



DR. DANIEL HALE WILLIAMS MIDDLE SCHOOL 180

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X180

ADDRESS: 700 BAYCHESTER AVE BRONX, NEW YORK 10475

TELEPHONE: 718 904-5650

FAX: 718 904-5655

REVISED: DECEMBER 2010

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 180 **SCHOOL NAME:** Dr. Daniel Hale Williams

SCHOOL ADDRESS: 700 Baychester Avenue Bronx New York 10475

SCHOOL TELEPHONE: (718) 904-5650 **FAX:** (718) 904-5655

SCHOOL CONTACT PERSON: Frank Uzzo **EMAIL ADDRESS:** Fuzzo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Arnold Burton

PRINCIPAL: Frank Uzzo

UFT CHAPTER LEADER: Arnold Burton

PARENTS' ASSOCIATION PRESIDENT: Ms. Peterkin

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** CFN 532

NETWORK LEADER: Alan Cohen

SUPERINTENDENT: Elizabeth White

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Frank Uzzo	*Principal or Designee	Signature Faxed on Original
Arnold Burton	*UFT Chapter Chairperson or Designee	Signature Faxed on Original
Ms. Peterkin	*PA/PTA President or Designated Co-President	Signature Faxed on Original
Ms. Hunter	Title I Parent Representative <i>(suggested, for Title I schools)</i>	Signature Faxed on Original
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Margaret Greeley	School/ AP	Signature Faxed on Original
Maryalice Blackmore	School/ Guidance Counselor	Signature Faxed on Original
Marisol Bonilla	School/Teacher	Signature Faxed on Original
Demetri Tsoulos	School/Teacher	Signature Faxed on Original
Dawn Evans	Member/ Parent	Signature Faxed on Original
Vernonica Williams	Member/ Parent	Signature Faxed on Original
Mildred Delgado	Member/ Parent	Signature Faxed on Original
Doris Green	Member/ Parent	Signature Faxed on Original

(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.

The Dr. Daniel Hale Williams Middle School 180 is located at 700 Baychester Avenue in the Bronx. The school was built in 1972 and was modified over the years to become a barrier free environment. There are 62 staff and 681 students in attendance according to the accountability survey 2008-2009.

Middle School 180 serves an ethnically diverse population with the following ethnic and gender breakdown. 1.9% White, 65.1% Black, 27.8% Hispanic, and 4.1% Asian and others. There is a 50.4 % female population and a 49.6 % male population. The student population consists of both able-bodied, as well as, physically challenged students.

The organization includes 18 regular education classes and 9 self contained special education classes. The classes are arranged by four small learning communities and each include a supervisory team. There is also a population of 20 students who are designated English Language Learners (ELL).

For the 2010-2011 school year the school will continue to have four small learning communities. The STAR School (Science, Technology and Research) and the School of Law and Public Service will be housed on the second floor. The School of the Moving Image and the International School will be housed on the main floor. The ground level floor will contain graphic arts, video production, physical therapy, occupational therapy and our Unit V population.

Middle School 180 has developed a plan, which is based upon the specific needs of our students. Instructional plans were created based directly upon data as outlined and researched by our Inquiry Team. It was very obvious to us that we had to differentiate instruction. Our plan was to create activities that would be designed to address the needs of a variety of learner groups at all levels. (Quality Review) Middle School 180 focused on curriculum areas, which constitute the building blocks of instruction and are aligned to the new standards.

Students are challenged to use higher order thinking skills and problem solving strategies to maximize learning. (Quality Review) Emphasis is placed on cooperative learning groups, the use of manipulative and real world investigations. A variety of mathematics enrichment programs provide additional stimulation for students. These programs include Family Math and Chess.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving performance; the implementation of effective strategies to address the large number of students lacking basic skills in both reading and math; the improving instruction for special education students by increasing opportunities for inclusion into the general education program; and the implementation of effective strategies to address the needs of the ELL population.

The Middle School 180 Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions (AIS) for those students scoring in Levels 1 & 2 including special education and ELL students.

In technology our goal is to provide real world skills to solve problems and think critically and make decisions. Technology will be infused in all curriculum areas through the use of in class computers, three mobile laptop labs, two computer labs and visits to the Library Media Center. With the use of technology, students, as well as parents, will be able to communicate and collaborate effectively in a team setting. Students will have multiple opportunities to use technology to demonstrate and support their learning. We hope that this exposure will enable our students to become lifelong users of technology in a global society.

At Middle School 180 we have a very large Special Education population. We have designed programs to meet the learning needs of students with both behavioral and learning disabilities that interfere with their ability to participate independently in the general education programs. These programs include academic and behavioral supports such as, multi-sensory reading techniques, manipulative, word walls, small group settings and available learning centers. Behavioral interventions such as, Project New Life is also available for behavior modifications.

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:	Dr. Daniel Hale Williams Middle School 180				
District:	11	DBN #:	11X180	School BEDS Code:	321100010180

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	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
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		91.7	92.5	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		95.0	94.8	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	240	164	244	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	233	244	167		43.3	47.8	62.5		
Grade 8	255	241	244						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					9	8	TBD		
Grade 12									
Ungraded	41	32	36	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	770	681	691		1	4	1		
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	150	120	104	Principal Suspensions	41	16	TBD		
No. in Collaborative Team Teaching (CTT) Classes	6	0	0	Superintendent Suspensions	9	8	TBD		
Number all others	43	52	52						
<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	5	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	18	15	28	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	5	7	22	(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	78	62	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	54	45	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
	1	1	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	98.4	TBD
American Indian or Alaska Native	0.6	1.0	0.7	Percent more than two years teaching in this school	83.3	96.8	TBD
Black or African American	63.1	65.1	67.9	Percent more than five years teaching anywhere	64.1	82.3	TBD
Hispanic or Latino	30.4	27.8	25.2				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	4.1	3.2	Percent Masters Degree or higher	77.0	90.0	TBD
White	1.8	1.9	2.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	65.1	79.0	TBD
Multi-racial							
Male	49.0	49.6	43.4				
Female	51.0	50.4	56.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" 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	✓	✓					
Limited English Proficient	-	-					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

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	68.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	34.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Summary of Data Analysis/Findings

Results for all tested students tested in ELA indicate an increase from 56.3% to 69.8% percentage of students at Proficiency (Level 3 & 4)

This reflects a 13.5% increase over 1 year. The percentage of students making at least 1 year progress was 56.8%. This indicates a positive performance trend.

The percentage of students in the school's lowest 1/3 making at least 1 year of was 77.9% This indicates a positive performance trend.

A review of the item analysis data indicates student weakness across the grade in the following literacy skills:

- Identifying words and phrases in context
- Sequence
- Identifying main idea and theme
- Understanding literary terms and types of writing

A review of student portfolios and teacher observations confirms this weakness and also reveals that students are demonstrating weakness in expository writing.

Implications for the Instructional Program:

Many classes are having difficulty with reading comprehension and organization. Students are not familiar with context clues and their retention is poor.

Based on our analysis of the data and all relevant findings, the following are implications for our English Language Arts Instructional Program for students:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a ninety minute literacy block incorporating a comprehensive literacy program
- Implementation of a school-wide literacy program with parallel instruction in all classes, including self-contained classes in Special Education and the use of curriculum maps in all grades.
- Provision of special academic intervention and support services to include extended day and summer programs for those students not meeting outcomes for grade specific benchmarks keyed to statewide performance standards.
- Incorporation of intensive on-site professional development, focusing on the understanding and use of specialized instructional strategies to meet the needs of special populations
- Intensive on-site ongoing professional development to ensure that all teachers become familiar with and use reading and writing strategies which have proven to be effective for building proficient, reflective and confident readers.
 - Being able to read fluently
 - Attaining background knowledge and vocabulary to foster reading comprehension
 - Developing appropriate active strategies to construct meaning from print
 - Developing and maintaining motivation to read

Classroom libraries will continue to be enriched by providing in every classroom a variety of materials and developmentally appropriate trade books and research materials. Class sets, as well as, books arranged by theme, genre or author will also be distributed for use in independent reading and literature circles. Pacing calendars will be further developed and modified for each grade level.

Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work so as to focus instruction directly on student needs to meet the standards.

Teachers will continue to use data from various assessment sources:

- NYC/NYS Assessments
- Acuity
- Inquiry Team analysis
- Teacher prepared Assessments
- Item skills analysis (ATS- McGraw Hill)
- Student Portfolios
- Journals
- Teacher Observations
- Student Profile Sheets

These sources will provide instructional information on student strengths and weaknesses (grouping). Teachers will reinforce literacy strategies across the curriculum:

Intensive quality on-site ongoing professional development will be provided in the following areas:

- Implementing the components of a 90 minute literacy block
- Developing specialized strategies to meet the needs of special populations with differentiated learning styles
- Implementing strategies for teaching reading in a comprehensive literacy program including writing
- Encouraging and supporting working learning teams to include coaching
- Cooperative learning
- The implementation of a school-wide initiative to foster and encourage the use of a common language, focused on literacy to ensure congruence throughout the school community.

Summary of Data Analysis/Findings- Math:

Results for all tested students tested in Math indicate an increase from 59.0% to 72.8% percentage of students at Proficiency (Level 3 & 4) This reflects a 13.8% increase over 1 year. This indicates a positive performance trend.

The percentage of students making at least 1 year progress was 64.1%. The percentage of students in the School's lowest 1/3 making at least 1 year of progress was 70.1% This indicates a positive performance trend.

Many classes are having difficulty with word problems. Students are having difficulty math content and how to apply it from a word problem. There is little reading comprehension done in math classes.

A review of the data indicates student weakness across the grade in the following math skills:

- ❑ Mathematical Reasoning
- ❑ Modeling and Time Measurements
- ❑ Linear Measurement
- ❑ Estimation and Probability
- ❑ Problem Solving
- ❑ Fractions and Decimals
- ❑ Rate Ratio and Proportions
- ❑ Patterns and Functions

A review of item analysis, student portfolios and teacher observations confirms this data.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our mathematics program

- Continuation of instructional strategies that have contributed to improved student achievement, including the implementation of a 75 minute mathematics block three times a week.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting state standards during the school day.
- Professional development in the understanding and use of specialized instructional strategies to meet the needs of special students.

Summary of Data Analysis/Findings – Science:

While the overall results indicate a positive trend in the performance of all tested students in science, disaggregated results for special education students indicate that their performance continues to decline. Further examination of the current implementation of instructional programs for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education and special education, several teachers expressed a lack of understanding in the use of specialized instructional strategies to meet the needs of special populations; insufficient professional development based on teacher and student needs; and limited mainstreaming opportunities for special education students in self-contained classes.

Many classes are having difficulty with writing and organization in the science content area. Students are not familiar with content work and their interpretation of diagrams are poor. There is little reading comprehension done in the science.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Science instructional program:

- ❑ Continuation of instructional strategies that have contributed to overall improved student achievement in science
- ❑ The implementation of a school-wide science program with parallel instruction in all classes, including self-contained special education classes.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards in science.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies in science to meet the needs of special populations.
- ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the inclusion model and additional support for special needs students in the general education setting in science.
- ❑ All teachers will become familiar with and use the reading strategies in science.
- ❑ Classroom libraries that will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied with science topics. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- ❑ Pacing calendars will be developed for 8th grade science; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- ❑ Teachers will reinforce literacy strategies during content area instruction. The use of specialized strategies to meet the needs of special education students.
- ❑ ESL strategies and the new ELL standards

A constructivist approach using hands on materials proved to be an excellent method for improving scores in all subgroups. We will expand classroom laboratory experiments, as well as, individual long term investigations. These experiments have increased peer learning and have raised the student's higher order thinking skills. We will also purchase science classroom laboratory kits for further investigations and dedicate a science laboratory room. We will continue staff development with all teachers to improve the delivery of instruction in science.

Summary of Data Analysis/Findings – Social Studies:

Many classes are having difficulty with essay writing and organization. Students are not familiar with content work and their map skills are poor. There is little reading comprehension done in the social studies classes especially in grade 6. State assessments in Social Studies have increased, however more work has to be done. Final projects were not meeting standards. Research skills are poor. Proficiency levels on the State Assessment in Social Studies show weaknesses.

While the overall results indicate a negative trend in the performance of all tested students, disaggregated results for special education students indicate that their performance continues to decline. Further examination of the current implementation of instructional programs for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education and special education classes; several teachers expressed a lack of understanding in the use of specialized instructional strategies to meet the needs of special populations; insufficient professional development based on teacher and student needs; and limited mainstreaming opportunities for special education students in self-contained classes.

A review of student portfolios and teacher observations confirms this observation and also reveals that students are demonstrating weakness in expository writing.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Social Studies instructional program:

- ❑ Continuation of instructional strategies in Social Studies that have contributed to overall improved student achievement, including the implementation of (5) 40 minute periods per week.
- ❑ The implementation of a Social Studies program with parallel instruction in all classes, including self-contained special education classes.
- ❑ Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards in Social Studies.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations in Social Studies.
- ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the team teaching model and additional support for special needs students in the general education setting.
- ❑ All teachers will become familiar with and use the reading strategies in Social Studies.
- ❑ Classroom libraries that will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- ❑ Pacing calendars will be developed for each grade level in Social Studies; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- ❑ Teachers will reinforce literacy strategies during content area instruction
- ❑ Investigation of best practices for sustaining and accelerating the achievement of English language learners.
- ❑ Intensive professional development will be provided in the following areas:
 - The components of (5) 40 minute Social Studies blocks
 - The use of specialized strategies to meet the needs of special education students
 - ESL strategies and the new ELL standards in Social Studies

- o Effective strategies for teaching reading, including: Identifying sequence, main idea and theme; and understanding literary terms and types of writing

We will use technology to support research in social studies final projects. There will be periodic reviews including simulated social studies examinations, teacher prepared tests, and teacher observations.

We will have a continuation of the geography initiative using 18 standards of geography. Facing History curriculum will be continued, Women's History, Multicultural studies, etc. will also be included.

A program of Staff Development in Social Studies will continue to be implemented to align the curriculum with the NYS Social Studies Standards. Arts infused instruction will continue to be aligned with the social studies curriculum.

Students will be engaged in hands on inquiry and research-based instruction. We will use the internet to enhance research for 8th grade Exit Project preparation during extended day programs.

Summary of Data Analysis/Findings – Foreign Language:

While the overall results indicate a positive trend in the performance of all tested students in foreign language, disaggregated results for special education students indicate that their performance continues to decline. Further examination of the current implementation of instructional programs in foreign language for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education and special education classes; several teachers expressed a lack of understanding in the use of specialized instructional strategies to meet the needs of special populations; insufficient professional development based on teacher and student needs; and limited mainstreaming opportunities for special education students in self-contained classes.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Foreign Language instructional program:

- ❑ Continuation of instructional strategies that have contributed to overall improved student achievement in foreign language will continue.
- ❑ The implementation of an 8th grade foreign language program with parallel instruction in all classes, including self-contained special education and bilingual classes.
- ❑ Continued provision of Academic Intervention Services to all students who are not meeting State standards in foreign language.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations for foreign language teachers.
- ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the inclusion model and additional support for special needs students in the general education setting in foreign language.
- ❑ Classroom libraries that will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- ❑ Pacing calendars will be developed for each grade in foreign language; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- ❑ Teachers will reinforce literacy strategies during foreign language instruction

Summary of Data Analysis/Findings – The Arts:

Students who do not require academic interventions in reading and mathematics participate in a full arts program. Students select their major and continue instruction through grades 6-8. Instruction is comprehensive and integrated into other course activities. Arts classes meet three times a week during school day. Courses include dance, theater, strings, vocal music, graphic art, film/photography and computers. All students will have a full marking period of exposure to music technology provide by Education through Music.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Arts instructional program for all grade level students:

- ❑ Continuation of instructional strategies that have contributed to overall improved student achievement in the Arts.
- ❑ The implementation of a school-wide arts program with arts exposure in all classes, including self-contained special education and bilingual classes have been most successful.
- ❑ Professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations in the arts.
- ❑ Increased opportunities for the mainstreaming of special education students in general education arts classes, including an expansion of the team teaching model and additional support for special needs students in the general education setting.
- ❑ All arts teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading:
- ❑ Classroom libraries that will be established in the arts classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- ❑ Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- ❑ Teachers will reinforce literacy strategies during content area instruction

Middle School 180 has developed a plan, which is based upon the specific needs of our students. Instructional plans were created based directly upon these data defined needs. It was very obvious to us that we had to differentiate instruction. Our plan was to create activities that would be designed to address the needs of a variety of learner groups at all levels. Middle School 180 focused on curriculum areas, which constitute the building blocks of instruction and are aligned to the new standards.

In grades 6-8 the core curriculums are aligned with both the State and City standards. Implementation of the curriculum relies upon meeting the needs of all students including those in Special Education. Every student is challenged with an extended literacy block of time to increase their proficiency in reading, writing, listening and speaking skills. Time is allocated throughout the day for sustained silent reading and well as journal writing.

In all grades we have implemented Balanced Literacy. This program uses a balanced approach to literacy, which uses classroom libraries, trade books, anthologies, and related materials to acquire advanced skills and strategies for reading.

In mathematics our concern centers around the implementation of effective mathematics programs, which are research based and are aligned with New York State Learning Standards, the New York State Core Curriculum and the New York City Performance Standards. Our choice was Impact Math in grades 6-8 and Integrated Algebra for the advanced class.

Students were challenged to use higher order thinking skills and problem solving strategies to maximize learning. Emphasis is placed on cooperative learning groups, the use of manipulative and real world investigations. A variety of mathematics enrichment programs provide additional stimulation for students. These programs include Family Math and Chess. We also provide an opportunity for certain 8th grade students to participate in the Math A curriculum.

In the area of science our goal is to provide hands on inquiry based, instruction aligned to the New York State Standards, New York State Core Curriculum and the New York City Performance Standards. A school wide Science Fair is held annually and after school programs are provide for help with 8th grade Science Exit projects. An advanced course for 8th grade students and a grade 8 Regents Earth Science course are offered to many qualified students.

In the area of Social Studies, a program is provided which follows the New York State Learning Standards and the New York State Core curriculum guide. Instruction in the area of Social Studies center around the curriculum, which builds knowledge of content and core concepts and strengthens critical thinking and problem solving skills. Many teachers vary their methodologies using whole class instruction, small group instruction, learning centers and individualized instruction. Through the use of these varied strategies, student individual needs and learning styles are addressed.

In technology, our goal is to provide real world skills to solve problems think critically and make decisions. With the use of technology students, as well as parents, will be able to communicate and collaborate effectively in a team setting. We hope that this exposure will enable our students to become lifelong users of technology in a global society.

Summary of Data Analysis/Findings: Technology

While the overall results indicate a positive trend in the performance of all students, disaggregated results for special education students indicate that their performance continues to decline. Further examination of the current implementation of instructional programs for special education and ELL students indicates a potentially negative impact of: a lack of alignment between the instructional programs for general education and special education classes; several teachers expressed a lack of understanding in the use of specialized instructional strategies to meet the needs of special populations; insufficient professional development based on teacher and student needs; and limited mainstreaming opportunities for special education students in self-contained classes.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our technology program:

- ❑ Continuation of instructional strategies that have contributed to overall improved student achievement in technology.
- ❑ Purchase of Smart board technology for each instructional classroom.
- ❑ The implementation of a technology program with parallel instruction in all classes, including self-contained special education and bilingual classes.
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations to all teachers in the area of technology.

- ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the team teaching model and additional support for special needs students in the general education setting.
- ❑ All teachers will become familiar with and use of technology and research tools.
- ❑ Classroom libraries will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- ❑ Pacing calendars will be developed for technology students; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.

Summary of Data Analysis/Findings: Library and Media Services

Examination of library usage has shown that the resources are limited. A closer inspection of the library indicated many outdated books and magazines. This year we have added many additional resources and have restocked the library. We have also provided 10 computers and a listening center for student use. Also a reading room was added to the library suite for private reading.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for the library program

- ❑ We will remove and discard all outdated materials.
- ❑ We will order new books which are of high interest to students.
- ❑ We will expand access to the library to include students, parents and school staff throughout the school day.
- ❑ The implementation of a library program incorporated into the class schedules in grades 6 and 7 with parallel instruction in all classes, including self-contained special education classes..
- ❑ Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations to all teachers in the library
- ❑ Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the team teaching model and additional support for special needs students in the general education setting.
- ❑ All teachers will become familiar in the use of technology and research tools in the library.
- ❑ Small classroom libraries will be established in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.

Summary of Data Analysis/Findings: Professional Development

Our school focuses on professional development activities for our staff on language acquisition and literacy skills, math and science. We provide in house mentoring of our newest teachers. Professional

Development is provided in specific subject areas by consultants from the Center for Educational Innovation. MS 180 has two full time Staff Developers in Literacy and Math.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for professional development

- Each year staff members will set their professional goals and create a professional development plan, usually with a person or persons who are responsible for overseeing their performance. These professional development plans will be linked to the school improvement plan and its goals for student achievement and participation.
- This process will meet the professionals' individual needs while focusing on specific school/schools system goals.
- This process will require a series of conferences and follow-ups to ensure that the plan is being implemented.
- Each year individuals will have a wide choice of courses to improve their educational strategies, methodologies and delivery of instruction skills.
- Staff members will be able to select courses that foster their growth within their content area or strengthen their knowledge of instructional practices. Courses will be linked to the school improvement plan and its goals for student achievement and participation.
- Course work will be focused on the specific needs and will lead to the growth of the professional within his/her field.
- A site based staff developer (literary coach) will facilitate the aforementioned aspects of the instructional program.

A review of the ATS reports and the school report card indicate that Middle School 180 has an average of 92.7% attendance on a daily basis. Due to the large number of physically challenged students in our building, we see a larger percentage of absence in the winter months.

Implication For the Instructional Program- Student Attendance

Positive student attendance has increased from 91.4% to 91.7%. Attendance is encouraged and certificates and awards are given out for excellent attendance and punctuality. A communication system is in place and parents are contacted when excessive absence is noted.

Participation in clubs and extra-curricular activities, as well as, Club 90 and Honor Roll are also based on exemplary attendance and punctuality.

Data Analysis/Findings- Student Support

- Maintain a rigorous program of Student Support Services through counseling support and intervention by June 2011
- To reduce the number of Special Education referrals by 5% by June 2011
- To provide programs to ensure that the physical well being of students are addressed including attendance, discipline and counseling by June 2011.
- Support Committees in each small learning community will be established and operational by the end of September 2010.
- Committees will review at risk students and make recommendations throughout the 2010-2011 school years.

Data Analysis/Findings- Parent Involvement

A review of attendance rates at Parent Association meetings indicate that Parent Involvement is lacking during certain times of the year. It is the goal of Middle School 180 to involve parents and families with a meaningful and broad participation in their children's education at the school level. We provide various opportunities for students and parents to learn together.

We will make every effort to involve parents in leadership and decision making positions. We will provide many workshops for parents for self-improvement, educational opportunities and best practices. Programs will include:

- Family Math
- Peer Leadership
- Science Fair
- Honors events
- Computer Training for Parents
- Family Day
- Outside School Competitions (Step, Dance, Cheerleading, etc.)
- School Leadership Team
-

Implication For the Instructional Program

Monthly Executive Board meetings, as well as, general membership meetings will be held to keep parents informed of activities, special events, testing, etc. At Middle School 180 our motto is "Parents are Partners in the Education of Our Children." Parents play an integral role in the development and success of our children.

Parents will be actively involved in CEP Training Seminars, Budget Workshops, Leadership Conferences, and Vendor Fairs for Consultant Services to their Leadership team.

Parents will disseminate and collate parent interest surveys and develop parent involvement policies to assess their effectiveness. Parents are continually expanding parent libraries and resource centers.

Parent activities include sponsorship of a quarterly newsletter which is distributed to all students. The Poetry Slam and Essay contests are also organized by the Parents Association.

To insure that the best interests of the children are served in academic intervention programs, a strong policy of communication and collaboration between home and school is maintained. At Middle School 180, we encourage cooperation and collaboration through parent/teacher conferences, which promote two way communications between home and school. This provides a meaningful involvement of parents of at risk students and the school.

We provide Open House conferences for parents and guardians to give them an opportunity to see our school plant, meet the faculty and observe the programs on a firsthand basis. We communicate with our parent population with periodic letters and calendars informing them of up and coming events, tests and activities of special interest.

We also provide meetings of staff members and groups of parents for those pupils having special abilities, needs or issues. We plan special activities which recognize events of a cultural, ethnic or historical nature which are of interest to our school or community.

Our Parents Association focuses on enhancing the education of our children through organizing, planning and input. Committees including fundraising, hospitality, bylaws, budget, election and parent mentoring have been established. Activities include tutorials, class trips, essay contests, grant

awards, teacher recognition activities, candy sale, photographs, award activities and student incentives are all outgrowths of these committees.

Data Analysis/Findings- School Environment

A review of the data indicates a decrease in the number of suspensions and removals. This is due in part to the small learning communities and their support groups. Classroom visitations, group meetings, incentives for good behavior have all been implemented.

Implication For the Instructional Program

Deans will be proactive and do classroom visitations to prevent problems.

Project New Life will be implemented as a behavioral modification technique in self contained classes. A S.A.V.E. room will be implemented to take students who exhibit anti-social behavior out of the mainstream environment.

Individual Progress cards will be issued to monitor behavior of those “at risk” students.

Data Analysis/Findings

A walk through of the building indicates a clean, safe and healthy environment. A good working relationship with the custodian is necessary for this to happen. Work orders are handled quickly and repairs are done as soon as possible. Floors are well maintained and daily cleaning of the building is scheduled. Continual communication with the Principal and the Custodian are maintained.

Implication For the Instructional Program

Cleaning schedules are maintained and posted.

Repairs are made quickly

Floors and rooms are cleaned daily

Painting and minor repairs are completed

Daily communication between Principal and Custodian are scheduled

Data Analysis/Findings

Graduation rates from Middle School 180 to high schools are over 98%. Students apply to over 80 high schools at the end of the school year. Students are exposed to high school choices through visitations, high school fairs, parent meetings and other correspondence. House leaders inform students of every opportunity regarding high school. High school directories are distributed early and evening parent workshops are held to help parents in the preparation of the material.

Implication For the Instructional Program

Based on our analysis of the data, and all relevant findings, the following are implications for improvement of graduation rates:

Students are encouraged to visit high schools and to make informed choices. This year transportation was provided to visit HS Fairs. High school directories are to be distributed as early as possible in May or June for the following term. Workshops for parents are to be scheduled to assist parents in filling out the applications. High school fairs are to be publicized and students encouraged to attend. Announcements and reminders are to be made throughout the early part of the school year. Notices and bulletin boards should be kept current with high school applications.

The Dr. Daniel Hale Williams Middle School team used a variety of methods to review the school's program and student achievement. They looked at test scores, student and staff attendance rates, the latest learning walks, parent, staff, and student inputs. The needs assessment included a review of the following measures and indicators:

- ❑ State assessment results, including item skills analyses
- ❑ Department of Education Progress Report
- ❑ Learning Environment Survey Reports
- ❑ Student portfolios

- ❑ Other teacher developed tests
- ❑ Interviews
- ❑ Surveys
- ❑ Teacher Observations

The Progress Reports were distributed to staff members, parents and other members of our school leadership team. Staff members (teachers, staff developers, and administrators) received their copy at a staff development conference and were grouped by grade in order to discuss, interpret and disaggregate the data.

Groups included different content area personnel. Using all available information, teachers examined their class and individual student’s achievement data and compared it to the data for their grade and the school as a whole. Item skills analyses for reading and math, and ECLAS data were used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services. Each working group recorded their findings and the staff conference ended with each group sharing its results.

The findings were categorized and reviewed by the Inquiry Team and reported to the parents at an open and advertised PTA meeting. The Principal and other personnel reviewed the data and conducted a question and answer session. The Principal and School Leadership Team Chair then explained the needs assessment findings resulting from the staff conference and School Leadership Team review.

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 Number 1	
Goal:	<p>Describe your goal.</p> <p>To decrease the number of students in all grades scoring a level 1-2 by 5% on the New York State Math exam by June 2011</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>In 2010, 58.2% of the students in all grades scored in the Level 1-2 range on the State Math Test. I would like to decrease this number by 5% by June 2011.</p>

Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Modification of the math program to include more higher order and critical thinking types of questions. Purchase the Renzulli Program for more critical thinking projects Periodic testing and data analysis of students in this target group by the Data Specialist and Inquiry Team Additional Academic Intervention and Extended Day classes for the target population in mathematics.</p>
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Review Formal and Informal Assessments by Data Specialist and Inquiry Team.</p> <p>Review Mathematic benchmarks established to detect deficiencies in this target group.</p> <p>Review periodic service reports from AIS and Extended Day Staff.</p>

Goal Number 2	
Goal	<p>Describe your goal.</p> <p>To decrease the number of 8th grade students not meeting Promotional Criteria by 10% for the 2010-2011 school year.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>In 2010, 37 children did not meet the promotional criteria for graduation.</p> <p>This was directly related to student achievement in core subject areas and standardized test results.</p> <p>We would like to decrease this amount by 10% by June 2011.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>To increase academic rigor for students in the 8th grade core subjects.</p> <p>CEI Consultant working with teachers and students to develop academic intervention services for those students not meeting criteria.</p> <p>Consistent rubrics will be established in 8th grade core subjects as a grading guideline</p> <p>Report cards will be reviewed periodically by the Inquiry Team for all 8th grade students.</p>

	<p>Possible failure warning letters will be issued to parents of 8th grade students half way through each marking period indicating possible failure and possible strategies for improvement.</p> <p>Monitor attendance weekly for excessive absence.</p>
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Review and Analysis of Formal and Informal Assessments of 8th grade students.</p> <p>Rubrics established and reviewed to detect deficiencies in core subject areas.</p> <p>Periodic service reports from AIS and Extended Day staff of 8th grade students.</p> <p>Individual Progress cards issued and reviewed to those at risk</p>

Goal Number 3	
Goal	<p>Describe your goal.</p> <p>To increase the use of technology in classroom instruction to further engage and challenge students as recommended in the last Quality Review Report.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>In 2009-2010 60% of the teachers were using technology in their classroom.</p> <p>In 2010-2011, I would like to increase technology usage to a minimum of 70% thus impacting both student and teacher performance.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Money for technology purchases will be set aside from 2009-2010 Galaxy allocation.</p> <p>Updated CEP will include goals for use of technology.</p> <p>Professional Development on the use of the smart board will take place and teacher attendance will be taken.</p> <p>Demonstration lessons using the smart board by teachers will be encouraged.</p> <p>New Technology protocols will be supported via:</p> <ul style="list-style-type: none"> • Staff Development training sessions • Department Meetings • Technology Team Meetings • Regional/District and I-lead Workshops • School Inter-visitations as well as intra-visitation

	<ul style="list-style-type: none"> • Technology Grant-Writing Research Groups • Administrative/A.I.S. meetings • Software Implementation: Edperformance.com, Acuity, Read 180
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Observations • Agendas • Class Participation • Student Independent Work • Programmed/Differentiation of Instruction • Quarterly monitoring of Acuity and Ed-performance assessment reports. • Technology cohort leader logs • Teacher feedback sheets

Goal Number 4	
Goal	<p>Describe your goal.</p> <p>During the 2010-2011 school year, we will try to increase the number of parents attending various after school functions and meetings by 10%.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011, we will increase the parent attendance at after school meetings and activities by 10% to an average of 80 parents.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Better publication of meetings by Parent Coordinator Monthly calendar distributed to all students by official teachers Student presentations at public meetings.</p> <ul style="list-style-type: none"> • Celebrating Children • Performances and award ceremonies • Monthly SLT meeting • Monthly parent focus group meeting • Monthly PA functions with consistent time and day • Monthly Parent Coordinator Meetings • Community based functions and activities

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): Academic Achievement

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To decrease the number of students in all grades scoring a level 1-2 by 5% on the New York State Math exam by June 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>Modification of the math program to include more higher order and critical thinking types of questions. Purchase the Renzulli Program for more critical thinking projects Periodic testing and data analysis of students in this target group by the Data Specialist and Inquiry Team Additional Academic Intervention and Extended Day classes for the target population in mathematics.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>House Leaders, teachers, guidance counselors and Inquiry Team members working collaboratively to identify and review the results of the targeted population Monthly review of data and student achievement by above personnel. Money budgeted for Renzulli Program purchase and incentives Incentives and rewards (Honor Assemblies, Pins, Medals, Certificates for high achievement. \$5000 (Fair Student Funding)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>A monthly review of the findings of the New York State Mathematics Test results for students taking the exam in grade 6 by the Inquiry Team Monthly Review of the Progress Report to identify target population Monthly review of data of this target population by the Inquiry team Monthly Review of progress reports and in house test scores Monthly observation and interview of teachers with this target population</p>

Academic Achievement

Subject/Area (where relevant): _____

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To decrease the number of 8th grade students not meeting promotional criteria by 10% for 2010-2011.</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>To increase academic rigor for students in the 8th grade core subjects. CEI Consultant working with teachers and students to develop academic intervention services for those students not meeting criteria. Consistent rubrics will be established in 8th grade core subjects as a grading guideline Report cards will be reviewed periodically by the Inquiry Team for all 8th grade students. Possible failure warning letters will be issued to parents of 8th grade students half way through each marking period indicating possible failure and possible strategies for improvement. Monitor attendance weekly for excessive absence.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Hiring of Consultant from CEI-PEA to oversee Academic Intervention Services and develop rubrics. 15,000 (Fair Student Funding) House Leaders, teachers, guidance counselors and Inquiry Team members working collaboratively to identify and review data and student achievement of the 8th grade targeted population Monitor attendance weekly for excessive absence. Money allocated from 2009-2010 Galaxy for incentives and rewards (\$1000)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review 8th grade student core subject grades on a monthly basis to identify those students who are at risk for failure. Schedule meetings every two weeks so that students are aware of their shortfalls Interview teachers monthly on possible failures Monitor absence and lateness on a weekly basis for this target population</p>

Technology

Subject/Area (where relevant): _____

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the use of technology in classroom instruction to further engage and challenge students as recommended in the last Quality Review Report.</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>Money for smart board purchases will be set aside from 2009-2010 Galaxy allocation. Updated CEP will include goals for use of technology in all instructional classes Professional Development on the use of the smart board will take place and teacher attendance will be taken. Demonstration lessons using the smart board technology by teachers will be encouraged.</p> <p>New Technology protocols will be supported via:</p> <ul style="list-style-type: none"> • Monthly Staff Development training sessions • Monthly Department Meetings • Monthly Technology Team Meetings • Regional/District and I-lead Workshops (Two per year) • School Inter-visitations as well as intra-visitation- Monthly • Technology Grant-Writing Research Groups • Administrative/A.I.S. meetings Monthly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Technology assistant assigned to train teachers and maintain equipment. Budget allocation for additional equipment purchase and supplies. \$15,000 (Fair Student Funding) Monthly training for teachers using equipment Computers upgraded in the library media center for student use. \$10,000 (Fair Student Funding)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly Review of agendas for Departmental meetings Weekly Visitation to Technology Team meetings Weekly Observations by supervisors</p>

Subject/Area (where relevant): Parent Involvement.

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, we will try to increase the number of parents attending various after school functions and meetings by 10%.</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>Better publication of meetings by Parent Coordinator Monthly calendar distributed to all students by official teachers Student presentations at monthly public meetings to include:</p> <ul style="list-style-type: none"> • Celebrating Children • Performances and award ceremonies monthly • Hold monthly SLT meeting • Hold monthly parent focus group meetings to gather new ideas. • Hold monthly PA functions with consistent time and day (3rd Thursday each month) • Hold monthly Parent Coordinator Meetings • Attend all Community based functions and activities and host CEC meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Coordinator will be used to encourage parent attendance through weekly newsletter to be sent home to parents. Monthly calendar to be sent by school to parents indicating meetings and special events Meeting dates to be updated monthly on school website Daily announcements over the PA system to remind students to tell their parents about meetings. Refreshments served at each meeting. Money allocated from Galaxy \$1000 (Fair Student Funding)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly review of attendance data for meetings Student activities and presentations planned for each monthly meeting. Weekly meeting with Parent Coordinator to review upcoming events and issues. Quarterly performance and award ceremonies Monthly SLT meetings to discuss participation and publication of events Consistent Meetings held. (3rd Thursday of each month)</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	28	14	12	2	4	5	4	4
7	16	23	9	4	3	3	2	5
8	23	18	16	7	4	4	4	4
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:	During the school day we use a 12-1 small group setting for Academic Intervention. Materials used include Wilson strategies, Great Leaps (1:1) SRA, etc. State assessments are evaluated each year and predictive exams are monitored monthly. Students who fall below the standards in ELA are programmed for AIS 3 times a week. Students are also scheduled for extended day services Tue-Thurs.
Mathematics:	During the school day we use a 12-1 small group setting for AIS in Math. Materials used include math skills materials, worksheets, etc. Math State assessments are evaluated each yearly and predicative exams are monitored monthly. Students who fall below the standards in math are programmed for AIS 3 times a week. Students are also scheduled for extended day services Tue-Thurs.
Science:	Students meet after school and get assistance in Science projects, homework, test prep, etc. Long term investigations including robotics, weather station and research projects are also used.
Social Studies:	Students meet after school and get assistance in Social Studies project work, homework, test prep, etc. Long term investigations and research projects are also used
At-risk Services Provided by the Guidance Counselor:	Students are called in throughout the day for at risk counseling, bereavement counseling, crisis intervention and anger management.
At-risk Services Provided by the School Psychologist:	Students are called in throughout the day for at risk counseling, bereavement counseling, crisis intervention and anger management. Recommendations are also made by deans, counselors, staff and administration.
At-risk Services Provided by the Social Worker:	Students are called in throughout the day for at risk counseling, bereavement counseling, crisis intervention and anger management.
At-risk Health-related Services:	Students are called in throughout the day for health related issues including vision screening, immunization, crisis intervention and other health related items.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6 7 8 **Number of Students to be Served:** 25 **LEP** **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** 3 Educational Assistants

School Building Instructional Program/Professional Development Overview

MS 180 has a free standing ESL model. All instruction is in English. There is one ESL teacher, who is certified in both ESL and Common Branch, offering 3 periods of instruction each day. The ESL program serves both General and Special Education children. 6 in the sixth grade – 6 in Special Education; 11 in the seventh grade, 11 in special education and 8 in the eighth grade – 1 in general education and 7 in special education. In the sixth grade, 5 students are Hispanic and 1 is African. Ten students in the seventh grade are Hispanic and one Arabic. Eight grade has 4 Hispanic students and 3 Arabic students and 1 African student.

Using the Home Language Survey as a guide, new students are given the Lab-R upon arrival and their English language needs are assessed. The ESL teacher in conjunction with the principal and the parent coordinator conducts a parent orientation within the first ten days of admission. A video

describing the various choices of language programs is shown. At this time, parents are requested to make a choice of language program that they desire for their child. At MS 180, the parents consistently choose to have their children placed in our ESL class and remain at the school.

In May of each year, the NYSESLAT exam is given. Students who score at the Beginning and Intermediate levels receive 360 minutes of ESL instruction per week. Students scoring at the Advanced level receive 180 minutes of instruction per week. Children in the 12:1:1 program receive 180 minutes of instruction per week.

At MS 180, there are students at all proficiency levels in grades six through eight. Children are grouped according to their levels and their needs. There are: 17 ESL students at the Beginning Level, 13 at the Intermediate Level, and 4 at the Advanced Level. Students have the highest scores in speaking, followed by listening. Reading scores are third and writing scores fourth. They also performed equally well in the content area exams. All ESL students scored a 1 or 2 in Math and ELA. Many of the ESL students are exempt from testing.

Since the majority of the students are in the beginning level, an emphasis will be placed on basic vocabulary. As that vocabulary is mastered, those vocabulary words are incorporated into the reading and writing lessons. More emphasis will be placed on math-vocabulary, problem solving and computation.

Both English and content areas are addressed using ESL methodologies. Instruction is geared toward meeting the NYS Standards and the Principles of Learning. There is articulation with the content area instructors to ensure continuity. The ESL center is a print rich environment. Reading, Writing, Speaking, and Listening are incorporated into the ESL lessons in both English and content areas. The program uses an additive approach building on a child's prior knowledge. At MS 180 reading and writing skills are being addressed through the implementation of the components of a comprehensive literacy approach. According to our review of the scores, listening (receptive language) and speaking scores are higher than the children's reading and writing capabilities. The ESL program capitalizes on the child's listening strengths by daily "read-alouds" using award winning and multicultural stories. This enables the children to hear and appreciate beautiful language while familiarizing them with new vocabulary and the rhythm and fluency of the English language. Mini- lessons address group and individual needs and include scaffolding strategies. Those children who are still struggling with a particular skill or strategy are then part of a guided reading lesson.

Writing goes hand in hand with Reading and builds on previous skills. The children write responses to the reading passages. Graphic organizers are used to encourage organization in their writing. Peer and individual editing is encouraged. A rubric helps the children monitor their own learning.

In Math, the children practice computation skills with the use of manipulative skills. Key words are discussed and the reading of story problems is stressed.

The students at the advanced level of ESL are meeting expectations and the standards in their content area classes with the support of the ESL teacher. Intermediate students are working toward achieving expectations in the content area. ESL instruction supports classroom activities. Beginning students are mastering the English language so that they too can achieve proficiency in both English and content area instruction. ESL instruction emphasizes survival skills, basic vocabulary, and basic vocabulary that will help the student in their content areas. Long term ELLs are given extra support on projects, book reports etc.

Presently at MS 180, there are no ESL children in need of Special Education placement. If the need should arise, after meeting with the parents and parent coordinator, the child would be recommended to be evaluated (bilingually if necessary). If ESL is recommended on the student's IEP, the child will remain in ESL class.

Students who reach proficiency continue to meet with the ESL teacher for help in projects, reports, or any class assignments that are causing the student difficulty. These students will continue to receive testing accommodations.

The ESL children who are having difficulties mastering skills, and who have been in ESL for a number of years, are offered tutorials and after school academies. These students will be included in the extended day program. Teacher tutorials, peer tutoring, SETTS and Computer Assisted programs, such as Renzulli are also offered.

A variety of instructional materials are used according to the needs of the group. Manipulative skills are used for Math, Listening tapes leveled from Beginning to Advanced are incorporated into lessons. Reading materials include novels, magazines, short stories, poetry, etc. Scott Forsman ESL, English at Your Command, In the Middle, and Side by Side are some of the series used.

Staff members who can help students in their native language assist students, whose literacy level is below standard. Many Educational Assistants work with the ESL students in their own language. MS 180 also has a Buddy Program which pairs children who are struggling with a native language speaker. These volunteers provide the students with materials in their native language, and translate English materials for them. MS 180 is investigating the purchase of bilingual books.

SIFE children at MS 180 are evaluated, upon their arrival, through various assessments such as the Schonell Reading Test and the Slosson Oral Reading Test. The results of this data will drive instruction both in ESL and the Content areas.

The ESL teacher articulates with the classroom teacher on a regular basis. She also attends grade area meetings and reviews the curriculum map with the grade team.

Professional Development

The ESL teacher articulates with the classroom teacher on a regular basis. She also attends grade area meetings and reviews the curriculum map with the grade team. She attends network meetings in ESL and is also part of the testing committee and the Inquiry Team.

The needs of the English Language Learner are always included in all professional development workshops. Citywide programs can also be found in various locations throughout New York City. The ESL teacher attends meetings and workshops at the BETAC at Fordham University. The information is turn-keyed to the faculty and staff at MS 180.

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.

Section III. Title III Budget

School: 11X180 BEDS Code: 321100010180

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978) \$500	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) 10 hours 10X49.88- \$498.80
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000) \$0	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500) \$500	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) Books on tape or disc

Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
	\$2000	Two Rosetta Stone Language Packages- Spanish Level 1,2,3
Travel	\$0	
Other	\$500	Mailing and Translation- Stamps, Envelopes, etc.
TOTAL	\$3500	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The following strategies were used to assess the need for translation and oral interpretation.

- a. Using the Home Language Survey to assess language spoken
- b. Using telephone and in person contact
- c. Examine surnames of students and make inquiry about home language
- d. Identify non English speaker at Parent Association meetings
- e. Have Parent Coordinator make contacts
- f. Identify language at student and parent conferences
- g. Assess language issues during parent teacher contacts

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.

Due to the small population of ELL's (17) written and oral translation needs are minimal. Where difficulty occurs translation services are put in place as outlined above and below.

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.

- We communicate information about the school's academic program and student participation by parent letter.
- We provide information about a child's academic performance and approaches to increasing achievement during open school
- We translate NCLB mandated communications not available from the central board when necessary
- We enhance parents' understanding of academic standards, assessments and tests through conferences.
- We inform parents about NCLB choice and supplementary education services and other Department of Education programs that offer challenging learning opportunities in native language when necessary
- We try to increase parent participation in school activities in native language when possible.

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.

- Communicate information orally about the school's academic program and student participation
 - Orally provide information about a child's academic performance and approaches to increasing achievement during P/T conferences
 - Discuss mandated communications not available from the central board
 - Orally enhance parents' understanding of academic standards, assessments and tests
 - Inform parents orally about NCLB choice and supplementary education services and other Department of Education programs that offer challenging learning opportunities,
 - Increase parent participation in school activities by orally communicating with them.
- Services will be provided by in house staff members. A very small population requiring translational services exists at MS 180.

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>.

A. The school will be responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

B. The school will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained

C. The school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. The school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section. Not Applicable

E. DOE website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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.

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:		615,485	615,485
2. Enter the anticipated 1% set-aside for Parent Involvement:		6,154	6,154
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 92%
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.

Professional Development will be held in all core subject areas
 Meetings and classroom observations by Literacy Coach
 Meetings and classroom observations by Math Coach
 Inter visitations to highly qualified teachers to observe lessons
 Attendance at outside seminars and colleges

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

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

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

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

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

DR. DANIEL HALE WILLIAMS MIDDLE SCHOOL 180 SCHOOL PARENTAL INVOLVEMENT POLICY AND COMPACT

Dr. Daniel Hale Williams Middle School 180 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

The school will involve the parents of all children in decision about how the Title I, Part A funds reserved for parental involvement is spent. The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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

play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and— are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, the carrying out of other— activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

Dr. Daniel Hale Williams Middle School 180 will take the following actions to involve parents in the joint development of the Parental Involvement plan

- Involve parents in discussions regarding the Parental Involvement Plan at all PTA meetings

- PTA Executive Board members and parents of Middle School 180 will be involved with District personnel

2. PTA Executive Board members and parents of Middle School 180 will take the following actions to involve parents in the process of school review and improvement.

- Parent members of the school leadership team will participate in the Quality Review of the School
- Parents will be interviewed as part of the school's Quality Review.
- Parent surveys will be a vital part of the School's Progress Report process

3. PTA Executive Board members and parents of Middle School 180 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies

4. PTA Executive Board members and parents of Middle School 180 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. PTA members and parents of Middle School 180 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –

- the State's academic content standards;
- the State's student academic achievement standards;
- the State's and local academic assessments including alternate assessments;
- the requirements of Title I, Part A
- how to monitor their child's progress
- how to work with educators.

The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- providing Parent workshops and courses dealing with computer training
- Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.

Teachers will have daily access to phone to allow teachers to communicate with parents in a regular and easy manner

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. The Parents as teachers Program and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Involving parents in the regular activities of the school
- Involving parents in the Honors breakfast assemblies

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of all students in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

school letters are translated and ELL→ students are provided with native language letters of school events
Translation services information are posted in the school lobby in the appropriate native languages

Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

Other activities may include:

Providing necessary literacy training for all parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.
The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

1. School-Parent Compact

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2010 and February 2011.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress reports will be distributed at the middle of every quarter. Progress reports will be delivered by mail to parents to ensure that parents receive them. Advisors are available to speak with parents regarding their child's progress.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Advisors develop a close relationship with students and their families. They will be available to consult parents as to the progress of their child.

Parent coordinator is situated in the Parent Resource Center to help parents with any immediate questions and/or concerns:

Main office staff is composed of a bilingual staff readily available to assist with parent questions and/or concerns.

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

Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.

Parents can arrange classroom visits with their child's advisor and subject teacher.

Parent Coordinator is available to accept requests from parents regarding volunteer opportunities.

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

Involve parents in the joint development of any School Wide Program plan in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, SWP programs, and to explain the Title I, requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutive weeks by teachers who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

Monitoring attendance and ensuring that students are in school on time every day.

Understanding that school dress code is required to be worn by students daily

Making sure that homework is completed

Monitoring amount of television their children watch

Volunteering in my child's classroom

Participating, as appropriate, in decisions relating to my children's education

Promoting positive use of my child's extracurricular time

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district whether received by my child or by mail and responding, as appropriate.

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.

A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. See Page 10...

A review of the item analysis data indicates student weakness across the grade in the following literacy skills:

- ❑ Identifying words and phrases in context
- ❑ Sequence
- ❑ Identifying main idea and theme
- ❑ Understanding literary terms and types of writing

A review of student portfolios and teacher observations confirms this weakness and also reveals that students are demonstrating weakness in expository writing.

2. School wide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

Based on our analysis of the data and all relevant findings, the following are implications for our English Language Arts Instructional Program indicate:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a ninety minute literacy block incorporating a comprehensive literacy program
- Implementation of a school-wide literacy program with parallel instruction in all classes, including self-contained classes in Special Education and the use of curriculum maps in all grades.

- Provision of special academic intervention and support services to include extended day and summer programs for those students not meeting outcomes for grade specific benchmarks keyed to statewide performance standards.
- Incorporation of intensive on-site professional development, focusing on the understanding and use of specialized instructional strategies to meet the needs of special populations
- Intensive on-site ongoing professional development to ensure that all teachers become familiar with and use reading and writing strategies which have proven to be effective for building proficient, reflective and confident readers.
 - Being able to read fluently
 - Attaining background knowledge and vocabulary to foster reading comprehension
 - Developing appropriate active strategies to construct meaning from print
 - Developing and maintaining motivation to read

Classroom libraries will continue to be enriched by providing in every classroom a variety of materials and developmentally appropriate trade books and research materials. Class sets, as well as, books arranged by theme, genre or author will also be distributed for use in independent reading and literature circles. Pacing calendars will be further developed and modified for each grade level.

Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work so as to focus instruction directly on student needs to meet the standards.

Teachers will continue to use data from various assessment sources:

- NYC/NYS Assessments
- Acuity
- Inquiry Team analysis
- Teacher prepared Assessments
- Item skills analysis (ATS- McGraw Hill)
- Student Portfolios
- Journals
- Teacher Observations
- Student Profile Sheets

These sources will provide instructional information on student strengths and weaknesses (grouping). Teachers will reinforce literacy strategies across the curriculum:

Intensive quality on-site ongoing professional development will be provided in the following areas:

- Implementing the components of a 90 minute literacy block
- Developing specialized strategies to meet the needs of special populations with differentiated learning styles
- Implementing strategies for teaching reading in a comprehensive literacy program including writing
- Encouraging and supporting working learning teams to include coaching
- Cooperative learning
- The implementation of a school-wide initiative to foster and encourage the use of a common language, focused on literacy to ensure congruence throughout the school community.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our mathematics program

- Continuation of instructional strategies that have contributed to improved student achievement, including the implementation of a 75 minute mathematics block three times a week.
 - Continued provision of intensive Academic Intervention Services to all students who are not meeting state standards during the school day.
 - Professional development in the understanding and use of specialized instructional strategies to meet the needs of special students.
3. School wide reform strategies will help all needs groups including ESL, Special Education, General Education in all subject areas: See pages 27-30.
 4. Instruction by highly qualified staff. Through the Beds survey highly qualified staff are assigned to as many subject areas as possible. Those who are no highly qualified will take the Housse Survey to qualify.
 5. 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.

Professional development is offered on a weekly basis (Tues) for all staff members.

6. Strategies to attract high-quality highly qualified teachers to high-need schools.
We are always on the lookout for highly qualified teachers. We attend job fairs, interview candidates etc.
7. Strategies to increase parental involvement through means such as family literacy services.
Please see pages 42-48.
8. 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. Not Applicable

9. 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.

There is an Inquiry team in place and all decisions regarding academic assessment, etc. are discussed at weekly meetings. Once decisions are made they are implemented into the schedule. After the assessments are made the materials are evaluated and shared with the entire staff. Modifications are made and new assessments follow.

10. 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.

Students who exhibit difficulty are schedule for Academic Intervention Services during the school day. They are also slated for extended day small group instruction. Assessments are made every two weeks to see if there is improvement.

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 the school has met the intent and purposes ² of
--------------	--	---	--	---

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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						
Title I, Part A (ARRA)	Federal	(✓)			615,487	(✓)	Pages 11-22 inclusive in all subjects
Title II, Part A	Federal						
Title III, Part A	Federal	(✓)			15,000	(✓)	ESL/Bilingual Education Pages 34-40
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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.

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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There were 8 students in temporary housing for the 2009-2010 school year.

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

All STH students will receive full academic programs as described in the 2011 CEP. They will also receive all federal, state and local services including guidance programs, academic interventions where needed free breakfast and lunch.

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:	M.S. 180 Dr. Daniel Hale Williams						
District:	11	DBN:	11X18	School		321100010180	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		91.7	92.5	93.1
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		95.0	94.8	95.2
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		43.3	62.5	62.6
Grade 6	164	244	309	Students in Temporary Housing - Total Number:			
Grade 7	244	167	239	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	241	244	173		4	9	24
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		1	4	1
Grade 12	0	0	0	Special Education			
Ungraded	32	36	33	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	681	691	754		1	4	1
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	120	104	99	Principal Suspensions	41	16	8
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	9	8	1
Number all others	52	52	32	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		78	62	67
# receiving ESL services only	15	28	TBD	Number of Teachers			
# ELLs with IEPs	7	22	TBD	Number of Administrators and Other Professionals	54	45	13
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	16	14	33

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	1	1	23	% fully licensed & permanently assigned to this	100.0	98.4	100.0
				% more than 2 years teaching in this school	83.3	96.8	88.1
				% more than 5 years teaching anywhere	64.1	82.3	85.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		77.0	90.0	83.6
American Indian or Alaska Native	1.0	0.7	0.5	% core classes taught by "highly qualified" teachers	65.1	79.0	82.3
Black or African American	65.1	67.9	72.3				
Hispanic or Latino	27.8	25.2	22.5				
Asian or Native Hawaiian/Other Pacific	4.1	3.2	2.9				
White	1.9	2.6	1.7				
Male	49.6	43.4	45.4				
Female	50.4	56.6	54.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	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	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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 532	District 11	School Number 180	School Name Daniel Hale Williams
Principal Frank Uzzo		Assistant Principal Letizia Isaia	
Coach None		Coach None	
Teacher/Subject Area Marlene Roth		Guidance Counselor Mary Alice Blackmore	
Teacher/Subject Area		Parent Ms. Hunter	
Teacher/Subject Area		Parent Coordinator Ms. Rita Henry	
Related Service Provider		Other	
Network Leader Mr. Alan Cohen		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	773	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	3.10%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- 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.)
 - 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.
- When the parent comes to register the child, he/she is given the home language survey. If needed, a bilingual liaison is present to interview and assist the parent/guardian. The home language survey is then given in the native language. The form is given to the ESL Teacher, who administers the Lab-R. The student is then placed in the appropriate ESL class. The student will be given the NYSESLAT each year until a proficient score is attained.
 - Within the first ten days of school, parent/guardian is invited to an orientation with the ESL teacher, Parent Coordinator, and Administration at which time a video is shown and a pamphlet (in the native language) is distributed explaining the programs available in the NYC Public Schools. A translator attends the meeting if the parent requests one. The parent/guardian decides, at that time, which program will best serve the needs of the child.
 - The forms are always returned to the ESL teacher in a timely fashion.
 - The score on the LAB R in conjunction with the parent meeting (with a translator if necessary) determines the child's placement.
 - In the past 3 years, five students entered MS 180 with only their native language skills and all chose to participate in the Free Standing ESL Program.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	23
SIFE	5	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	5	9	9	0	9	5	0	5	24
Total	10	5	9	9	0	9	5	0	0	24

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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													

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	10	4					19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									3					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	6	10	8	0	0	0	0	24

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. MS 180 uses a Pull-Out model for ESL instruction. The children are both in Special Education and General Education across all grades. They are grouped homogeneously according to language proficiency.

2. There is 1 ESL Teacher in the building 3 periods per day who provides all ESL instruction. Beginning and intermediate students receive 360 minutes per week and advanced students receive 180 minutes per week. Proficient students meet with the ESL Teacher on an as needed basis for 2 additional years.

3. All instruction for all of the content areas are presented in English. In order to help students in the content area, vocabulary appropriate to that area is taught. Reading and writing in the various content areas is stressed and simplified summaries are achieved.

4. a. The SIFE students are evaluated for reading and math levels. Instruction begins at the level of each individual student. Phonics, vocabulary, and comprehension skills are stressed in reading and number facts and concepts are stressed in math.

b. Students in the USA less than 3 years begin by learning basic English vocabulary needed for survival. Those vocabulary words are then woven into reading stories and writing sentences followed by paragraphs. In the course of the year, as the student's vocabulary advances, reading and writing longer passages occurs which will help prepare the students for the ELA exam.

c. Students in the USA for 4-6 years receive instruction in reading and writing on a more advanced level, that scaffolds what they have learned in the previous years. In reading, word attack skills and comprehension are stressed, especially in the areas of main idea, plot, and setting. In writing, the students learn how to compose a paragraph using a topic sentence and supporting details.

d. Long-Term ELLs receive more assistance in the content areas, especially projects, presentations, and written assignments. There is also an emphasis on organizational and study skills.

e. Students with special needs are referred to the Committee on Special Education for bilingual evaluation and based on the results of that evaluation, a plan for the student will be implemented.

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

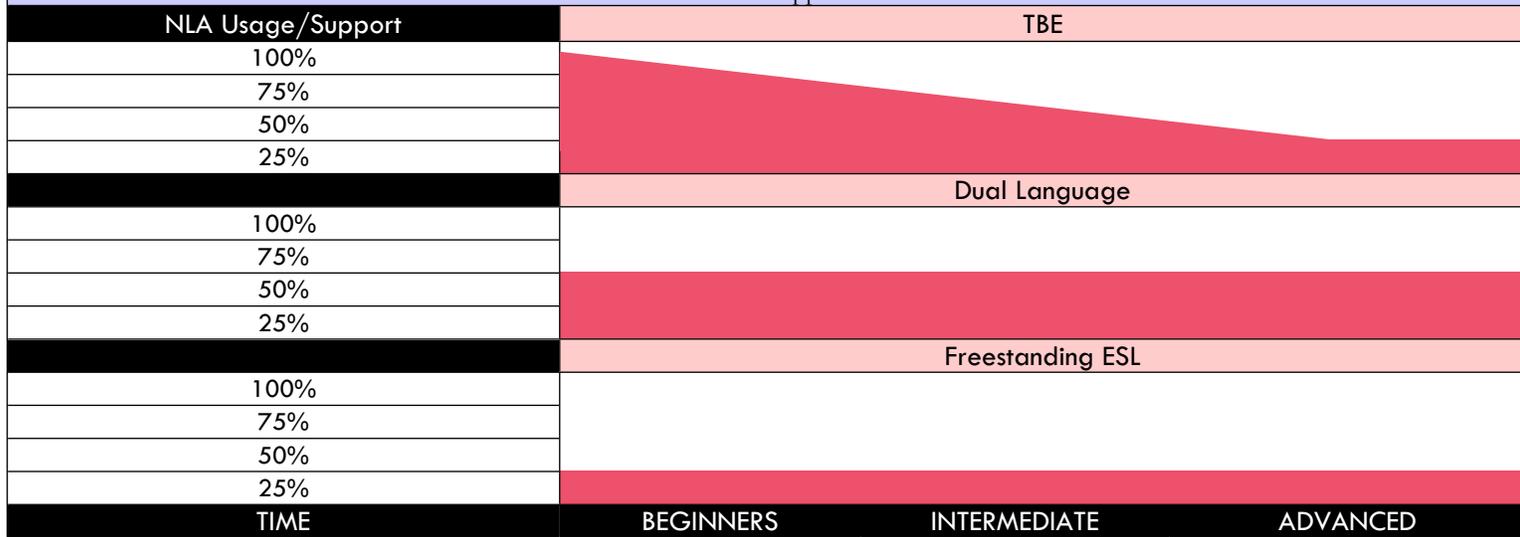
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. The school offers a variety of interventions for both the general education and special education population. During the ARTS period small group instruction in either reading or math is offered. The school offers such programs as graded reading by Fountas and Pinnell, Wilson, Starting Over, Great Leaps and the computer programs Acuity and Rensulli. Setss, Library skills and peer tutoring is also offered. All instruction is in English.

6. The ESL Teacher meets periodically with the ELLs reaching proficiency at a mutually convenient time to discuss any academic concerns and offers assistance. These students receive ESL testing modifications for the 2 years after reaching proficiency.

7. Two new series will be introduced, Milestones, and Reading Explorer.

8. There are no services that we will discontinue for the ELLs this year.

9. All ELLs are encouraged to participate in any academic and social programs that are offered during and after the school day. Such programs include 37.5 minutes, Step, and a variety of sports activities .

10. The instructional materials include the following texts: Side by Side, Visions, and Milestones. MS 180 has computers and Smartboards in all classrooms and there is a computer lab in the school.

11. English is the only language of instruction at MS 180. Children with little English are given a buddy who is proficient in that language to help them. Also several faculty members are bilingual and help the children during their professional time.

12. The required services, support, and resources are aligned to correspond to the age and grade level of the student. Sometimes it is necessary to adjust the program to a different grade level, such as in the case of SIFEs.

13. There are no activities to support newly enrolled ELL students before the beginning of the school year.

14. Spanish is the only language elective offered to ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL Teacher attends all meetings at the BETAC at Fordham University.

2. The teachers are informed that they have an ELL child in their class, who will require assistance in the various subject areas. At that time, strategies are suggested for instruction to help make the transition from school to school or grade to grade. In mathematics a Spanish edition of the text is provided to support the child. When offered, state exams are ordered in the native language of the child and the appropriate accommodations are given. The ESL teacher continues to meet with the teachers periodically during the school year as the need arises.

3. The ESL Teacher turnkeys the information received from the BETAC at Fordham University. The teachers are also informed of meetings at Fordham such as the "Coffee Series" which are intended for classroom teachers of ELLs. Information is dispersed regarding courses in ESL offered at Touro and Lehman Colleges.

E. Parental Involvement

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

1. Parents of ELLs are encouraged to join the PA which meets monthly. There are math and literacy nights offered during the year and the parents of the ELLs are invited to attend.

2. The parent coordinator along with various community organizations provides information to ELL parents regarding programs and opportunities available to them, allowing for an easier transition into the school and community.

3. The parent coordinator has a personal meeting with ELL parents new to the school. Any special needs of the children would be discussed at that time. The parent coordinator is available throughout the school year if the need should arise. Translators are available on an as needed basis.

4. ELL parents are invited to participate in the various academic and social activities available at the school. This gives them an opportunity to share their ideas, concerns, and needs with other members of the school community, especially the parent coordinator who serves as the liaison between the school and community.

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)							2	9	6					17
Intermediate(I)							2		2					4
Advanced (A)							2		1					3

Total	0	0	0	0	0	0	6	9	9	0	0	0	0	24
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4				4
7	2				2
8	2				2
NYSAA Bilingual Spe Ed					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

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

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

1. Middle School 180 uses Fountas and Pinnell, Rensulli and Acuity for both assessment and instruction.
2. The proficiency levels indicate that the ELLs consistently do better on the Listening/Speaking part of the NYSESLAT on all grades.
3. Reading and writing are stressed due to the proficiency levels on all grades. Skills involving main idea, context clues, cause and effect, and inferencing are addressed in reading. Emphasis in writing is placed on vocabulary usage, grammar, sentence structure, organizing paragraphs, and editing.
4. a. The only assessments offered in other languages are the NYS math exam and the 8th grade Science exam in Spanish. Since instruction is administered in English very few student opt to take a translated version of content area exams.
b./c. The ELL Periodic Assessment is not offered at this school.
5. N/A
6. The SIFE children, who were unable to read or write (in either English or their native language), can now read, write, and participate in all class and school activities. Within one year, students proficient in their native language, are able to communicate, read, and write in English. Traditionally, the ELL population at 181 has met the promotional criteria at all grade levels.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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