with outside groups. In particular, the school focuses on working with organizations that provide social work and mental health support (so necessary for our middle school age group). This has greatly enhanced the engagement of those at greatest risk of underachievement." Additionally, this year we were granted a DINI Grant for High Needs Schools that will allow us to service our ELL and Students with Disabilities populations with excellent programs that will aid in the enhancement of academic and social skills, as well as, teacher professional development.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	JHS 145 Arturo Toscanini—Academy for Creative Education and the Arts			
District:	9	DBN #:	0X145	School BEDS Code: 320900010145

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 x	<input type="checkbox"/> 6x	<input type="checkbox"/> 7x
	<input type="checkbox"/> 8x	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded x			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.4	91.1	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.3	90.7	TBD		
Grade 4	0	0							
Grade 5	91	97	91	Poverty Rate: % of Enrollment					
Grade 6	152	112	125	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	110	157	130		87.3	89.4	91.9		
Grade 8	120	104	148						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	18	TBD		
Grade 12	0	0	0						
Ungraded	2	2	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	475	472	495		11	12	16		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	52	66	64						
No. in Collaborative Team Teaching (CTT) Classes	10	11	25	Principal Suspensions	0	0	TBD		
Number all others	32	29	27	Superintendent Suspensions	1	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	29	21	39	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	44	47	68	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	13	37	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	40	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	11	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	TBD
	6	4	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	0.4	0.4	0.8	Percent more than two years teaching in this school	79.5	77.5	TBD
Black or African American	39.2	38.3	36.6	Percent more than five years teaching anywhere	82.1	75.0	TBD
Hispanic or Latino	56.8	57.8	58.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	2.5	3.6	Percent Masters Degree or higher	82.0	85.0	TBD
White	0.8	0.4	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	100	TBD
Multi-racial							
Male	48.4	49.2	50.7				
Female	51.6	50.8	49.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓		-	-		
Hispanic or Latino	✓	✓		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Other Groups							
Students with Disabilities	✓ s h	✓	-				
Limited English Proficient	✓ s h	✓	-	-	-		
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1	0	0		

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	100.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

According to the **2009-2010 School Progress Report**, we are presently at a B level. Our school's overall performance is 55.1. This score places our school in the 66th percentile of all middle schools citywide. We did score an A (12.4 out of 15) in School Environment, related to our vision of a nurturing and safe environment. Academic Expectations was 8.3, Communication, 7.6, Engagement, 8.1 and Safety and Respect, 8.2. Additionally, Attendance at 91.9 % provided 5 points. We scored a D in Student Performance (5.6 out of 25). In ELA, the percentage of students at Proficiency was 19.2, and in Mathematics, 21.4. We scored a B in Student Progress (30.6 out of 60): in ELA, the median growth percentile for the school's lowest third was 78.0, and in math, it was 73.0. Additional Credit was given for exemplary proficiency gains. Specifically, +1 credit was given for gains (3.1%) for Self-Contained ELA, +0.5 for gains (9.5%) for CTT/ELA, +0.5 for gains (10.5%) for SETSS/ELA, +0.5 for gains (6.3%) for Self-Contained math, and +1 for gains (42.9%) for CTT/Math. We received +1.5 for 63.9% at 75th Growth Percentile or Higher in Self-Contained ELA and 57.0% for Self-Contained Math.

According to the **School Demographics and Accountability Snapshot (Version 2010-1B-April 2010)**, our school enrollment for 2009-2010 is 495, of which 64 are in special education self-contained classes, 25 in CTT classes, and 27 others. Our ELL enrollment counts 39 in Transitional Bilingual Classes and 68 receiving ESL services only. The ELL population has grown by 18 students in Transitional classes over the past year and by 21 students in ESL alone. Our overall NCLB/Differentiated Accountability Status (2009-2010) based on 2008-2009 Performance is Restructuring Year 2—Focused. Overall we have reached our AYP in ELA, Math and Science. In ELA and Math, our Black and Hispanic populations have reached AYP, as have our Economically Disadvantaged; our Students with Disabilities and LEP populations have made AYP using Safe Harbor Targets in ELA, while these same subgroups made AYP in Math. Student groups making AYP in ELA number 6, in Math, 6 and in Science 1. We are aware of our progress and pitfalls along the road to meeting our mission and vision, and are cognizant of the distance left to travel. Closing the Achievement Gap by our high needs students and gaining proficiency for all is at the forefront of our vision.

Targeting persistently failing students is accomplished by viewing and analyzing data. The school collects multiple sources of data for each student (biographical, demographic, summative ELA, math, social studies, science and NYSESLAT data, periodic and formative assessment data from DRA, Acuity, simulated State assessments, teacher conferencing notes, and student

work. SES and AIS programs and materials from Kaplan, Wilson Reading, Spell/Read also produce data sets. Teachers use comprehensive assessment binders to house student data in each of the subject areas with the expectation that these data be used to inform instruction and target students in need. Approximately 100% of teachers managed their data electronically on spreadsheets last year. The data specialist disaggregates data by gender, ethnicity, and LEP status to create greater school-wide awareness of performance and progress. Attendance data from Daily Class Attendance Sheets and ATS is analyzed on a daily basis by principal and attendance coordinator. The attendance teacher makes home visits to reinforce the phone system, which informs the parent of a child's absence. Team meetings are held to discuss strategies to be enlisted for those who have persistently failed, are over-age and are in jeopardy of failing subjects. Teachers and support staff collaborate upon Personal Instructional Plans for these students. Both students and parent need to be involved in this process as well.

We provide strong AIS programs, Saturday Academies and summer school that will target our ELLs and plan for necessary professional development that will lend itself to our needs, including strategies for teaching the ELL students. We will plan out strategies and set up strong portfolios for grade 8 promotional policies so that our over-age, repeat 8th graders and persistently failing students will have a chance to see success. It is a known fact that middle school adolescents are in need of raising self-esteem and learning the value of education. We need, to continue programs that provides a tool to motivate and empower students, providing them with a personal success plan and allows students to be self-assessors of their own work based on data, setting and charting goals and strategies and planning for the future, as well as, providing professional development to school support leaders and teachers in accelerating the achievement of all students. To provide for a home-school connection, Engrade and ARIS provides us with data on student progress and allows us the time and means to identify students in need and gives us the available resources to move them forward. Google docs. adds to this effort, as does a teacher mentor/student program being implemented this semester.

The Needs Assessment at MS145X also illustrates that there is a disproportional percentage of ELLS and Students With Disabilities (SWDs) who are not testing out of the New York State ESL Achievement Test (NYSESLAT) with a proficient score. The results in the four modalities across proficiency levels indicate that although the ELLs met the standards in the Listening/Speaking sections, they scored below the standards in the Reading/Writing segments; the writing scores were the lowest with proficiency levels of 6% in grades 5-6, and 10% in grades 7-8. This indicates that ESL, Bilingual, and Monolingual teachers need to focus on the Writing Process in an interdisciplinary manner. The 2009, NYSESLAT test results showed that 25 ELLs scored at the Beginners Level, 39 at Intermediate Level, and 42 at the Advanced Level; thus, less than 6% passed with a proficient score. Additionally, 16 long term ELLS have remained at the Advanced Level for three years (2006-2009) and need to enhance their Cognitive Academic Language Proficiency (CALP) to advance to the next level. We are committed to improving academic outcomes for all students, specifically the ELLS and SWDs by having 40% of the students currently performing at levels 1 & 2 advance to the next level on the ELA Exam by April 2011.

The DINI Grant will provide us with programs to help meet our goals. Implementing Rosetta Stone, a comprehensive series of language-learning software in both English and Spanish has components for both students and parents. This program focuses on small group work and differentiated instruction, whereby students will apply reading/ writing strategies at their own pace. Rosetta Stone infuses language-learning technology into the curriculum and extends learning opportunities to the parents of ELLS, which will promote more parental engagement in their children's academics. ELL parents will have the opportunity to use Rosetta Stone during Saturday Academy. The Playwriting Residencies with Manhattan Theatre Club will benefit Spanish-speaking ELLs through enhancement of their writing skills in a creative modality. Student voice is of utmost importance in writing since the NYSESLAT focuses on subjective writing.

The New York City Writing Project focuses on teacher professional development, and its mission is to improve the teaching of writing in an interdisciplinary manner. An onsite consultant will model and implement effective writing strategies and the focus will be on team teaching and collaboration for teachers, coaches, and administrators with the goal of improving academic outcomes for all students by having 40% of students currently scoring at performance levels 1&2, move to the next level on the ELA.

RIGOR is an Intervention Resource Program developed to meet the needs of SIFE students, as well as ELLS and SWDs, who are not reading at grade level or who read at primary grade levels. Two Planning Professional Development Sessions are included for effective implementation of program to improve the Performance Index and Adequate Yearly Progress for ELLs and SIFE students (Subgroup).

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1:

The school community is committed to improving ELA scores. We are focusing on our Performance Level 1 and Level 2 students in all grades. Our goal is to have 40% of our students (134 students) who are currently scoring at Performance Level 1 and Level 2 to move into the next higher level as measured by the New York State ELA Exam administered in spring 2011.

Goal 2:

The school community is committed to improving ELA scores. We are focusing on our ELL and Students with Disabilities subgroups so that 40% of the students that are currently within the Safe Harbor category will make progress as measured by the New York State ELA Exam administered in spring 2011.

Goal 3:

Last year our goal of increasing the number of parents using Engrade increased to 83%. An increase of approximately 15% was met. We realize that we need to be stronger in promoting this Home School Connection this year. At the end of the school year, 100% of teachers were utilizing Engrade. Using Engrade.com to increase parental involvement in students' academic progress and achievement at the school level to 95% by June 2011 is our goal.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The school community is committed to improving ELA scores. We are focusing on our Performance Level 1 and Level 2 students in all grades. Our goal is to have 40% of our students who are currently scoring at Performance Level 1 and Level 2 to move into the next higher level as measured by the New York State ELA Exam administered in spring 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teacher lesson plans will encompass differentiation that addresses the highest to the lowest performers. Voluntary weekly common conferences will target lesson planning that meets these parameters and will introduce the new common core standards. Student writing samples representative of all student levels will be analyzed and tasks will be designed that will target areas of weakness.</p> <p>Teachers will administer a Predictive Assessment twice in the course of the school year. The results of these will allow teachers to ascertain where and for whom help is needed and to provide that assistance through differentiation.</p> <p>Teachers will administer Scantron assessments throughout the year to benchmark progress. Data derived from the assessments will allow teachers to identify students with common areas of difficulty. Teachers will then be able to group students effectively based on similar deficits.</p> <p>Teachers will administer Instructionally Targeted Assessments (ITA’s) three times a year. Data provided by these assessments will identify student proficiency with the curriculum content and will be utilized to enhance and fine-tune curriculum design.</p> <p>A Curriculum Planning Team with representatives drawn from each grade and subject area will meet monthly to develop a curriculum aligned with NYS Standards (and include new core curriculum standards where possible) and has at its core, clear and accessible avenues for teachers to differentiate lessons.</p> <p>Saturday Academies in which supplemental/intervention instruction will occur, funded by ARRA SWP and DINI monies.</p> <p>Technology will continue to inform every aspect of instruction and learning. Students and parents will have 24 hour access to teacher grades and assignments via Engrade and a newly</p>

designed e-mail system. Students, parents and teachers will be able to access student results for the Predictive Assessment, Scantron Assessments and ITA's via the Acuity web site that will allow them to identify areas of weakness and strength in math and English. Acuity will be utilized to break down skill sets in both subjects and guide the student to practice exercises designed to strengthen those specific areas. Laptops and/or Net Books are available to students, and teachers will continue to utilize them for instruction through web quests tailored toward specific learning objectives. Students will continue to collaborate on assignments via Google Documents, that enables classmates to access the same piece of text, add to, edit and critique each other's work. Complete Whiteboard Interactive Systems are s being introduced into classrooms through DINI funds.

Best Practices will be shared at common conferences and professional development sessions by teachers who have had success in raising performance to the next level.

Establishment and implementation of a Skill of the Week across the content areas.

Sustained Silent Reading for 15 minutes school-wide.

Reading Conference/Writing Conference Notes during independent work period of reading workshop. Format/Content to be determined department-wide.

Word Walls established and maintained in all content areas.

School wide leveling system of classroom libraries according to Fontas and Pinell so that students can be matched to "jut right" books.

Establish committee to provide staff development on conferencing, implementation and use of word walls, leveling, techniques for appropriate implementation of sustained silent reading.

An Extended Day Program will continue into its fifth year providing English instruction to a mandated segment of the student population (those scoring at Level 1 or 2 on the State exam. It should be noted that these sessions are available to all students, and that every student is encouraged to attend). Funding through tax levy and Title I SWP.

Programs available through the DINI Grant will allow for intervention in ELA. These include Rosetta Stone, Dreamyards, RIGOR, Playwriting and Manhattan Theater Group.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Best Practices will be shared at common conferences and professional development sessions by teachers who have had success in raising performance to the next level. SWP monies will be available for additional professional development and educational consultants.</p> <p>Scheduling----weekly common conferences and monthly faculty conferences will allow time for the above.</p> <p>DINI Grant monies will allow for reading/writing programs that incorporate professional development sessions for each program as well as student and parent intervention programs: Rosetta Stone, RIGOR, Dreamyards, Writing Project, Manhattan Theater Company.</p> <p>Title III Money will allow for per session programs for ELL students, SIFE and Students with Disabilities.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will administer a Predictive Assessment twice in the course of the school year. Teachers will administer Scantron assessments throughout the year to benchmark progress. Teachers will administer ITA's three times a year. Teacher conferencing and observation. Parents will monitor student progress by utilizing Engrade.com. Lesson plans and classroom instruction will reflect differentiation according to data. Formal and informal observations will demonstrate differentiated learning in the classrooms. Observations will include administrators looking at conferencing notes, word walls, leveled libraries. Rigor will provide pre and post testing in October and December</p> <p>Projected Gain: 40% of the students will move to the next level. Parents will monitor student progress on Engrade.com.</p>

Subject/Area (where relevant): GOAL 2: ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>. The school community is committed to improving ELA scores. We are focusing on our ELL and Students with Disabilities subgroups so that 40% of the students that are currently within the “Safe Harbor” category will make progress as measured by the New York State ELA Exam administered in Spring 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All Bilingual, ESL and Students with Disabilities classes are staffed by licensed, certified teachers in those particular areas. Programs made available through funds provided by the DINI Grant will focus on reading, writing, listening and speaking skills for the ELL and Disabilities subgroups. All programs include professional development and assessment components. These programs include Rosetta Stone, The Playwriting Residencies with Manhattan Theater Club, The NYC Writing Project/Research Foundation, CUNY Institute for Literacy at Lehman College, RIGOR (Reading Instructional Goals for Older Students—Spanish and English versions), and Dreamyards. DINI Grant will also provide laptops for selected classrooms, and complete Interactive Whiteboard set-ups for interactive learning. DINI Grant programs mentioned above include after school/Saturday Academy enrichment programs as well as programs to be used during the school day. ESL pull-out program giving targeted students skills and strategies aligned with the ELA and ESL state standards, necessary to reach proficiency on the NYS ELA exam. Professional Development by a certified BL/ESL teacher will provide strategies for improving ELL success in reading, writing, speaking and listening and using differentiated instruction. Information on understanding the ESL State Standards for Learning will be shared as will be LAP, A1a Narrative, IEP’s and other documents applicable to Students with Disabilities and the ELL population. The new Common Core Standards will also be addressed, particularly in relation to these populations.</p> <p>Additionally, the Action Plan addressed in Goal 1 will be in place for Goal 2 as well.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Use of staff contractual time for meeting purposes including common conferences.</p> <p>DINI Grant, Title III and Title I SWP monies will allow for reading/writing programs that incorporate professional development sessions for each program as well as student and parent intervention programs: Rosetta Stone, RIGOR, Dreamyards, Writing Project, Manhattan Theater Company. Title III Money will allow for per session programs for ELL students, SIFE and Students with Disabilities.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Pre and post assessments from DINI Grant Programs will be in place from October to December. Teachers will administer a Predictive Assessment twice in the course of the school year. Teachers will administer Scantron assessments throughout the year to benchmark progress. Teachers will administer ITA's three times a year. Teacher conferencing and observation. Parents will monitor student progress by utilizing Engrade.com. Lesson plans and classroom instruction will reflect differentiation according to data. Formal and informal observations will demonstrate differentiated learning in the classrooms. Research shows that RIGOR provided significant gains in phonics, fluency and comprehension within 4 months. BL/SWD's and SIFEs will be expected to advance one level on the ELA in May 2011. On the NYSESLAT they will be expected to advance one level in the reading/comprehension section. RIGOR will be evaluated through ongoing assessments, teacher observations and pre and post tests. The Playwriting Residencies With The Manhattan Theatre Club's onus is on editing and revision, as well as promoting effective writing strategies for ELLs and SIFE. Therefore, the Bilingual students will be expected to move up one level on the writing section of the NYSESLAT in May 2011. In terms of outcomes, the long term ELLs will be expected to take Pre and Post tests, and their writing will be assessed using a rubric. ON the NYSESLAT (May, 2011) long term ELLs (5yrs or more) will be expected to move up one level in the writing section. Ongoing assessments related to writing process and specific rubrics will be used to measure successful completion of students' published plays. The program will be evaluated on the successful completion of plays meeting the criteria of the program. Dreamyards will be incorporated with The Manhattan Theatre</p>

	<p>Club and a resident Poet will work with the bilingual teacher and bilingual 7/8th grade students at MS145X.</p> <p>Rosetta Stone will improve differentiated instruction and small group work, whereby students will apply reading and writing strategies at their pace. Students engaged in Rosetta Stone will be expected to make a gain of 1 level for SIFE and 1-2 levels for ELLS and SWDs on ELA. The program will be evaluated through Rosetta Stone Manager which is an ongoing assessment component that monitors student progress.</p>
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Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>At the end of the last school year, our goal of increasing the number of parents using Engrade was not met. We realize that we need to be stronger in promoting this Home School Connection, thus our goal is to utilize Engrade.com to increase parental involvement in students’ academic progress and achievement at the school level by 50% by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A school account will be established on Engrade.com the online grade book in August 2010. All teachers will remain on Engrade through June 2010. A Needs Assessment will be given to parents during the first Parent Teacher Conference in November 2010 to assess how to better accommodate parents in this endeavor. The Assessment will be coordinated by our Parent Coordinator. At least 50% of all students and parents will establish accounts in Engrade.com by January 2011. All parents are informed about the use of Engrade.com (notices sent home and an on-going agenda item at PTA meetings) by November 2010. All teachers will utilize lap top computers at Parent Teacher Conferences in fall and spring sessions to show parents student achievement via Engrade. Data Specialist will continue to hold workshops on a weekly basis to encourage parents to utilize Engrade.com. These workshops are open to all parents; those who are new to the school or have not yet come aboard and those who need a refresher course. Data Specialist will assist parents in understanding how to utilize Engrade.com tools during the weekly workshops in conjunction with the Parent Coordinator. Sessions will include:</p> <ul style="list-style-type: none"> • Online grade book—instant progress reports available 24/7, • Online private messaging—allows communication via e-mails, • Online attendance book—where parents can view child’s attendance report for each class, • Online assignment calendar—allows teachers to post homework/assignments and class events; attach files and worksheets so students can download them form home; students and parents can post comments, questions and replies, • ARIS Link for parents, • New Core Standards available on flashdrives from each teacher. <p>Data Specialist will continue to hold workshops for teachers during voluntary common conferences and on professional development days to allow them to:</p> <ul style="list-style-type: none"> • Understand how the grade book can become more transparent and available to parents,

	<ul style="list-style-type: none"> • Understand how Engrade tools increase responsibility, commitment and accountability of the parent, • A monitoring system will continue allowing for the assessment of student achievement based upon parent and student activity in the Engrade system when NYS ELA and Math results are available. • Understand how parents can stay tuned to what is going on in the classroom, • Data specialist will have training sessions scheduled within program, • Common conferences, professional development days will have scheduled times for home-school connection via Engrade, • Teachers can review new Common Core Standards on flashdrives and learn how to share with parents, • Data Specialist will begin training on revised Google docs e-mail program for communication between staff and students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Data specialist will have training sessions scheduled within program</p> <p>Common conferences, professional development days will have scheduled times for home-school connection via Engrade</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Principal and Assistant Principals will monitor and observe teacher activity on Engrade on a daily basis.</p> <p>Communication with teachers through Engrade's web based messaging system will allow for timely comments by administration to individual teacher or whole staff.</p> <p>Results of Needs Assessment will be analyzed.</p> <p>Administrators will view grades and progress of all students on an on-going basis.</p> <p>Administrators will monitor and observe student and parent activity on Engrade on an on-going basis.</p> <p>A monitoring system will continue to be in place allowing for the assessment of student achievement based upon parent and student activity in the Engrade system when NYS ELA and math results are available.</p> <p>Data Specialist funding will be used.</p> <p>Monitoring of Google docs will be ongoing by Assistant Principals.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	28	25			23	6	35	2
6	77	65			37	9	26	10
7	115	78	15	15	22	11	31	16
8	28	19	12	11	25	15	27	15
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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS (Title I SWP funding) in ELA is being implemented in a variety of ways:</p> <ul style="list-style-type: none"> • 45 minute periods per week as programmatically available • Differentiation of instruction within the ELA 90 minute blocks • Skills, strategies and comprehension work during small-group Saturday Academy sessions • SLAMS strategy for reading comprehension and writing instituted in certain classes during the school day • Rosetta Stone, Playwriting, Dreamyards, Manhattan Theater Group, RIGOR programs during and after school/Saturday Academies. <p>English as a Second Language:</p> <ul style="list-style-type: none"> • 45-90 minute periods per week as per ESL regulations—pull out program • Differentiation of instruction in ELA classes based upon the data • Scaffolding of instruction • Small group instruction on test taking skills during Saturday Academy • Co-teaching with BL and general education teachers by certified ESL/ELA Lead Teacher • Rosetta Stone, Playwriting, Dreamyards, Manhattan Theater Group, RIGOR programs during and after school/Saturday Academies.
Mathematics:	<p>AIS in math is being implemented in several ways:</p> <ul style="list-style-type: none"> • Differentiate instruction based on data • Use of manipulatives and hands-on instruction in small groups • Skills and strategies for test taking during Saturday Academy • Destination Math Program for ELLs, Students with Disabilities, SIFE students.
Science:	<ul style="list-style-type: none"> • Science teacher works with students on topics covered in class during the day <p>Research assistance by teacher for inquiry based projects</p>
Social Studies:	<ul style="list-style-type: none"> • Social Studies teacher in collaboration with the ELA teacher work with a small group of students to increase vocabulary and comprehension in the content area. <p>Small group intervention for projects</p>

At-risk Services Provided by the Guidance Counselor:	School counselors work with all subgroups, including Students with Disabilities, Black, Hispanic, LEP and Economically Disadvantaged during the school day, on an as needs basis in small group or one on one sessions. Services offered in English and Spanish. Students are taught how to deal with personal issues including school, family, bullying. Family outreach, peer counseling, peer mediation also available.
At-risk Services Provided by the School Psychologist:	The School Psychologist will test at-risk students to identify emotional, social, neurological factors that impede student performance and provide prescriptive measures that address student needs by suggesting additional student support services as student counseling, family counseling and medical outreach. Agency referrals, educational, social and personal services during the school day are provided to all subgroups in grades 5-8 on an as needs basis. The services are offered in English and Spanish.
At-risk Services Provided by the Social Worker:	Social Worker provides counseling services to at risk students, especially those in SWD, LEP, Black and Economically Disadvantaged subgroups and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services:	Speech —The Speech professionals utilize the curriculum maps that the students’ teachers utilize in the ELA classes, including ELLs and students with disabilities. Language and auditory processing activities are based upon curriculum. Speech teachers also utilize the present levels of performance to determine the best objectives and strategies to access curriculum. Consultation with classroom teachers is ongoing and thus speech is not an entity unto itself, but a part of the whole education of the children involved, including those in general, special and BL education.

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.

A Language Allocation Policy (LAP) is a systematic plan for language development that guides programmatic and curricular decisions for students until they acquire proficiency in English (Freeman, 1993). Our goal at MS 145X is for English Language Learners (ELLs) to develop their Cognitive Academic Language Proficiency (CALP), as well as their Basic Interpersonal Communicative Skills (BICS) to ensure academic, metalinguistic and social success. The ELL’s previous schooling, level of language proficiency, Home Language Surveys, interviews and parental choice will impact on the Program Model. As mandated by CR Part 154. Furthermore, the three language proficiency levels: Beginning, Intermediate and Advanced determine the amount of English used in Bilingual/ESL classrooms, as mandated by CR Part 154. The New York State English as a Second Language Achievement Test (NYSESLAT) is used as a criteria for assessment and proficiency.

In 2010-2011, The Academy for Creative Education and the Arts, Middle School 145X is comprised of approximately 478 students in grades five through eight, whereby app. 139 students have been identified as English Language Learners, or 29.08% of the total population. We use Home Language Surveys, parental interviews and/or parent choice letters, LAB-R (English and Spanish versions) scores for New Arrivals, as well as NYSESLAT scores (2009-10) to determine eligibility or continuance of Bilingual/ESL services. The ELL Coordinator and Assistant Principal are responsible for conducting initial screening, interviewing and assessments for incoming students. The NYSESLAT will be administered May 2011 in order to assess ELLs’ language proficiency levels. This test includes listening, reading, speaking and writing sections and is administered by ESL/BL teachers. On Curriculum Night in September, parents had an orientation meeting concerning the ESL and Bilingual programs at MS 145. At parent-teacher conferences, parents will have additional opportunities to meet with the ESL and BL teachers. We have available translators for our parents and all notices are sent out in English/Spanish and when necessary, in Bengali or French. The ESL/Bilingual teachers ensure that entitlement letters and notices are given. The Parent Coordinator also has an outreach for parents of ELLs. MS 145 offers two TBE Bridge classes (grades 5/6 and 7/8) and a freestanding ESL Pullout program for eligible students. The trend in program choices has been for ESL placement as well as the TBE Model for new arrivals from the Dominican Republic. There are approximately 24 ELLs in the fifth grade, 25 ELLs in the sixth grade, 15 ELLs in the seventh grade and 18 ELLs in the eighth grade. There are also 10 ELLs in a sixth grade bilingual special education class, as determined by the students’ Individualized Education Plans (IEP). Moreover, there are 27 students in a seventh/eighth grade TBE bilingual class. ARIS is another resource utilized by teachers and parents to assess student progress according to assessment data in all content areas. Demographically, our English Language Learners are linguistically diverse; languages include Spanish, Bengali, Urdu, Fulani, French, Mandingo, Hausa, and Twi. As a result, the beginning ELLs or new arrivals are placed in a Transitional Bilingual Education class (TBE), whereby instruction is provided in the students’ native language (Spanish) with intensive scaffolding in English language development using ESL methodologies. Moreover, teachers serving ELL students in a TBE program are certified or hold a Bilingual Extension to their common branch license. Furthermore, in a TBE program, first language (L1) and target language (English) or (L2) are differentiated for instruction, and usage is aligned with the CR Part 154 mandates. For example, beginners will receive instruction in the native language in a ratio of 60:40; i.e. 60% native language instruction with a minimum of two periods of English language development through ESL, or 40%, which is 360 minutes per week. The intermediate ELL students will also receive ESL 360 minutes per week in a ratio of 50:50 (NL instruction). In the TBE program cognitive skills in the first language (Spanish) are developed as bilingual students are exposed to ESL in an incrementing manner according to their language proficiency levels as determined by the ELE, LAB-R and NYSESLAT scores, as well as baseline reading and writing assessments in both languages. The TBE Program

is in the Additive Model whereby students are taught concepts in Language One in order to better transfer them to Language Two and fluency in both languages is stressed.

The advanced ELLs will receive 180 minutes of ESL per week, the Intermediate and Beginning ELLs will receive 360 minutes per week as per CR 154. Ninety five percent of the students in our two Transitional Bilingual Education classes are from the Dominican Republic while 5% are from Mexico and Central America. The 10 **SIFE** students in our school, who have had interrupted formal schooling in their country of origin can also receive Academic Intervention Services through extended day literacy/math programs, as well as, the Saturday Academy. They can also receive small group instruction and peer tutoring. MS 145X also has a sixth grade Transitional Bilingual Special Education class which is self-contained and taught by a certified bilingual special education teacher; moreover, the seventh/eighth grade bilingual class is taught by a certified bilingual/ESL teacher. Content areas, such as, math, science and social studies are taught in an interdisciplinary modality using ESL methodologies and differentiated instruction via the Workshop Model and Balanced Literacy. Scaffolding is implemented through accountable talk, graphic organizers, audiobooks and cooperative learning techniques. At MS 145X, ELLs in monolingual and/or bilingual Special Education classes (as Language Allocation Policy indicated by IEPs) are provided with an ESL pullout model, whereby a certified ESL teacher works collaboratively with the literacy teacher to increase the ELLs' language proficiency through small and/or heterogeneous grouping, scaffolding, implementation of Readers'/Writers' Workshop, portfolio assessment, use of multicultural leveled classroom libraries, technology, as well as standards-based thematic teaching strategies. Moreover, the NYSESLAT scores are used to determine the level of proficiency in reading and writing and ELL students' assessments will be ongoing and differentiated according to their language proficiency. ELLs will also be part of an Inquiry Team in order to assess their language/conceptual and problem solving skills in math. For the long term ELLs special focus will be placed on test taking strategies, extended reading and writing activities. The ESL teacher is also providing a writing/NYSESLAT preparation on Saturdays in a small group environment. Proficient ELLs will receive continuing transitional support and will have testing accommodations for up to 2 years.

The NYSESLAT 2010 results in the four modalities across proficiency levels and grades indicate that the ELLs meet the standard in the Listening and Speaking sections, yet scored below the standard in the Reading/Writing segments. Across all grades, the writing scores were the lowest, which indicates that ESL, Bilingual, and Monolingual teachers need to focus on the writing process in an interdisciplinary manner across all content areas. In September 2010 the ESL teacher will partake in a writing project affiliated with Columbia University, whereby a writing consultant will work directly with ELLs, SWD's and teachers to focus on informational writing aligned to the Common Core Standards. At MS 145X in 2009-10, NYSESLAT test results indicated that 21 ELLs scored at the Beginners level, 38 at the Intermediate level, 31 at the Advanced Level. . ELLs at MS145X take the ESL Interim Assessments, and bilingual students take the ELE (Spanish Reading Test). Moreover, approximately 10 long-term ELLs have remained at the same advanced level for 3 years (2006-2009) and need to enhance their CALP (Cognitive Academic Language Proficiency) in order to advance from advanced to proficient.

The 2010 ELE results for the BL TBE students indicated that those that scored in the lower quartile also scored a Level 1 on the ELA and on the Beginners Level on the NYSESLAT which indicates that these students need to build their conceptual understandings in L1 in order to improve their conceptual understandings in L2. The BL Special Needs ELLs scored at the Beginners Level of the NYSESLAT and on Levels 1 and 2 of the ELA. This indicates that these students need to develop their cognitive academic language proficiency in English. MS 145X's Language Allocation Policy has instructional implications. For example, teachers need to use the assessment data such as Baseline Writing samples, Developmental Reading Assessments using ARIS, Acuity, and ESL Periodic Interim Assessments, as well as formative and summative assessments in order to plan for differentiated instruction more effectively. In the TBE class there are approximately seven SIFE students who did not pass the ELE Exam and scored a Level One on the ELA. In general, however, the ELLs have made a proficiency gain of 46%, and made AYP under Safe Harbor. It takes 5 to 7 years for ELLs to develop their CALP (Cummings, 2000). The ELLs in the TBE Program using the Workshop Model, encompassing scaffolding

and academic rigor, and cooperative grouping heterogeneously is important. In order to promote the BL students' CALP the teacher has implemented a playwriting program in affiliation with the Manhattan Theater Club, which will focus on improving students' writing in L1 and L2. The classroom library will include books from the RIGOR program in both languages which address the needs of struggling readers in the content areas. Utilizing content, as well as language objectives in our lessons will enhance the ELLs' linguistic/writing skills. We need to include Balanced Literacy, Readers'/Writers' Workshops as well as portfolio assessments. The ESL Standards can also be aligned to the ELA Standards using differentiated instruction and ESL methodologies. It is also recommended that TBE/ESL classes should not exceed 25 students since ELLs have diverse language proficiency levels and/or interrupted formal schooling. Professional development will be given by Lead Teachers/Literacy Coach focusing on professional teaching standards, as well as, the infusion of ESL strategies across the content areas. The Lead/ESL teacher will also engage in team teaching activities using multi-cultural texts.

In order to address the needs of the 10 SIFE (students with interrupted formal education) students and/or beginning ELLs, MS 145X has various after-school programs such as Bell and Edison to assist ELL students with literacy and math. In addition, we have Early Stages Music Program that is a culturally enriching program for ELLs. SCAN is a SES program using the Enrichment Model to focus on literacy and math. According to the IEPs of Special Needs students, they will receive support services during the school day which entails BL counseling, guidance, speech and SETSS. (Special Education Teacher Support Service) We practice test-taking strategies in reading and math during the extended day in grades five through eight. The Saturday Academy will focus on technology and test taking strategies in literacy and math. Furthermore, MS 145X also offers adult ESL classes on Saturdays for parents so they can enhance their literacy and verbal skills in English. Rosetta Stone and the ARIS Parent Link are also options for parents. The Lead Literacy Teacher plans to implement a study group on Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become familiarized with the needs of the ELL population. Furthermore, the assistant principals, special education and BL teachers, paraprofessionals and parent coordinator will also be involved in professional development geared to the needs of ELLs. The ESL teacher, BL Guidance Counselor Speech Therapist and Psychologist works closely with the eighth grade teachers concerning the transition for ELL students. Presently at MS 145 all staff is certified and the mandated 7.5 hours of ELL training is scheduled. The 2 Lead Teachers provide PD on the Common Core Standards for math and literacy for all staff. Due to the changing demographics and new arrivals from the Dominican Republic, the trend is that parents have opted for the TBE program whereby the additive bilingual, or enrichment model is used. We have 84 ELL students in the pull out program from diverse linguistic program since they have not tested at proficient on the NYSESLAT and are entitled to ESL services.

The Parent Coordinator holds on-going parent workshops, conducts parent surveys and is a liaison to community based organizations such as Youth for R.E.A.L. that promotes leadership for students. The School Leadership Team includes parents who are involved in the decision making policies regarding our school. There is also a Saturday Class for parents to learn ESL and citizenship that specifically addresses the needs of the African parents with limited educational backgrounds. Parents are also taught how to use ARIS Parent Link on an ongoing basis. Daycare services are provided to facilitate parent attendance on the weekend.

At our school, teachers are also encouraged to enroll in courses for credit at various colleges including Fordham University, which offers scholarships in TESOL; Teachers College at Columbia University that offers reading/writing workshops for teachers. Our mission at MS 145X is to surpass our high expectations concerning the academic, linguistic, and social progress of our English Language Learners.

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

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

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

Section I. Student and School Information

Grade Level(s) 5-8 Number of Students to be Served: 139 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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.

In order to enhance our staff’s instructional practices regarding the ELL students, professional development workshops will be held on professional development days to ensure that ELL strategies are shared with all teachers. Our PD sessions include aligning ELA Standards to the ESL curriculum, focusing on ESL methodologies and best practices. Our Lead Literacy Teacher is also a certified ESL teacher so that professional strategies will be demonstrated on an on-going basis. Topics for professional development include Common Core Standards, scaffolding, writing process, writing in the content areas, problem solving strategies for math and science, using media in the classroom and multicultural education as well as cultural sensitivity. PD sessions will also include using data from ACUITY, ARIS, ESL Periodic Assessments and the NYSESLAT to differentiate instruction and academic rigor will be stressed. In addition, the BL students will develop their cognitive academic proficiency in their Native language so that they can more readily transfer concepts to their second language. Teachers will have the opportunity to present workshops as well as select topics based on their professional needs. Expert BL/ESL teachers will be available to model lessons and share ideas, best practices and effective teaching strategies in their content areas and/or grade levels.

The Literacy/ESL teacher and Literacy Coach will address issues of levels of language proficiency, differentiated instruction multicultural leveled class libraries and reading/writing strategies for ELLs during common preps throughout the year. ESL and Bilingual teachers will attend Professional Development conferences related to English Language Learners and will transmit information during Staff Development days. The ESL/Literacy Lead Teacher and the Literacy Coach along with the Math Lead Teacher work with other teachers throughout the year through peer coaching, focusing on differentiated instruction for the ELL students. The Literacy Lead Teacher, additionally, plans to discuss Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become familiar with the needs of the ELL population. Professional Development will be provided by DINI Grant providers from Destination Math for all staff, from RIGOR for the BL/ESL/SWD staff as will Manhattan Theater Project, Columbia University Playwriting and DreamYards. Rosetta Stone Professional Development will be offered to full staff and parents. RIGOR, Rosetta Stone and Destination Math will be used for Saturday Academy. Rosetta Stone will be used for students and ELL parents on Saturdays.

Staff is also encouraged to enroll in courses for credit at colleges as Fordham University that offer scholarships in TESOL.

A Saturday morning technology/reading/writing/math program is funded to assist the ELL population to increase English language skills and test taking strategies in accordance with performance standards and to help raise the proficiency levels of these students. Additionally, a Saturday morning ESL class is provided for parents to increase their communication skills in English.

Section III. Title III Budget

School: MS 145X BEDS Code: 320900011145

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	19,473.	225.4 hours of per session for ESL and General Ed teacher to support ELL Students and ELL parent component: 225.4 hours x \$49.89 (current teacher per session rate with fringe) = \$11,244. \$8,229. scheduled as a portion of a full time BL teacher's salary.
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$19, 473.	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

. Information is gathered from Home Language Surveys, ATS and admittance forms. The Assistant Principal reports on the findings from the data and informs the school community of the results at faculty or common conferences. From this ongoing process all teachers are aware of necessary translation requirements for their parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The main language translation services needed is for the Spanish language. Staff fluent in the language, including principal and assistant principal, counselors, teachers and office aides are numerous and available at all times for translation. The school community is advised of these translators at faculty conferences at the beginning of the school year and can call upon them when needed.

Part B: Strategies and Activities

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

The school offers in-house translation services in Spanish by school staff for written documents and Home Language Surveys.

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.

Interpreters are also provided for parent interviews and conferences. The interpreters are from school staff and school aides. Additionally, MS 145 has the option to hire outside translators to meet the needs of our French speaking new arrivals.

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

The Office of English Language Learners has an online website, whereby documents can be translated into various languages and help parents other than those who need Spanish translation. In addition, the ESL teacher, as well as the school librarian, has dictionaries available in the first languages of our diverse student population. Our Parent Coordinator also has all letters pertaining to meetings and workshops translated into Spanish as the majority of students are from the Dominican Republic, Mexico and Central America.

Summary of Translation of Services: At MS 145, ELL students come primarily from the Dominican Republic, Mexico, Africa and Bangladesh, although other countries are represented. Information is gathered from Home Language Surveys, ATS and admittance forms. The Assistant Principal reports on the findings from the data and informs the school community of the results at faculty or common conferences. The school, therefore, offers in-house translation services in Spanish by school staff for written documents and Home Language Surveys. Interpreters are also provided for parent interviews and conferences. The interpreters are from school staff and school aides. Additionally, MS 145 has the option to hire outside translators to meet the needs of our French speaking new arrivals. Thus, specified standardized exams in content areas (i.e., math) were translated into French for two English Language Learners last year. The Office of English Language Learners also has an online website, whereby documents can be translated into various languages and help parents other than those who need Spanish translation. In addition, the ESL teacher, as well as the school librarian, has dictionaries available in the first languages of our diverse student population. Our Parent Coordinator also has all letters pertaining to meetings and workshops translated into Spanish as the majority of students are from the Dominican Republic, Mexico and Central America.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$500,803	\$133,204	\$634,007
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,008	\$1,332	\$6,340
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$1,000	*	\$1,000
4. Enter the anticipated 10% set-aside for Professional Development:	\$50,080	*	\$50,080

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.

MS 145 Parent Involvement Policy

In compliance with Title I/PCEN mandates, MS 145 has implemented a parent involvement policy to strengthen the link between the school and the community. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole. This policy encompasses all parents including parents of English Language Learners and special needs students. The policy is designed based upon an assessment of parents' needs and the effectiveness of the Title I/PCEN Parent Involvement Program.

The parents and guardians of the students attending MS 145 are encouraged to volunteer in classes, escort classes on trips, participate in the PTA, ESL and ELL classes, literacy workshops and any other workshops that will enable them to better understand the curriculum and the promotional policies of the school. In order to attempt to implement these policies, MS 145 will do the following:

- a. Send all school related information in English, Spanish and French,
- b. Hold workshops to inform the parents of the current issues that impact their child's everyday school life, i.e., gangs, homosexuality, peer pressure, etc.,
- c. Conduct workshops and provide materials to assist the parents in understanding their child's work and be able to help their child with their homework,
- d. Encourage the parents to become active participants in the school community on a daily basis by offering them the opportunity to become school volunteers,
- e. Provide ESL and ELL classes to parents through Title III funds so they will be comfortable in discussing their child's progress and help their child academically,
- f. Hold a Curriculum Night to have staff members explain the curriculum to the parents and to discuss general expectations,
- g. Have parents of eighth graders come to a meeting to help them understand the high school application process,
- h. Through the SLT, involve parents of children served under Title I in the use and disbursement of the parent involvement funds,
- i. Hold Cultural Sensitivity workshops to help the staff to more effectively interact with the parents of our culturally diverse population.

This school Parental Involvement Policy and the School-Parent Compact has been developed jointly with and agreed on with the parents of children participating in Title I, Part A programs, as evidenced by the CEP.

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.

**School Parent Compact
Academy for Creative Education and the Arts
MS 145**

We, the school and parents/guardians, in order for our children to succeed, have agreed on the following compact that allows for school and parents to work cooperatively to provide for the successful education of our children:

School:

- To hold meetings for Title I parents and inform them of the Title I program and their right to be involved,
- To make meetings flexible and seek funds to provide transportation or childcare when possible, To actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines,
- To provide performance profiles and students’ assessment results for each child and other pertinent education information,
- To provide quality curriculum and instruction,
- To deal with communication issues between teachers and parents by way of parent-teacher conferences, progress reports, reasonable staff access,
- Encouraging parents to participate in professional development activities.

Parent/Guardian:

- To become involved in the strategies designed to encourage my participation in parent involvement activities,
- To participate or request technical assistance training on child rearing practices and teaching and learning strategies,
- Work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day,
- To monitor my child’s attendance at school, homework, television watching and health needs,
- To share in the responsibility for my child’s improved academic achievement,
- To communicate with my child’s teachers about his/her educational needs,
- To ask parent and parent groups to provide me with information on any training or assistance I would like or need to help me be more effective in assisting my child in the educational process.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

All of the above components are answered in the Action Plans, Section VI, Appendix 1—Academic Intervention Services Summary Form and Description of AIS, Program Delivery for ELLs, Appendix 2, Appendix 7, Support for STH

3. Instruction by highly qualified staff.. Appendix 4—NCLB Requirements for Title I Schools, Needs Assessment
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Section VI Action Plans, Appendix 2, p. 31.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Appendix 2, p. 28
6. Strategies to increase parental involvement through means such as family literacy services.
Section VI--Action Plans, Appendix 4, p. 28, 32
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.
Action Plans, Section VI
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.
Action Plans, Section VI, Appendix 2
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.
11. Appendix 1, Appendix 2, Appendix 3, Appendix 4, Conceptual Consolidation of Funds

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$444,715	✓	14,15, 16, 18, 24, 27, 28, 29,
Title I, Part A (ARRA)	Federal	✓			\$133,204	✓	14,15, 16, 18, 24, 27, 28, 29,
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$19,473	✓	18, 30-32,36-37
Title IV	Federal			✓			
IDEA	Federal	✓			\$131,096	✓	24
Tax Levy	Local	✓			\$3,457,175	✓	10-47

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.

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

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

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

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

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

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

NCLB/SED Status: Restructuring year 2-focused **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
Subgroups Students with Disabilities and English Language Learners made AYP under Safe Harbor.
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.

Goals and Action Plans for ELA 1 and 2, Appendix 2—Program Delivery for English Language Learners

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. Professional Development will be addressed by coaching and assistant principal positions.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development. N/A. 100% highly qualified staff, although pd is provided by assistant principals, Lead Teachers, coach and certified ESL/BL personnel on an ongoing basis.

School Under Registration Review (SURR)

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. Letter sent out to parents by Parent Coordinator at the beginning of the school year in English and Spanish and where possible in French.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, MS 145 has 13 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
At MS 145, Students in Temporary Housing are provided with bus passes, are given leniency in lateness policy when circumstances necessitate this action, and are invited to all programs, as the after-school program, extended day program and Saturday/Vacation Academies. Students are invited to partake in the breakfast and lunch programs, and are “awarded” holiday baskets for Thanksgiving and Winter holidays. Clothing, as winter coats, gloves and hats are available as needed. An important factor in dealing with these students is that all of the above are done in a fashion that does not allow them to be identified as living in temporary housing. The Office of Temporary Housing, Region 1, with Children’s Aid Society will run an after school program for our STH. Additionally, all programs previously described as funded under the DINI Grant are available to our SIFE population.

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 145 Arturo Toscanini					
District:	9	DBN:	09X145	School		320900010145

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.4	91.1	91.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	97	91	79				
Grade 6	112	125	133				
Grade 7	157	130	129				
Grade 8	104	148	129				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	2	1	1				
Total	472	495	471				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.3	90.7	91.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	87.3	91.9	91.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	18	27

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	11	12	16

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	66	64	64	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	11	25	19	Superintendent Suspensions	1	0	0
Number all others	29	27	34				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	21	39	TBD	Number of Teachers	39	40	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	11
# receiving ESL services only	47	68	TBD				
# ELLs with IEPs	13	37	TBD				

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

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	4	37	% fully licensed & permanently assigned to this school	100.0	100.0	97.7
				% more than 2 years teaching in this school	79.5	77.5	81.0
				% more than 5 years teaching anywhere	82.1	75.0	78.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.4	0.8	1.1	% core classes taught by "highly qualified" teachers	94.4	100.0	97.4
Black or African American	38.3	36.6	32.9				
Hispanic or Latino	57.8	58.4	62.4				
Asian or Native Hawaiian/Other Pacific	2.5	3.6	3.0				
White	0.4	0.4	0.4				
Male	49.2	50.7	54.1				
Female	50.8	49.3	45.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	55.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN HOT 104	District 09	School Number 145	School Name Toscanini
Principal Robert Hannibal		Assistant Principal Nelida Gonzalez	
Coach Lisa Primust		Coach	
Teacher/Subject Area Ana Ramirez/ESL		Guidance Counselor Dudley King	
Teacher/Subject Area Irma Beltre/BL		Parent Ms. DuVerge	
Teacher/Subject Area Frank Polance/BL Sp Ed		Parent Coordinator Abigail Freeland	
Related Service Provider Ms. Herman/Speech		Other Ms. Ferguson/Dean	
Network Leader Bob Cohen		Other Mr. Moss/Data Specialist	

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	2	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	478	Total Number of ELLs	139	ELLs as Share of Total Student Population (%)	29.08%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

A Language Allocation Policy (LAP) is a systematic plan for language development that guides programmatic and curricular decisions for students until they acquire proficiency in English (Freeman, 1993). Our goal at MS 145X is for English Language Learners (ELLs) to develop their Cognitive Academic Language Proficiency (CALP), as well as their Basic Interpersonal Communicative Skills (BICS) to ensure academic, metalinguistic and social success. The ELL's previous schooling, level of language proficiency, Home Language Surveys, interviews and parental choice will impact on the Program Model. As mandated by CR Part 154. Furthermore, the three language proficiency levels: Beginning, Intermediate and Advanced determine the amount of English used in Bilingual/ESL classrooms, as mandated by CR Part 154. The New York State English as a Second Language Achievement Test (NYSESLAT) is used as a criteria for assessment and proficiency.

In 2010-2011, The Academy for Creative Education and the Arts, Middle School 145X is comprised of approximately 478 students in grades five through eight, whereby app. 139 students have been identified as English Language Learners, or 29.08% of the total population. We use Home Language Surveys, parental interviews and/or parent choice letters, LAB-R (English and Spanish versions) scores for New Arrivals, as well as NYSESLAT scores (2009-10) to determine eligibility or continuance of Bilingual/ESL services. The ELL Coordinator and Assistant Principal are responsible for conducting initial screening, interviewing and assessments for incoming students. The NYSESLAT will be administered May 2011 in order to assess ELLs' language proficiency levels. This test includes listening, reading, speaking and writing sections and is administered by ESL/BL teachers. On Curriculum Night in September, parents had an orientation meeting concerning the ESL and Bilingual programs at MS 145. At parent-teacher conferences, parents will have additional opportunities to meet with the ESL and BL teachers. We have available translators for our parents and all notices are sent out in English/Spanish and when necessary, in Bengali or French. The ESL/Bilingual teachers ensure that entitlement letters and notices are given. The Parent Coordinator also has an outreach for parents of ELLs. MS 145 offers two TBE Bridge classes (grades 5/6 and 7/8) and a freestanding ESL Pullout program for eligible students. The trend in program choices has been for ESL placement as well as the TBE Model for new arrivals from the Dominican Republic. There are approximately 24 ELLs in the fifth grade, 25 ELLs in the sixth grade, 15 ELLs in the seventh grade and 18 ELLs in the eighth grade. There are also 10 ELLs in a sixth grade bilingual special education class, as determined by the students' Individualized Education Plans (IEP). Moreover, there are 27 students in a seventh/eighth grade TBE bilingual class. ARIS is another resource utilized by teachers and parents to assess student progress according to assessment data in all content areas. Demographically, our English Language Learners are linguistically diverse; languages include Spanish, Bengali, Urdu, Fulani, French, Mandingo, Hausa, and Twi. As a result, the beginning ELLs or new arrivals are placed in a Transitional Bilingual Education class (TBE), whereby instruction is provided in the students' native language (Spanish) with intensive scaffolding in English language development using ESL methodologies. Moreover, teachers serving ELL students in a TBE program are certified or hold a Bilingual Extension to their common branch license. Furthermore, in a TBE program, first language (L1) and target language (English) or (L2) are differentiated for instruction, and usage is aligned with the CR Part 154 mandates. For example, beginners will receive instruction in the native language in a ratio of 60:40; i.e. 60% native language instruction with a minimum of two periods of English language development through ESL, or 40%, which is 360 minutes per week. The intermediate ELL students will also receive ESL 360 minutes per week in a ratio of 50:50 (NL instruction). In the TBE program cognitive skills in the first language (Spanish) are developed as bilingual students are exposed to ESL in an incrementing manner according to their language proficiency levels as determined by the ELE, LAB-R and NYSESLAT scores, as well as baseline reading and writing assessments in both languages. The TBE Program is in the Additive Model whereby students are taught concepts in Language One in order to better transfer them to Language Two and fluency in both languages is stressed.

The advanced ELLs will receive 180 minutes of ESL per week, the Intermediate and Beginning ELLs will receive 360 minutes per week as per CP 154. Ninety five percent of the students in our two Transitional Bilingual Education classes are from the Dominican Republic while 5% are from Mexico and Central America. The 10 SIFE students in our school, who have had interrupted formal schooling in their country of origin can also receive Academic Intervention Services through extended day literacy/math programs, as well as, the Saturday Academy. They can also receive small group instruction and peer tutoring. MS 145X also has a sixth grade Transitional Bilingual Special Education class which is self-contained and taught by a certified bilingual special education teacher; moreover, the seventh/eighth grade bilingual class is taught by a certified bilingual/ESL teacher. Content areas, such as, math, science and social studies are taught in an interdisciplinary modality using ESL methodologies and differentiated instruction via the Workshop Model and Balanced Literacy. Scaffolding is implemented through accountable talk, graphic organizers, audiobooks and cooperative learning techniques. At MS 145X, ELLs in monolingual and/or bilingual Special Education classes (as Language Allocation Policy indicated by IEPs) are provided with an ESL pullout model, whereby a certified ESL teacher works collaboratively with the literacy teacher to increase the ELLs' language proficiency through small and/or heterogeneous grouping, scaffolding, implementation of Readers'/Writers' Workshop,

portfolio assessment, use of multicultural leveled classroom libraries, technology, as well as standards-based thematic teaching strategies. Moreover, the NYSESLAT scores are used to determine the level of proficiency in reading and writing and ELL students' assessments will be ongoing and differentiated according to their language proficiency. ELLs will also be part of an Inquiry Team in order to assess their language/conceptual and problem solving skills in math. For the long term ELLs special focus will be placed on test taking strategies, extended reading and writing activities. The ESL teacher is also providing a writing/NYSESLAT preparation on Saturdays in a small group environment. Proficient ELLs will receive continuing transitional support and will have testing accommodations for up to 2 years.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>						19	0	18	9					46
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained						0	10	0	0					10
Push-In						4	4	4	3					15
Total	0	0	0	0	0	23	14	22	12	0	0	0	0	71

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	61	Special Education	38
SIFE	10	ELLs receiving service 4-6 years	79	Long-Term (completed 6 years)	40

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

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

ESL		3	5		1	14		0	7	0
Total	0	9	5	0	2	14	0	0	7	0
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						19	0	18	9					46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	19	0	18	9	0	0	0	0	46

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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						6	35	13	13					67
Chinese														0
Russian														0
Bengali						0	3	0	3					6
Urdu														0
Arabic														0
Haitian														0
French						0	2	1	1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						3	5	1	1					10
TOTAL	0	0	0	0	0	9	45	15	18	0	0	0	0	87

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.

MS 145 offers two TBE Bridge classes (grades 5/6 and 7/8) and a freestanding ESL Pullout program for eligible students. The trend in program choices has been for ESL placement as well as the TBE Model for new arrivals from the Dominican Republic. There are approximately 24 ELLs in the fifth grade, 25 ELLs in the sixth grade, 15 ELLs in the seventh grade and 18 ELLs in the eighth grade. There are also 10 ELLs in a sixth grade bilingual special education class, as determined by the students' Individualized Education Plans (IEP). Moreover, there are 27 students in a seventh/eighth grade TBE bilingual class. ARIS is another resource utilized by teachers and parents to assess student progress according to assessment data in all content areas. Demographically, our English Language Learners are linguistically diverse; languages include Spanish, Bengali, Urdu, Fulani, French, Mandingo, Hausa, and Twi. As a result, the beginning ELLs or new arrivals are placed in a Transitional Bilingual Education class (TBE), whereby instruction is provided in the students' native language (Spanish) with intensive scaffolding in English language development using ESL methodologies. Moreover, teachers serving ELL students in a TBE program are certified or hold a Bilingual Extension to their common branch license. Furthermore, in a TBE program, first language (L1) and target language (English) or (L2) are differentiated for instruction, and usage is aligned with the CR Part 154 mandates. For example, beginners will receive instruction in the native language in a ratio of 60:40; i.e. 60% native language instruction with a minimum of two periods of English language development through ESL, or 40%, which is 360 minutes per week. The intermediate ELL students will also receive ESL 360 minutes per week in a ratio of 50:50 (NL instruction). In the TBE program cognitive skills in the first language (Spanish) are developed as bilingual students are exposed to ESL in an incrementing manner according to their language proficiency levels as determined by the ELE, LAB-R and NYSESLAT scores, as well as baseline reading and writing assessments in both languages. The TBE Program is in the Additive Model whereby students are taught concepts in Language One in order to better transfer them to Language Two and fluency in both languages is stressed.

The advanced ELLs will receive 180 minutes of ESL per week, the Intermediate and Beginning ELLs will receive 360 minutes per week as per CP 154. Ninety five percent of the students in our two Transitional Bilingual Education classes are from the Dominican Republic while 5% are from Mexico and Central America. The 10 SIFE students in our school, who have had interrupted formal schooling in their country of origin can also receive Academic Intervention Services through extended day literacy/math programs, as well as, the Saturday Academy. They can also receive small group instruction and peer tutoring. MS 145X also has a sixth grade Transitional Bilingual Special Education class which is self-contained and taught by a certified bilingual special education teacher; moreover, the seventh/eighth grade bilingual class is taught by a certified bilingual/ESL teacher. Content areas, such as, math, science and social studies are taught in an interdisciplinary modality using ESL methodologies and differentiated instruction via the Workshop Model and Balanced Literacy. Scaffolding is implemented through accountable talk, graphic organizers, audiobooks and cooperative learning techniques. At MS 145X, ELLs in monolingual and/or bilingual Special Education classes (as Language Allocation Policy indicated by IEPs) are provided with an ESL pullout model, whereby a certified ESL teacher works collaboratively with the literacy teacher to increase the ELLs' language proficiency through small and/or heterogeneous grouping, scaffolding, implementation of Readers'/Writers' Workshop, portfolio assessment, use of multicultural leveled classroom libraries, technology, as well as standards-based thematic teaching strategies. Moreover, the NYSESLAT scores are used to determine the level of proficiency in reading and writing and ELL students' assessments will be ongoing and differentiated according to their language proficiency. ELLs will also be part of an Inquiry Team in order to assess their language/conceptual and problem solving skills in math. For the long term ELLs special focus will be placed on test taking strategies, extended reading and writing activities. The ESL teacher is also providing a writing/NYSESLAT preparation on Saturdays in a small group environment. Proficient ELLs will receive continuing transitional support and will have testing accommodations for up to 2 years.

The NYSESLAT 2010 results in the four modalities across proficiency levels and grades indicate that the ELLs meet the standard in the Listening and Speaking sections, yet scored below the standard in the Reading/Writing segments. Across all grades, the writing scores were the lowest, which indicates that ESL, Bilingual, and Monolingual teachers need to focus on the writing process in an interdisciplinary manner across all content areas. In September 2010 the ESL teacher will partake in a writing project affiliated with Columbia University, whereby a writing consultant will work directly with ELLs, SWD's and teachers to focus on informational writing aligned to the Common Core Standards. At MS 145X in 2009-10, NYSESLAT test results indicated that 21 ELLS scored at the Beginners level, 38 at the Intermediate level, 31 at the Advanced Level. . ELLs at MS145X take the ESL Interim Assessments, and bilingual students take the ELE (Spanish Reading Test). Moreover, approximately 10 long-term ELLs have remained at the same advanced level for 3 years (2006-2009) and need to enhance their CALP (Cognitive Academic Language Proficiency) in order to advance from advanced to proficient.

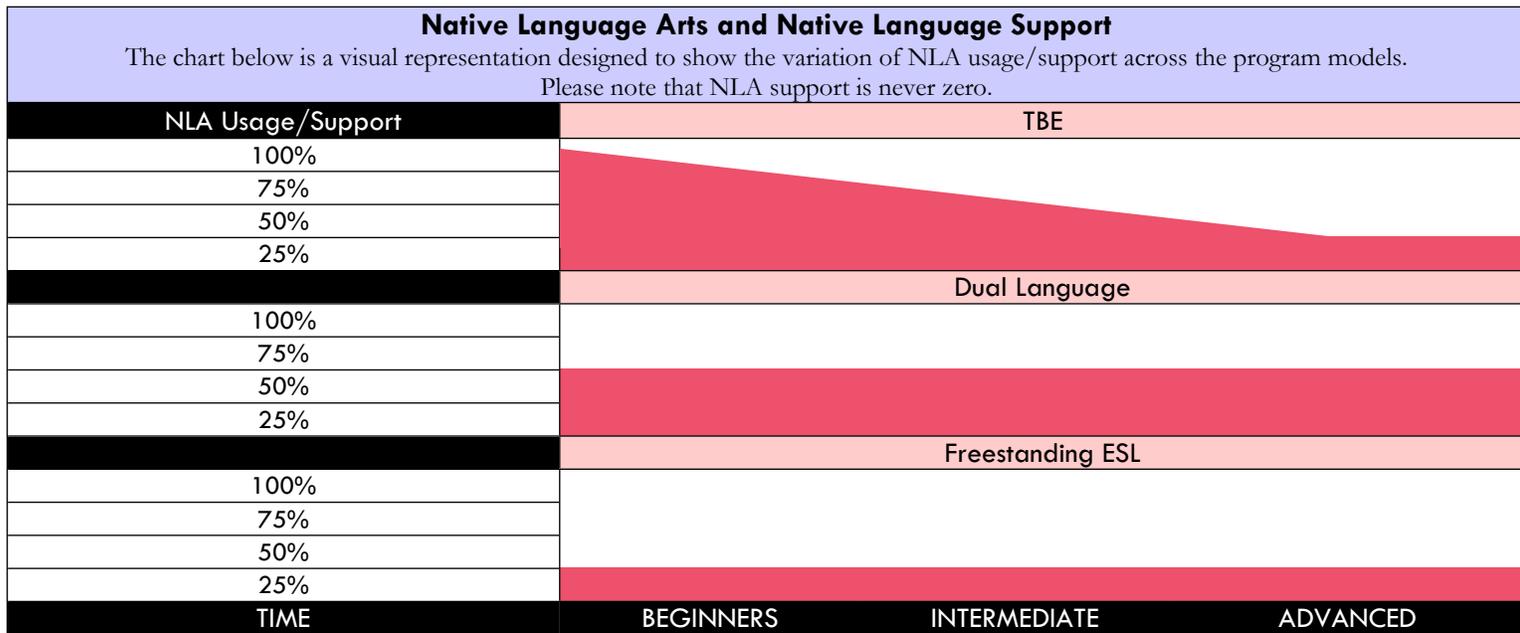
The 2010 ELE results for the BL TBE students indicated that those that scored in the lower quartile also scored a Level 1 on the ELA and on the Beginners Level on the NYSESLAT which indicates that these students need to build their conceptual understandings in L1 in order to improve their conceptual understandings in L2. The BL Special Needs ELLs scored at the Beginners Level of the NYSESLAT and on Levels 1 and 2 of the ELA. This indicates that these students need to develop their cognitive academic language proficiency in English. MS 145X's Language Allocation Policy has instructional implications. For example, teachers need to use the assessment data such as Baseline Writing samples, Developmental Reading Assessments using ARIS, Acuity, and ESL Periodic Interim Assessments, as well as formative and summative assessments in order to plan for differentiated instruction more effectively. In the TBE class there are approximately seven SIFE students who did not pass the ELE Exam and scored a Level One on the ELA. In general, however, the ELLs have made a proficiency gain of 46%, and made AYP under Safe Harbor. It takes 5 to 7 years for ELLs to develop their CALP (Cummings, 2000). The ELLs in the TBE Program using the Workshop Model, encompassing scaffolding and academic rigor, and cooperative grouping heterogeneously is important. In order to promote the BL students' CALP the teacher has implemented a playwriting program in affiliation with the Manhattan Theater Club, which will focus on improving students' writing in L1 and L2. The classroom library will include books from the RIGOR program in both languages which address the needs of struggling readers in the content areas. Utilizing content, as well as language objectives in our lessons will enhance the ELLs' linguistic/writing skills. We need to include Balanced Literacy, Readers'/Writers' Workshops as well as portfolio assessments. The ESL Standards can also be aligned to the ELA Standards using differentiated instruction and ESL methodologies. It is also recommended that TBE/ESL classes should not exceed 25 students since ELLs have diverse language proficiency levels and/or interrupted formal schooling. Professional development will be given by Lead Teachers/Literacy Coach focusing on professional teaching standards, as well as, the infusion of ESL strategies across the content areas. The Lead/ESL teacher will also engage in team teaching activities using multi-cultural texts.

In order to address the needs of the 10 SIFE (students with interrupted formal education) students and/or beginning ELLs, MS 145X has various after-school programs such as Bell and Edison to assist ELL students with literacy and math. In addition, we have Early Stages Music Program that is a culturally enriching program for ELLs. SCAN is a SES program using the Enrichment Model to focus on literacy and math. According to the IEPs of Special Needs students, they will receive support services during the school day which entails BL counseling, guidance, speech and SETSS. (Special Education Teacher Support Service) We practice test-taking strategies in reading and math during the extended day in grades five through eight. The Saturday Academy will focus on technology and test taking strategies in literacy and math. Furthermore, MS 145X also offers adult ESL classes on Saturdays for parents so they can enhance their literacy and verbal skills in English. Rosetta Stone and the ARIS Parent Link are also options for parents. The Lead Literacy Teacher plans to implement a study group on Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become familiarized with the needs of the ELL population. Furthermore, the assistant principals, special education and BL teachers, paraprofessionals and parent coordinator will also be involved in professional development geared to the needs of ELLs. The ESL teacher, BL Guidance Counselor Speech Therapist and Psychologist works closely with the eighth grade teachers concerning the transition for ELL students. Presently at MS 145 all staff is certified and the mandated 7.5 hours of ELL training is scheduled. The 2 Lead Teachers provide PD on the Common Core Standards for math and literacy for all staff. Due to the changing demographics and new arrivals from the Dominican Republic, the trend is that parents have opted for the TBE program whereby the additive bilingual, or enrichment model is used. We have 84 ELL students in the pull out program from diverse linguistic program since they have not tested at proficient on the NYSESLAT and are entitled to ESL services.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

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)?

The NYSESLAT 2010 results in the four modalities across proficiency levels and grades indicate that the ELLs meet the standard in the Listening and Speaking sections, yet scored below the standard in the Reading/Writing segments. Across all grades, the writing scores were the lowest, which indicates that ESL, Bilingual, and Monolingual teachers need to focus on the writing process in an interdisciplinary manner across all content areas. In September 2010 the ESL teacher will partake in a writing project affiliated with Columbia University, whereby a writing consultant will work directly with ELLs, SWD's and teachers to focus on informational writing aligned to the Common Core Standards. At MS 145X in 2009-10, NYSESLAT test results indicated that 21 ELLs scored at the Beginners level, 38 at the Intermediate level, 31 at the Advanced Level. . ELLs at MS145X take the ESL Interim Assessments, and bilingual students take the ELE (Spanish Reading Test). Moreover, approximately 10 long-term ELLs have remained at the same advanced level for 3 years (2006-2009) and need to enhance their CALP (Cognitive Academic Language Proficiency) in order to advance from advanced to proficient.

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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.

In order to enhance our staff's instructional practices regarding the ELL students, professional development workshops will be held on professional development days to ensure that ELL strategies are shared with all teachers. Our PD sessions include aligning ELA Standards to the ESL curriculum, focusing on ESL methodologies and best practices. Our Lead Literacy Teacher is also a certified ESL teacher so that professional strategies will be demonstrated on an on-going basis. Topics for professional development include Common Core Standards, scaffolding, writing process, writing in the content areas, problem solving strategies for math and science, using media in the classroom and multicultural education as well as cultural sensitivity. PD sessions will also include using data from ACUITY, ARIS, ESL Periodic Assessments and the NYSESLAT to differentiate instruction and academic rigor will be stressed. In addition, the BL students will develop their cognitive academic proficiency in their Native language so that they can more readily transfer concepts to their second language. Teachers will have the opportunity to present workshops as well as select topics based on their professional needs. Expert BL/ESL teachers will be available to model lessons and share ideas, best practices and effective teaching strategies in their content areas and/or grade levels.

The Literacy/ESL teacher and Literacy Coach will address issues of levels of language proficiency, differentiated instruction multicultural leveled class libraries and reading/writing strategies for ELLs during common preps throughout the year. ESL and Bilingual teachers will attend Professional Development conferences related to English Language Learners and will transmit information during Staff Development days. The ESL/Literacy Lead Teacher and the Literacy Coach along with the Math Lead Teacher work with other teachers throughout the year through peer coaching, focusing on differentiated instruction for the ELL students. The Literacy Lead Teacher, additionally, plans to discuss Second Language Acquisition and dimensions of language proficiencies so that monolingual teachers can become familiar with the needs of the ELL population.

Professional Development will be provided by DINI Grant providers from Destination Math for all staff, from RIGOR for the BL/ESL/SWD staff as will Manhattan Theater Project, Columbia University Playwriting and DreamYards. Rosetta Stone Professional Development will be offered to full staff and parents. RIGOR, Rosetta Stone and Destination Math will be used for Saturday Academy. Rosetta Stone will be used for students and ELL parents on Saturdays.

At our school, teachers are also encouraged to enroll in courses for credit at various colleges including Fordham University, which offers scholarships in TESOL; Teachers College at Columbia University that offers reading/writing workshops for teachers. Our mission at MS 145X is to surpass our high expectations concerning the academic, linguistic, and social progress of our English Language Learners.

E. Parental Involvement

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

The Parent Coordinator holds on-going parent workshops, conducts parent surveys and is a liaison to community based organizations such as Youth for R.E.A.L. that promotes leadership for students. The School Leadership Team includes parents who are involved in the decision making policies regarding our school. There is also a Saturday Class for parents to learn ESL and citizenship that specifically addresses the needs of the African parents with limited educational backgrounds. Parents are also taught how to use ARIS Parent Link on an ongoing basis. Daycare services are provided to facilitate parent attendance on the weekend.

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)						4	7	10	0					21
Intermediate(I)						5	15	10	8					38
Advanced (A)						5	15	10	1					31
Total	0	0	0	0	0	14	37	30	9	0	0	0	0	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B						1	6	8	0				
	I						6	6	4	0				
	A						2	25	15	0				
	P						12	12	5	0				
READING/ WRITING	B						2	6	7	0				
	I						6	9	11	0				
	A						6	11	10	0				
	P						0	0	3	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	11	9	2	0	22
6	20	19	3	0	42
7	13	19	0	0	32
8	15	12	1	0	28

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed	5		1		1		0		7

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		13		2		0		15
6	3		19		6		0		28
7	11		7		7		0		25
8	4		11		0		0		15
NYSAA Bilingual Spe Ed	4		2		1		0		7

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	17		29		36		16		98
8									0
NYSAA Bilingual Spe Ed	5		1		2		0		8

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	18		10		13		0		41
8									0
NYSAA Bilingual Spe Ed	5		2		0		0		7

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	7	12	11	6				
Chinese Reading Test								

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

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

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 response to questions 1-5 here

Additional Information

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		