



[THE NEW SCHOOL FOR LEADERSHIP AND JOURNALISM]

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: 10X244
ADDRESS: 120 W. 231ST. ST., BRONX, N.Y. 10453
TELEPHONE: 718-601-2869
FAX: 718-601-2867**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10/x244 **SCHOOL NAME:** The New School for Leadership and Journalism

SCHOOL ADDRESS: 120 W. 231st. Street, Bronx, New York 10463

SCHOOL TELEPHONE: 718-601-2869 **FAX:** 718-601-2867

SCHOOL CONTACT PERSON: Dolores Peterson **EMAIL ADDRESS:** DPeters@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Pedro Reyes

PRINCIPAL: Dolores Peterson

UFT CHAPTER LEADER: Diane Evans

PARENTS' ASSOCIATION PRESIDENT: Luis Lorenzo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Calvin Hastings

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Dolores Peterson	Principal	Electronic Signature Approved.
Luis Lorenzo	PTA Co-President	Electronic Signature Approved. Comments: approved by slt
Rosa Polanco	Parent	Electronic Signature Approved. Comments: approved by slt
Ana Martinez	Parent	Electronic Signature Approved. Comments: approved by slt
Pedro Velez	Parent	Electronic Signature Approved. Comments: approved by slt
Laure Sambolin	Parent	Electronic Signature Approved. Comments: approved by slt
Pedro Reyes	UFT Member	Electronic Signature Approved. Comments: approved by slt
Michelle Terrell	UFT Member	Electronic Signature Approved. Comments: approved by slt
Nancy Acosta	UFT Member	Electronic Signature Approved. Comments: approved by slt
Diane Evans	UFT Chapter Leader	Electronic Signature Approved. Comments: approved by slt
Andrea Arist-Neequaye	UFT Member	Electronic Signature Approved. Comments: approved by slt

SECTION III: SCHOOL PROFILE~~ERROR! BOOKMARK NOT DEFINED.~~

Part A. Narrative DescriptionERROR! Bookmark not defined.

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 New School for Leadership and Journalism, Middle School 244, is located in the Kingsbridge section of the Bronx, a diverse community currently engaged in transition because of an expanding immigrant population. Although located in the old 10X143 building, N.S.L.J. with an estimated 750 students, now shares the building with The Marie Curie High School located on the top floor with an estimated 500 students.

N.S.L.J. will be entering its sixth year having been identified as an A school on its 2008-2009 Progress Report, a B on its 2009-2010 Progress Report and "Well Developed" as determined by our Quality Review. We have recently petitioned the Superintendent and the DOE for a name change to The New School for Leadership and the Arts in response to increasing student and parent interest in developing student talents and an excellent Arts program developed over the years. N.S.L.J. is poised to become N.S.L.A. with a phenomenal staff trained in the Arts and technology, a strong relationship with Celia Cruz H.S. as well as with other performing arts high schools and an abundance of talented students.

MISSION STATEMENT

As a school community, we promote the principals of knowledge, leadership and service. The New School for Leadership and Journalism is committed to creating critical readers and thinkers, skilled in oral and written communication. We feel an obligation to address the academic, social, and physical needs of our adolescent students, and to provide a variety of experiences in which our students can achieve success. NSLJ students develop leadership skills through academic achievement, pro-active citizenship, community service and self-confidence. Our students will understand how these experiences can transform the individual, a community, and a society.

N.S.L.J. is supported by its PSO, AED (Academy for Educational Development) and has maintained numerous partnerships throughout the years. Dancing Classrooms; Bronx Ensemble for the Arts; T-Equipment, Inc. Smart-Tech., Gerald Hoover, sportswriter and children's author; Celia Cruz H.S.; Dr. Beier, Adolescent Teen Support Center at St. Barnabas Hospital; and Flamenco Vivo! are a few of our partnerships who support our students in developing literacy, arts and technology skills.

For the 2010-2011 school year, we will offer students a choice between two academies; The Arts Academy and Academy of the Sciences. Our school has been in the forefront of technology and curriculum integration having equipped every classroom with smart boards and every teacher trained in their use, as well as the use of document cameras and the Smart Response System. Students have been involved in creating school videos and every student in The New School for Leadership and Journalism has a personal mini-laptop available to them in every classroom. The school is fortunate to house a Distance Learning Center room which has been renovated to now support videoconferencing on an ongoing basis.

N.S.L.J. teachers work collaboratively to create, analyze and maintain high level data. We create our own student Acuity assessments that are aligned to our units of instruction and curriculum planning using both the NYS and CCS standards, and we are currently participating in a performance series based assessment, which will enable teachers to move every student, high performing and low performing, to his/her next level effectively.

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:	The New School for Leadership and Journalism				
District:	10	DBN #:	10X244	School BEDS Code:	321000010244

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 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					88.7	90.9	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					91.2	93.3	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	121	118	134	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	299	325	276		79.5	85.8	95.0		
Grade 8	297	306	333						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					19	123	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	720	756	744		41	41	40		
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	83	76	80	Principal Suspensions	6	11	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	28	26	TBD		
Number all others	54	97	79						
<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	48	30	38	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	141	152	148	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(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	56	57	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	7	TBD
	17	9	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	100.0	100.0	TBD
American Indian or Alaska Native	0.1	0.3	0.0	Percent more than two years teaching in this school	33.9	56.1	TBD
Black or African American	17.9	17.3	15.3	Percent more than five years teaching anywhere	28.6	29.8	TBD
Hispanic or Latino	76.0	75.5	78.6				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	5.0	4.2	Percent Masters Degree or higher	59.0	65.0	TBD
White	1.4	1.9	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.2	92.3	TBD
Multi-racial							
Male	62.9	57.7	55.2				
Female	37.1	42.3	44.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input 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:	X	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	√	√	X				
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	7	7	0				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	95.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENTERROR! BOOKMARK NOT DEFINED.

1. ADDRESSING THE ARTS AND SCIENCES:

In reviewing the academic, physical, social and emotional growth of our students, we noticed that our students need additional avenues in which they can achieve success. In most cases, as indicated by our Belfanz indicators and our student surveys conducted twice a year, academic achievement is not enough to sustain the momentum students need today to be successful in high school. We found that by introducing students to the Arts and technology and providing activities that allow students to perform and excel in both, we are able to tap into that which motivates today's adolescents to want to do well, thereby setting goals to be successful in high school and college. Our students who engaged in performances, worked on and presented project based science, technology and math projects and received recognition from their teachers and peers gained momentum that supported improved grades and attitudes.

Our greatest accomplishment in preparing for an Arts Academy has been the recruitment of phenomenal music and art teachers over the past two years. We provide for our students the opportunity to participate in dance, visual art, orchestra and chorus and we find that the students who go on to high school after participating in these programs, excel and return to us for ongoing support. One of our dance groups has won gold in the citywide Ballroom Dancing competition for three consecutive years. Our chorus and dance group performed at the inauguration of Councilman Cabrera.

We have experienced two major barriers to our continuous improvement: one being part of a shared campus which means that we only have access to the auditorium on specific days. We are working around that by "borrowing" the auditorium when it is not in use. Space has been a barrier over the past few years; however, we are addressing that by renovating one of classrooms and creating a dance room.

MATH AND SCIENCE

Last year we did not meet our AYP in Science as indicated by our Accountability Status Report from The State Education Department. After conducting a needs assessment in this area, we found that a major barrier to our success is the lack of content knowledge and knowledge of project based instruction of our science teachers. To address this, we will continue to seek high quality science professional development for our science teachers and we have reached out to our PSO, AED, to support us with ongoing professional development in science.

2. ELA AND MATH – PROGRESS REPORT

Looking at our 2009-2010 Report Card data, our percentage of students at ELA and Math proficiency declined from the 2008-2009 Report Card. From 2008-2009 to 2009-2010, we did not maintain our students performing at levels 3 and 4. Looking at student trends, the pattern continues as in years past, that 8th graders score lower than 6th and 7th graders, percentage wise, and 8th grade scores are lower than the same cohort's seventh grade scores. Setting aside for the moment, the social emotional impact on adolescent behavior and learning, we created a data analysis team to address this pattern, collecting both quantitative and qualitative data on the students who scored lower.

A major accomplishment over the past few years in both ELA and Math is that our students in the lowest one third have made at least one year's progress, some with significant gains. We, however, did not have the same success with our students in our top third. We did notice, however, that

student performance remained constant because although we lost ground with the top third from 7th to 8th, as in the past a new top third emerged in the 8th.

Another accomplishment this year is our ability to create our own Acuity assessments and our participation in the Performance Series assessments. We have a sophisticated data analysis team that analyzes and monitors the data through a lens that focuses on ELA and Math. We have been intrigued by results that show that in the 8th grade, our top third fluctuates. We will continue to study this to find a commonality among students who gain and/or lose. So far, however, there definitely is a correlation between who the teacher is and the gains made by the students. Unfortunately, we do not have the capacity yet to provide every 8th grade student with a dynamic teacher.

As a school community, we have become better at identifying our at-risk students earlier using the Belfanz study on 6th grade indicators. Having participated in this study for three years, we are able to monitor the grades, attendance and conduct of these students over time while providing specific interventions to address their needs. A network of adults, which includes teachers, guidance counselors and administrators, support our struggling students and their parents. Continuing with accomplishments, we have created high level support programs embedded into our music and arts program, our service program and our athletics program. Improving the attitude of our adolescent middle schoolers is as important as improving their academic skills. We focus on developing teacher/student relationships through our programs and advisory, and we work closely with outside agencies that offer additional assistance in promoting emotional/social growth.

3. ELL INSTRUCTION

In reviewing our ELL data, as per the progress report and in-house assessments, our bilingual students make formidable progress in math, especially when taught in their native language. To better serve our bilingual students in language acquisition, we can no longer service them in overcrowded classrooms. We are opening an additional bilingual classroom to support students who have been in the country for at least one year. In order to accomplish this; however, our overall register numbers must decrease to give us this classroom space.

4. TECHNOLOGY

Technology has been a major focus for our last five years. As a result, we are currently the borough site for professional development by Smart-Tech, a smart board company with whom we have had a long standing partnership. We now have smart boards in every room and intend to equip our

In keeping with the demands of adolescent students, we have provided the latest in technology for every student attending our school. All classrooms are equipped with smart boards and all teachers have participated in rigorous professional development learning and practicing activities that integrate the use of smart boards and instruction. All students have a mini-lap top in classrooms to use on a daily basis. The equipment in our distance learning center has now been upgraded and will be fully operational this year.

Our final major accomplishment is the result of our negotiations with the Office of Enrollment to become a school housing two academies. One academy will be an Arts Academy for which students district-wide will be able to choose, while the second academy, The Academy of the Sciences will remain zoned. This will enable our school to compete for students who are choosing middle schools. In addition, we no longer will just sit in the back of the directory as a zoned school. This process was and still is degrading both to students and zoned schools. Students entered zoned schools feeling they were not good enough to be chosen by a choice school, and zoned schools became invisible in the middle school choice process. In addition, being a zoned school in this new era of choice and

charter is a major challenge. Students with IEPs, students who are ELLs and students who are behavioral issues are now concentrated in zoned schools, as a result of sending schools competing to develop good relationships with the available choice schools that are perceived as being “better.” The concentration of these students, not the wonderful diversity that exists because of these students, is a major barrier to any school’s continuous success.

SECTION V: ANNUAL SCHOOL GOALSERROR! BOOKMARK NOT DEFINED.

Goal I - ACADEMIES

By the end of the 2010-2011 school year, The Arts Academy and The Academy of the Sciences will address specific academic and social needs of our adolescent students. The Arts Academy will integrate the arts, the academics and technology using differentiated instruction that supports both our high performing students and our students in need of remediation. The Academy of the Sciences will address the need for improved instruction and learning in science and math. We will specifically focus on Science and the need to make AYP in science in the coming year.

GOAL 2 – ELA AND MATH PROGRESS

By The end of the 2010-2011 school year, NSLJ will improve student performance and student progress in ELA and Math. We will improve the percentage of students at proficiency in ELA from 24.7% to 30% and in Math from 35.5% to 40%.

GOAL 3 – ELL INSTRUCTION

To Move a minimum of 25% of our ELL students to proficiency as evidenced by the results of our 2011 NYSESLAT data and to provide follow-up support up to two years following proficiency on the NYSESLAT. In addition, for the 2010-2011 school year, an additional bilingual class will be opened. The majority of our parents of students who have been in the country for at least one year and are required to take the ELA and Math State tests prefer that their children remain in a bilingual class as indicated on the Home Language Survey. An ELL professional learning community, made up of our ELL teachers and an administrator will meet regularly to discuss ELL instruction and learning.

GOAL 4 - TECHNOLOGY

By the end of the 2010-2011 school year, 90% of our teachers will be certified byTEQ-Equipment, Inc. in smart board lesson development, instructional integration of content and technology and instruction using interactive activities and lessons. 90% of our teachers will also use an on-line grading system for which students and parents will have access.

GOAL 5 – PROFESSIONAL DEVELOPMENT

To ensure quality instruction and student progress, 95% of our teachers will participate in professional development specific to the content they teach by the end of the 2010-2011 school year. 80% of our teachers will be trained in collecting authentic data and using data to drive differentiated instruction.

SECTION VI: ACTION PLANERROR! BOOKMARK NOT DEFINED.

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): Arts, Math & Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-2011 school year, The Arts Academy and The Academy of the Sciences will address specific academic and social needs of our adolescent students. The Arts Academy will integrate the arts, the academics and technology using differentiated instruction that supports both our high performing students and our students in need of remediation. The Academy of the Sciences will address the need for improved instruction and learning in science and math. We will specifically focus on Science and the need to make AYP in science in the coming year.</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>At the start of the 2010-2011 school year, two Academies, The Academy of the Sciences and the Arts Academy will be in place. The Arts Academy:</p> <ul style="list-style-type: none"> • Grades 6-7-8 consisting of general education students, special education students and English Language Learners. • During the 2010-2011 school year, the Arts Academy will be featured in the middle school directory; conduct open houses for students and parents in Districts 9 and 10, and conduct a limited screened audition process. • Teachers will receive professional development in integrating the arts, academics and technology. • Administration and teachers will create an arts program the provides the time and space for students to develop their artistic abilities and to perform. Two periods a day will be dedicated as an Arts zone during which time the following programs will be available to students: dance, vocals, band and visual arts. • Room 419 will be converted into a dance studio with special flooring, rails and floor to ceiling mirrors. Continued seasonal performances for parents and our surrounding elementary schools and monthly assemblies will provide students with opportunities to perform in front of a live audience.

	<p>The Academy of the Sciences:</p> <ul style="list-style-type: none"> • Grades 6-7-8 consisting of general education students, special education students and English Language Learners by choice. • During the 2010-2011 school year, the Science Academy will be a zoned program. • Teachers will integrate technology and academics on a daily basis. Every student in the Academy will be taught how to use and create tech. programs and will work in our tech lab at least twice a week. • The Academy of the Sciences will offer a more hands on, project based and trip oriented curriculum for science and math.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>\$5,000 Ballroom Dancing \$30,000 – Bronx Arts Ensemble \$15,000 - Renovation of Dance Room \$3,000 - Busses for trips \$1,500 - Science Environmental Camp</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Improved NYS test scores • AYP in Science • Higher % of students accepted by specialized arts high schools.

SECTION VI: ACTION PLANERROR! BOOKMARK NOT DEFINED.

Subject/Area (where relevant):	Student Progress & Proficiency
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By The end of the 2010-2011 school year, NSLJ will improve student performance and student progress in ELA and Math. We will improve the percentage of students at proficiency in ELA from 24.7% to 30% and in Math from 35.5% to 40%.</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>We will use class time, extended session, afterschool programs, unit assessments, Acuity and enrichment programs to improve the targeting of skills that are in need of improvement, and the targeting of at-risk students for interventions.</p> <ul style="list-style-type: none"> • All students will take ACUITY Custom Assessments in ELA and Math designed by the Inquiry team during the first two weeks of school as a baseline. Data obtained from this assessment will be used to target at risk students and high performing students. • All students will take one predictive and two formative assessments in ELA and Math. This data will drive instruction. • The Inquiry Team and subject area teachers will design school wide unit assessments. Data from these assessments will determine reteaching, intervention and enrichment strategies. • Extended session will be used to address both specific areas of need and enrichment areas. • At-risk students will be offered academic intervention support, i.e. River Deep, Read 180, Wilson and ELA and Math Intensive after school programs and participation in a Saturday Academy. • Enrichment courses in Science, ELA and Math will be offered to our high performing students after school and on Saturday. • All students will participate in a physical fitness and healthy living program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>\$50,000 – Per Session for approximately ten teachers who will teach in our after school programs and Saturday Academies as well as our Academics and Athletics Program. \$23,769.00 – Title III Funds for our Saturday ELL Academy – Teacher per session.</p>

Indicators of Interim Progress and/or Accomplishment

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

We should see increased scores in our ACUITY periodic assessments and our Performance assessments. We should see gains on the NYS MATH and ELA assessments. Finally we should see improvement in making our AYP in science.

ELL INSTRUCTION

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To Move a minimum of 25% of our ELL students to proficiency as evidenced by the results of our 2011 NYSESLAT data and to provide follow-up support up to two years following proficiency on the NYSESLAT. In addition, for the 2010-2011 school year, an additional bilingual class will be opened. The majority of our parents of students who have been in the country for at least one year and are required to take the ELA and Math State tests prefer that their children remain in a bilingual class as indicated on the Home Language Survey. An ELL professional learning community, made up of our ELL teachers and an administrator will meet regularly to discuss ELL instruction and learning.</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>ELL professional learning committee met and planned the ELL program over the summer and determined that</p> <ul style="list-style-type: none"> • There is a need for two bilingual classes, one housing new arrivals and a second housing second year bilingual students. • Lab-R will be administered and will determine eligibility for ESL services. • In-house assessments will be given to determine student experience with subject content. • As a result of the data from the NYSESLAT, there will be a schoolwide focus on reading and writing with our ELL students. • We will group ESL students based on NYSESLAT proficiency. • The ESL program will consist of pull-out and push-in and whole class ESL instruction. • Class schedules were restructured to allow our ELL students to meet by grade level for math and functioning level in ELA. • Saturday ELL Academy will continue and will provide ELL students with cultural and linguistic experiences through literacy and trips. • ELL students will use technology on a daily basis to enrich their learning experience and expedite language acquisition. We have modified the READ 180 Program for our ELLS and ELL students will also use the River Deep Program for both ELA and Math.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p>	<p>\$23,769.00 Per Session of Teachers for Saturday Academies \$2, 971.00 Per Session for Supervisor \$4, 780.00 ELL Supplies</p> <p>TOTAL - \$31,520.00 Title III Funds</p>

Indicators of Interim Progress and/or Accomplishment

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

- Moving to the next level on the NYSESLAT.
- 25% Proficiency on the NYSESLAT.
- Progress on Teacher and Unit assessments
- Improved conversational and writing skills.

<p>Annual Goal Subject/Area (where relevant): Professional Development <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To ensure quality instruction and student progress, 95% of our teachers will participate in professional development specific to the content they teach by the end of the 2010-2011 school year. 90% of our teachers will receive certification in using the smart board to create interactive lessons. 80% of our teachers will be trained in collecting authentic data and using data to drive differentiated instruction.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Tequipment Inc. will be contracted to provide teachers with professional development in the following areas:</p> <ul style="list-style-type: none"> • Smartboard Lesson Development • Smart Response Integration • Document Camera Implementation • Subject Specific Smartboard Training <p>Dr. Lynn Hunter has been contracted to provide teachers with professional development on Distance Learning and the usage our state of the art Distance Learning Center.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>\$8,330.00 – Riverdeep professional development \$77, 189.00 – Professional Development in specific content areas. \$2,000.00 – Planning Retreats with AED</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers creating interactive lessons on-line. Improved teaching and learning as evidenced by informal observations and assessment data. Professional learning communities meeting consistently, while sharing and interacting with each other.</p>

ANNUAL GOAL – PROFESSIONAL DEVELOPMENT

REQUIRED APPENDICES TO THE CEP FOR 2010-2011Error! Bookmark not defined.

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 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	32	27	5	26	67	8	8	3
7	45	62	26	21	102			
8	84	70	56	34	138			
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)	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>READ 180: We currently have two READ 180 programs servicing 32 students, with one program in a bilingual classroom, and the other in a designated READ 180 room for monolingual students. Students performing in the lowest third percentile on the ELA and on our baseline assessment are serviced throughout the day in groups of 8 for two periods each. Groups participate for one cycle during the year which is approximately four months long. Progress is monitored using our custom made Acuity periodic assessments and custom made unit assessments.</p> <p>WILSON: Two teachers work with our special needs population in an after school program that uses the Wilson Reading Program. Targeted students are our lowest performing special needs students with whom the teachers reinforce fluency skills and writing skills.</p> <p>ELA Enrichment: ELA Enrichment is an after school program in which teachers and students focus on the application of collective reading skills and the impact that reading proficiency has on understanding the text. High interest texts are used to reinforce acquisition and application of reading skills. Students attend ELA Enrichment for two one-hour sessions per week.</p> <p>DESTINATION ELA - RIVERDEEP: Teachers have been trained to use this comprehensive online supplemental program to support students in applying reading skills according to the needs of the students. Struggling students are motivated by the high interest technology presentation of skills, activities and text. Because the program addresses a variety of levels, students at all skill levels are able to benefit from its use. Students use RIVERDEEP in class, after school programs and at home. Parents have access to student activities and results.</p> <p>ACUITY ASSESSMENT ACTIVITIES: Students create skill goals according to their Acuity assessment results. These needs are prioritized by the teachers who assign various skill activities at graduating levels to reinforce reading skills. Students must master three grades</p>

of skill set activities before moving on to additional skill sets. Targeted students are those students who need individual skill reinforcement as well as motivation.

SATURDAY ELL ACADEMY: Our Saturday ELL Academy targets our large ELL population and focuses on reading, writing, listening and speaking skills. Students participate in activities in all four areas to prepare to pass the NYSESLAT. This program also focuses on trips to engage students in hands-on activities and using descriptive language in both speaking and writing. Language is promoted as students read about and visit new places that help them understand their new country.

SATURDAY ACADEMY: Saturday Academy targets our low performing students and connects their reading and writing activities to their co-curricular activities in school. All students participating in sports, the Arts, music or exercise programs at N.S.L.J. must attend Saturday Academy as teachers integrate skill proficiency with each students area of interest i.e., our basketball team attends ELA and Math classes as a team on Saturdays that are taught by the coaches.

For those students who cannot attend after school programs during the week, we also offer a Saturday class that supports skill building and application of these skills in Saturday book clubs and journalism classes. Student progress in all programs is monitored on a monthly basis by our Inquiry Team.

Mathematics:

MATH INTENSIVE: Math Intensive is an after school program focusing on the reinforcement of skills needed to be successful in the current unit for the grade. Students attend Math Intensive for two, one-hour sessions a week. Progress is monitored by both the after school teacher and the math teacher and by performance on the unit assessment.

DESTINATION MATH - RIVERDEEP: Teachers use this comprehensive math skill building program which combines high interest technology with conceptual thinking about math. Skill combinations are addressed as well as reading, writing and thinking

	<p>mathematically. Students at all levels are targeted to enhance their understanding of math concepts as well as computation. RIVERDEEP is used in the classroom, after school and at home and progress is continually monitored by teachers.</p> <p>ACUITY ASSESSMENT ACTIVITIES: Students create math skill goals based on their performance on our custom made Acuity baseline as well as the item skills analysis on the State Math exam. Students are then assigned reinforcement activities to complete until they have mastered the skill. Students must master three grade levels of skills to be eligible to move on to the next skill set.</p> <p>MATH CLINIC: Students who scored in the bottom third percentile in Math are scheduled to attend a math clinic for one period three times a week. The Math Clinic is diagnostic and shares student data with students and teachers in both our day school and our after school programs. Math Clinic also compiles data from other AIS programs attended by the student in order to create and monitor successful intervention programs.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> SCIENCE FIRST: After analyzing last year's 8th grade science test to determine why many students do not score proficient levels, we developed an after school program that focuses on hands-on science activities and science vocabulary. Targeted students are those students who teachers have identified in class as needing additional support in science. SCIENCE FIRST meets for two hours, twice a week.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> ELA/SOCIAL STUDIES UNIT INTEGRATION: During curriculum planning, two ELA units were devoted to supporting the Social Studies curriculum. Social Studies teachers focus on content while ELA teachers focus on texts, both fiction and historical fiction, and reading and writing to support the Social Studies unit.</p> <p>ELA/SOCIAL STUDIES AFTER SCHOOL ENRICHMENT PROGRAM: As part of the ELA Enrichment Program, Science and Social Studies topics are designated topics for the application of reading skills.</p>

<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> ADVISORY: All counselors meet with groups of students for Advisory where study skills, goals and challenges are discussed and addressed. At-risk students are monitored by guidance counselors to ensure progress.</p> <p>BELFANZ INDICATORS: (ISIS) Students are monitored beginning in the 6th grade for those indicators that, according to the researcher Belfanz from Johns Hopkins, determine whether or not these students are at-risk for high school success. We identify these students in the 6th grade as well as the 7th because of our double entry anomaly and monitor them through the grades. Students identified for this program have attendance issues, have failed a core subject on the their report card, or have severe behavioral issues.</p> <p>Group Counseling: Counselors identify students in need of social emotional support through a student survey. Groups are then created by the counselors to address specific social/emotional issues students that have requested.</p> <p>One-on-One Counseling: Counselors identify at-risk students with severe social-emotional or academic challenges and schedule one on one conferences with these students as well as creating a follow-up schedule and a system of sharing data with the teachers of these students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Instructional Support Team: Our school psychologist participates in our I.S.T. where students who need additional support or a possible referral are identified. The school psychologist follows up on the recommendations of the I.S.T. and ensures that the student receives the appropriate support.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Instructional Support Team: Our social worker meets with the parents of students who have been identified by the I.S.T. as needing additional academic or social support and follows up with the school psychologist. Our social worker often conferences with students and parents to provide a comprehensive history to the I.S.T. Our counselors, school psychologist and social worker also make referrals to outside agencies when they believe the student's need for these services is warranted.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Dr. Beier's Clinic for Teenagers at St. Barnabas: N.S.L.J. currently works together with Dr. Beier and her program for teenagers. Interns visit our school to conference with our at-risk students to provide additional services. Our students</p>

also visit Dr. Beier's Clinic to participate in health-related programs.

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) 6-8 Number of Students to be Served: 175 LEP 502 Non-LEP

Number of Teachers 4 Other Staff (Specify) ESL Assistant Principal

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

Our Title III program focuses primarily on improving student reading and writing abilities. The following data is analyzed in order to determine grouping as well as what specific reading and writing skills need to be addressed:

- **NYS ELA Proficiency Levels**
- **NYSESLAT Levels**
- **Reading and Writing Baseline Results administered in the month of September**

During our Saturday ELL Academy where students work in small groups as determined by the English Proficiency Level. This program services grades 6-8, and meets every Saturday from 8:30am-12:30pm beginning 11/14-3/31. All ELL and former ELLs were invited to participate. Students work with ELA and ESL teachers who focus on improving English reading and writing skills. In the program the teachers use the following programs: Empire State NYSESLAT ESL/ELL by Continental Press.

We also use Destination Literacy at no cost to Title III.

Instruction is in both English and the Native Language and focus on the usage of ELL strategies.

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.

We will have a Destination Consultant come in for two Saturdays to work with the teachers and the class on the implementation and successful usage of Destination Literacy.

Section III. Title III Budget

School: 10 X 244 BEDS Code: 321000010244

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	\$ 26,740	Title III will be used in Per Session. There will be four teachers and one Assistant Principal funded to work every Saturday from 8:30am-12:30pm every Saturday from 11/6/2010-3/31/11.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,780	Empire State NYSESLAT ELL/ESL workbooks will be purchased for students in grades 6-8.
Other		<input type="checkbox"/>
TOTAL	31,520	

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.

At the start of our school year we sent home a school wide survey to all parents at M.S. 244 to determine the appropriate language spoken at home. In addition, all new parents are asked to fill out a home language survey. After reviewing the data our findings determined that the majority of our families speak Spanish as their primary language. Other language identify were French Creole, Chinese, Arabic and Bengali.

To ensure appropriate channels of communication for our parents we will make sure that all letters, flyers and any communication is sent home translated into its appropriate language before being distributed.

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.

Middle School 244 findings discovered that the majority of our families speak Spanish and other languages within their homes. These findings were shared with our staff during monthly professional development session. Strategies and interventions were discussed to assist the families to become more knowledgeable regarding the children's educational experience. This information was also shared with our parents at our School Leadership Team, Parent Teacher Association and during Parent teacher Conferences. The parent coordinator also displays schools information, correspondences, and invitations to workshops in their native language on the community bulletin board within the school.

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.

Data collected in our Parent survey and the Home Language Survey provided us with the information needed to fulfill the Chancellor's Regulation A-663 regarding parental notifications. It was found that the majority of parents are Spanish speaking. With that in mind we will send every letter translated into Spanish, but also make certain that if another language is needed we will use our in house staff, the Translation and Interpretation Unit or an outside vendor. If by chance an outside vendor is needed we will use our Title 1 or Title III funds for payment as directed by SAM Memo no. 65. All written material including permission slips, performance report, discipline codes, registration papers, and transfer and discharge papers will be translated in the parents' Native language.

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.

We have an interpreter ready to assist and translation equipment available at all meetings and events for parents. This includes the translation and interpreting between administrator, parent teacher conferences, and parent to parent encounters. If by chance our in house staff or bilingual counselor is unable to provide oral interpretation services we will obtain services through one of the DOE approved contacted vendors..

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

The School for Leadership and Journalism community will provide parents in their native language with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. This document will contain the procedures for ensuring that parents in need of language access services know where to go and how to obtain assist to prevent any language barriers. In addition we will post a sign in our primary entrance and within the parent coordinator's office indicating the availability of interpretation services.

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

3. 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.

At the start of our school year we sent home a school wide survey to all parents at M.S. 244 to determine the appropriate language spoken at home. In addition, all new parents are asked to fill out a home language survey. After reviewing the data our findings determined that the majority of our families speak Spanish as their primary language. Other language identify were French Creole, Chinese, Arabic and Bengali.

To ensure appropriate channels of communication for our parents we will make sure that all letters, flyers and any communication is sent home translated into its appropriate language before being distributed.

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

Middle School 244 findings discovered that the majority of our families speak Spanish and other languages within their homes. These findings were shared with our staff during monthly professional development session. Strategies and interventions were discussed to assist the families to become more knowledgeable regarding the children's educational experience. This information was also shared with our parents at our School Leadership Team, Parent Teacher Association and during Parent teacher Conferences. The parent coordinator also displays schools information, correspondences, and invitations to workshops in their native language on the community bulletin board within the school.

Part B: Strategies and Activities

4. 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.

Data collected in our Parent survey and the Home Language Survey provided us with the information needed to fulfill the Chancellor's Regulation A-663 regarding parental notifications. It was found that the majority of parents are Spanish speaking. With that in mind we will send every letter translated into Spanish, but also make certain that if another language is needed we will use our in house staff, the Translation and Interpretation Unit or an outside vendor. If by chance an outside vendor is needed we will use our Title 1 or Title III funds for payment as directed by SAM Memo no. 65. All written material including permission slips, performance report, discipline codes, registration papers, and transfer and discharge papers will be translated in the parents' Native language.

5. 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.

We have an interpreter ready to assist and translation equipment available at all meetings and events for parents. This includes the translation and interpreting between administrator, parent teacher conferences, and parent to parent encounters. If by chance our in house staff or parent coordinator is unable to provide oral interpretation services we will obtain services through one of the DOE approved contacted vendors..

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

The School for Leadership and Journalism community will provide parents in their native language with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. This document will contain the procedures for ensuring that parents in need of language access services know where to go and how to obtain assist to

prevent any language barriers. In addition we will post a sign in our primary entrance and within the parent coordinator's office indicating the availability of interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I SWP 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:	771888	185534	957422
2. Enter the anticipated 1% set-aside for Parent Involvement:	7719	1855	9574
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	38594	*	
4. Enter the anticipated 10% set-aside for Professional Development:	77189	*	

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

n/a

* 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

Parent Involvement Policy School Year 2010-2011

Parents, guardians and families of students at The New School for Leadership and Journalism (M.S. 244) will be provided with the opportunities to participate in the Parent Association, School Leadership Team, and parent workshops. Our focus is always to build strong home/school partnerships, family literacy, and family math, and to provide workshops which promote an understanding of performance standards, the new promotional criteria, parent volunteer program and accessing the services of community resources.

To encourage parent involvement at Middle School 244 we will continue to:

- **Conduct a Title I Annual Parent meeting to discuss the allocation of Title 1 funding for the year**
- **Support parents in their role as the first teacher through workshops and activities**
- **Conduct monthly Parent Teacher Association meetings**
- **Offer the Parent Teacher Association monthly meetings with the Principal**
- **Engage parents in the School leadership Team process and regular meetings to share information and plan collaboratively**
- **Hold yearly orientation meetings for parents with classroom teachers, supervisors, guidance and related service providers**
- **Distribute all notices in English and Spanish, and support our parents who speak other languages.**
- **Provide an interpreter if needed**
- **Raise the level of awareness of grade level expectations through the dissemination of information and literature on standards and assessments.**

☐ School-Parent Compact

THE SCHOOL AGREES

To offer a flexible number of meetings at various times and if necessary seek funds to provide transportation.

To provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information

To provide a high quality curriculum and instruction with an emphasis on professional development

To create a school climate in which parents and staff can communicate easily through:

- **Parent-teacher conferences**
- **Reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities**
- **Bilingual translation and services**
- **Parent Newsletters**

To assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies

To ask parents and/or staff volunteers to act as translators during school parent meetings

THE PARENT/GUARDIAN AGREES

To participate in the activities that will improve parent involvement in the school and to work with my child on schoolwork, and to discuss with my child what he/she is reading

To monitor my child's:

- **Independent reading process**

- Attendance and punctually at school
- Homework
- Child whereabouts and associates
- Health needs
- Video game playing, television viewing and internet use

To share the responsibility for improving my child’s academic performance and communicate with my child’s teachers about his/her educational needs

To ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

To make literacy development a family focus by:

- Encouraging my child to write at home for real purposes (e.g. letters to relatives, shopping lists, thank you notes, etc)
- Reading at home with my child as part of our daily routine
- Visiting the local public libraries to enhance my child’s literacy experiences
- Engage in educational activities such as visiting the museums, science center, etc

To become familiar with the school, district, city-wide and State assessments and plan to prepare my child for test experiences.

Principal’s signature _____

Parent/Guardian signature _____ Date _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

We have received a grant from our PSO to create an ISIS data team. This team has been established to look at all school assessments and results, as well as to determine and implement the intervention needed to improve student learning. A subcommittee of this team will be attending workshops this summer in Saratoga Springs that will focus on aligning the new core standards with our curriculum. The team will create detailed assessments that will provide us with data that address the results of our needs assessment. We have also tailored our periodic evaluations to provide data that is also relevant. This team will monitor this data throughout the year. Additional teacher teams will continue their work improving all instructional and co-curricula programs. These teams are dedicated to supporting the academic and social/emotional growth of our adolescent students. We will continue programs that address:

- a. Adolescent needs

- b. Gender needs
- c. Talent
- d. Community service
- e. Advisory
- f. Athletics
- g. Girls days
- h. Boys days
- i. Arts, Music, dance instrumental, chorus
- j. Social emotional growth-partnership with the teen Center at St Barnabas Hospital (Dr. Baier)
- k. Academic
- l. ELA intensive
- m. Math intensive
- n. Science First
- o. Saturday Academy
- p. Trips align with instructional units
- q. Rigorous professional development for teachers

2. We provided students with the following programs that are designed to help increase student proficiency in ELA & Math::

ELA Intensive (Two Days a Week) 3:15pm-5:15pm (Targeted Population Level 1 and Level 2 students)

Math Intensive (Two Days a Week) 3:15pm-5:15pm (Targeted Population Level 1 and Level 2 students)

Kaplan Inc. was contracted to work with fifteen students in our Honors Program. Students were exposed to an accelerated program design to prepare students to pass the NYC Specialized High School Exam.

Our 6/7 Accelerated Afterschool Program targets our high Level 3 and Level 4 students in the sixth and seventh grade and exposes them to accelerated Math, ELA, and Science three days a week for two hours.

Our WRAPP program targets students who have been held over twice in previous years. Students are provided with the following:

Teacher Mentor: Monitors student attendance, academic progress, and reaches out to parents in order to improve parent involvement

Guidance Counseling- Students are required to attend an academically focused after school program and/or The NSLJ Saturday Academy

3. Instruction by highly qualified staff.

High Qualified Staff Lead Teachers in both ELA and Math work with all teachers to share best practices, analyze data, unit plan, and collaboratively create technological integrated lessons. Lead Teachers also train teachers on Acuity, ARIS, and on the implementation of Common Core State Standards.

:

4. Smartboard Training for teachers is offered in the following area: Creating Interactive lessons usage of the Smart Response system- Using the Smart Document Camera. We will also offer professional development in the following areas: Engaging Lessons and The Distance Learning Center. Using Discovery Education to Create Engaging Lessons. AED also provides us with professional development in the core subject areas as well as in classroom management and adolescent brain research.
5. Offering an array of technology driven professional development has attracted teachers to work at NSLJ. Our professional development is designed to improve teaching strategies and to allow teachers to immediately put into practice what they have learned.
6. Strategies to increase parental involvement through means such as family literacy services.

Workshops are offered to parents in the following areas:

- Technology Integration
 - High School Articulation
 - ARIS Training
 - Adolescent Development
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. n/a
 8. Teachers are invited to participate in the school inquiry team and The N.S.L.J. School Improvement Team which focus on analyzing students data and developing instructional responses to the data. Teachers also participate in grade level and departmental meeting that analyze the data and create action plans based on the data.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

37 1/2 focus on the ELA and Math needs of our Level 1 students and our low Level 2 students. ELA Intensive

-----Math Intensive

-----The NSLJ Saturday Academy

-----Saturday ELL Academy

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

N/A

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
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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

	<i>or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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		✓		771,888		
Title I, Part A (ARRA)	Federal		✓		185,532		
Title II, Part A	Federal						
Title III, Part A	Federal		✓		31,520		
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local		✓		2,819,234		

-
- students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
 - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

15 students

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

At NSLJ we provide services for our STH population that support their social, emotional and physical well being. Because each student and family has unique or individual needs, we offer a variety of programs and services. They are as follows:

- **Individual counseling two times a week with our Guidance Counselors, Mr. Hendrickson or Ms. Usher.**
- **Whole class advisory once a week facilitated by a Guidance Counselor to help build a sense of community, belonging and leadership among the students.**
- **Our STH population is offered priority placement in all afterschool activities. We offer a wide range of activities to satisfy the students' varying interests and needs. Our afterschool programs concentrate on academics, arts, and sports. Academically we offer ELA/Math Enrichment, Science First, Homework Help and Computer Literacy. Our afterschool Arts Program offeres Modern Dance, Chorus, Violin, Guitar, Instrumental Ensemble, Tap Dancing and Drama. Our sports program consists of Soccer (fall), Flag Football (fall), Girls Aerobics (fall), Basketball (winter), Track (winter and Spring), Volleyball (winter), and Softball (Spring). Snack will be provided for all afterschool activities.**

- **Our STH population is offered priority placement in all Saturday programs. NSLJ offers Saturday Academy (ELA/Math/Science), Saturday ELL Academy, and Basketball Clinic. Breakfast and lunch will be served for all Saturday programs.**
- **Our Parent Coordinator and Family worker do outreach efforts to assist parents in obtaining aid in and out of school through various programs.**
- **The Parent Coordinator spearheads the effort to maximize parental involvement. She holds meetings and offers programs/trainings for the parents on a regular basis.**

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:	The New School for Leadership and Journalism					
District:	10	DBN:	10X244	School		321000010244

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.7	90.9	88.9
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		91.2	93.3	89.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	118	134	137	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	325	276	222		79.5	95.0	90.7
Grade 8	306	333	313				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		19	123	118
Grade 12	0	0	0				
Ungraded	7	1	2	Recent Immigrants - Total Number:			
Total	756	744	674	(As of October 31)	2007-08	2008-09	2009-10
					41	41	40

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	76	80	67	Principal Suspensions	6	11	19
# in Collaborative Team Teaching (CTT) Classes	0	0	12	Superintendent Suspensions	28	26	24
Number all others	97	79	61				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	30	38	TBD	Number of Teachers	56	57	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	9
# receiving ESL services only	152	148	TBD				
# ELLs with IEPs	13	55	TBD				

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

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	17	9	49	% fully licensed & permanently assigned to this school	100.0	100.0	96.0
				% more than 2 years teaching in this school	33.9	56.1	80.0
				% more than 5 years teaching anywhere	28.6	29.8	36.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	59.0	65.0	80.0
American Indian or Alaska Native	0.3	0.0	0.0	% core classes taught by "highly qualified" teachers	85.2	92.3	95.2
Black or African American	17.3	15.3	16.2				
Hispanic or Latino	75.5	78.6	78.9				
Asian or Native Hawaiian/Other Pacific	5.0	4.2	3.3				
White	1.9	1.7	1.6				
Male	57.7	55.2	54.5				
Female	42.3	44.8	45.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	56.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster AED	District 10	School Number 244	School Name N.S.L.J.
Principal : Dolores Peterson		Assistant Principal : Sayi Neufeld	
Coach n/a		Coach n/a	
Teacher/Subject Area Mr. Cabral (Math)		Guidance Counselor Nancy Acosta	
Teacher/Subject Area Mr. P. Reyes (ESL)		Parent Rosa Polanco	
Teacher/Subject Area Ms. Dorta (Bilingual Teacher		Parent Coordinator	
Related Service Provider type here		Other Ms. Luke (testing coordinator	
Network Leader Calvin Hasting		Other Mr. Mora Assistant Principal	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	2
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	677	Total Number of ELLs	175	ELLs as Share of Total Student Population (%)	25.85%
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Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

In order to initially identify potential ELL students in our school, we have developed a system that include the following team members: one bilingual assistant principal, one bilingual guidance counselor, one bilingual teacher, one ESL teacher, one testing coordinator, two bilingual family workers and one school aide. The assistant principal is responsible for conducting the informal interviews with parents and students in English and in Spanish. In the event that a family's native language is other than English or Spanish, the appropriate steps are taken to ensure that an interpreter is present. The bilingual guidance counselor is responsible for administering the Home Language Identification Survey (HLIS) along with scheduling the orientation meeting with all the parents of new arrival students. During this meeting the bilingual guidance counselor and the ESL teacher will meet with parents to clarify any misconceptions or questions regarding the three program choices (TB, DL, Freestanding ESL). An orientation video will be shown to all parents of English Language Learners. Based on the HLIS it will be determined if the student is mandated to take the LAB-R. Once students mandated to take the LAB-R have been identified, the testing coordinator will get all the materials ready and develop a schedule for the bilingual teacher to administer the LAB-R to all eligible students.

At the beginning of each school year, the NYSESLAT scores will be reviewed to determined ELLs students and eligibility for ESL services.

As stated priously, our bilingual guidance counselor in conjunction with the ESL teacher schedule on-going parent orientation meetings to ensure that all parents understand all three program choices. A discription of the process, outreach plan and timelines is as follows: within the first ten days of a students' admission to our school, parents will receive a Home Language Identification Survey. They will later be scheduled to attend a parent orientation meeting. During this meeting, all parents will receive a parent survey and program selection form. The bilingual counselor and ESL teacher will guide and assess parents by using an orientaion video and answering any questions they have regarding the three program choices.

Once students that eligible for entitlement letters are identified, the school will send a written letter to their paret, inviting them to attend a parent orientation session. A copy of the entitlement letter along with the parent survey and selection of services form will be attached to the official invitation. Parents are asked to bring the Parent Survey and Program Selection Form with them during the parent orientation meeting. After the orientation, parents will be asked to complete the Parent Survey and Selection of Services Form. These forms will be collected at the end of the orientation. If forms are not returned, the school aides will be assigned to call parents and encourage them to send in the form.

In order to place identified ELL students in bilingual or ESL instructional programs we review the Parent Survey and Selection of Program Form to best honor parents' choice on specific programs . Entitlement letters are sent home in the parent's native language. We have ongoing conversation with parents explaining different programs in an attempt to help them understand what's best for their child. New arrivals and second year ELLs are typically placed in bilingual programs. ESL instructional program is mainly filled with advanced students.

5.

6.

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>							10	22	34					66
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	10	22	34	0	0	0	0	66

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	9	Special Education
SIFE	3	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years) 44

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	61									61
Dual Language										0
ESL	23	3	2	27			36			86
Total	84	3	2	27	0	0	36	0	0	147

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							10	22	33					65
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		2					3

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							24	25	29					78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									2					2
Haitian									2					2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	25	25	34	0	0	0	0	84

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Instruction for the ELLs population in our school is delivered through a combination of models, we combined Push-In (Co-Teaching), Pull-Out and Departmentalized models to better service our students. In terms of program models we developed class schedules that allow students to travel based on grade levels for Math, Science and Social Studies and proficiency levels for ESI/ELA and NLA.

In an attempt to ensure that our staff adhere to the mandated number of units of support for ELLs in our school, bilingual teachers along with ESL providers were given class schedules to follow for the school year. These schedules were developed based on the mandated instructional minutes stated on NYS CR 154. ELA and NLA instructional minutes are scheduled within the class instructional programs. These subjects are delivered through a departmentalized model. The ESL support service in the other hand is delivered through a combination of instructional models, these models include: Departmentalized, Push-In and Pull -out.

For our TBE, the content areas are delivered using a departmentalized model. These content areas are taught in students' native language and a variety of instructional approaches are used to make content comprehensible and enrich language development. These approaches include but are not limited to: the usage of technology to enhance students learning experience, translation of key terms from L1 to L2, field trips to get hands on experience and project based teaching and assessments.

The following is a discription based on the 2009-2010 LAP of how instruction is differentiated for ELL subgroups:

Our SIFE students will have the opportunity to experience an array of instructional strategies and educational support. Some of these instructional strategies include push-in services for small groups, providing specific students with small group instruction in order to maximize learning and to strengthen weak areas. An ELL academy will is established with the purpose of providing additional services on Saturday. To inform and encourage parents to sign up their students, letters will be sent home and distributed throughout the school year. Open and on-going communication with parents is essential, therefore a bilingual parent coordinator will be assigned to call parents and inform them about the benefits and importance of the programs.

Parents of students that fall under this category will have the opportunity to choose between two programs, the transitional bilingual program or an ESL program. Parents will be encouraged to make their selection based on their child's level of proficiency in English. The transitional program will provide native language arts, social studies, science, math, and ESL. The native language arts teacher will follow the same curriculum as the ELL teacher, the only difference is that 50% of the instruction in the language arts will be in Spanish in compliance with the CR Part 154. The bilingual teacher's usage of the English language will increase when students get a foundation in English as the school year progresses. Students will be encouraged to use the English language to respond to questions and to communicate in the class. In addition, students will receive the required amount of English as a second language as mandated by the state.

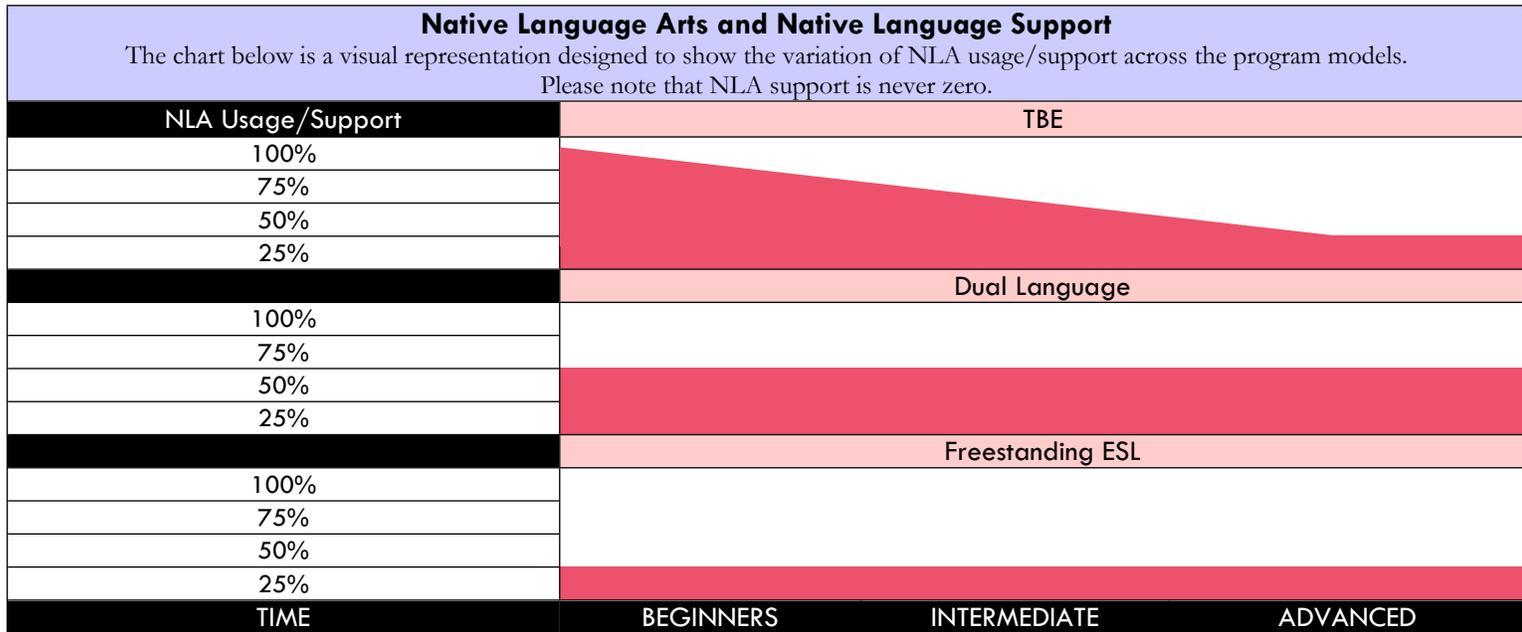
The long-term ELL students will receive a series of instructional support which will enable them to become English proficient. They will receive ELA instruction as well as ESL services as a part of their class schedules. AIS and ESL teachers will target at-risk students and will concentrate on long-term ELLs. Teachers will assess students in order to reveal individual deficiencies and then plan programs to strengthen the student's skills.

Our plan for ELLs identified as having special needs is to provide them with ESL services as well as special education services. Students will receive small group instruction based on their individual needs. The ESL teacher will be responsible for providing additional support for language acquisition while the special education teacher will concentrate on the student's individual needs as specified in their IEP. These students will also be encouraged to participate in the additional programs to strengthen their language skills.

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
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B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Our academic intervention services will target our ELL students in the same manner as our English proficient students. ELL students will have the opportunity to participate in Read 180, Wilson, Guided Math, Reading and Writing, Saturday sessions, one on one tutoring and small group instruction. ELL students are strongly encouraged to attend extended day and our Saturday ELL Academy which include help with math and literacy skills as well as the arts.

Newspapers in English are given to the students to take home every day with explicit instructions to read and/or discuss with parents an article that was discussed in class. Our goal for next year is to include a newspaper in the student's native language with the English newspaper to encourage further discussion and literacy at home.

Parents are encouraged to attend workshops in technology, curriculum, and school operations, and we encourage parents to join our parent organizations such as School Leadership team and Parent teacher Association

We anticipate expanding our efforts to promote Family Literacy. If funding is available we would like to open an English class for parents. We feel that Family Literacy is the most valuable support that we can provide for our ELL students.

The ELLs in transitional bilingual classrooms receive texts in their native language. They also receive explicit ESL instruction during specified ESL periods. The ELLs in monolingual classrooms receive the same textbooks as all students on the grade level. In addition to the text, ESL teachers provide supplemental material such as graphic organizers, adapted text, highlighted text and other resources. All staff members receive professional development specifically to improve instruction for English language learners. We are using the SIOP model as the basis for professional development. Faculty members are trained on how to make content more comprehensible through the use of visual aides, graphic organizers, adapted text and other supplemental materials. Our school is working with the entire staff to create an ideal learning environment for our ELLs. Monolingual teachers regularly attend conferences and workshops that focus on teaching ELLs. In addition, the bilingual and ESL teachers work with the monolingual teachers to create inclusive lessons for the ELL.

The ESL and bilingual teachers are currently in the process of improving the libraries for our ELLs. We currently have a number of texts in both English and Spanish. These libraries are leveled allowing our ELLs to choose a book based on readiness.

The ESL and bilingual teachers at our school are a part of our literacy department. Having the department organized in this fashion allows for maximum communication between the ELL teachers and the Language Arts teachers. Both student's ESL and Language Arts teachers will closely monitor the progress of the transitioning student. If the student struggles during this transitional period, additional support will be provided through either push in or pull out ESL services.

Our beginning and intermediate students receive approximately 400 minutes of ESL instruction per week and our advanced students receive approximately 200 minutes of ESL instruction per week. The amount of ESL instruction our students receive is in compliance with the mandated number of minutes required under CR Part 154. ELLs in the mainstream classroom are grouped into classes according to their English Proficiency. This allows for students with similar need to receive ESL instruction in the same setting.

Explicit ESL instruction is delivered, as a class, in the transitional bilingual program and through the pull out model in the monolingual classrooms. During the pull out sessions Explicit ESL is delivered. Explicit ESL instruction plays an important role in the teaching of our students. During pull out sessions, a safe environment is created where students can practice, interact, discuss, and experiment with the English language. Teachers scaffold speaking, listening, reading and writing skills with developmentally suitable activities to facilitate transition into higher level academic tasks. During the Push in sessions the ESL teacher goes into the Language Arts classroom to provide additional support for the ELLs. This instruction follows the SIOP model where both a content goal and language goal are created by the ESL teacher. The teacher provides supplemental material in the form of rewritten texts, highlighted texts, key vocabulary sheets, graphic organizers, and other suitable materials aimed at making content more comprehensible for the English language learner.

Our ELLs are part of the ARTS Academy allowing them to select electives in their native language.

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 n/a
N/A

D. Professional Development and Support for School Staff

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

1. All teachers of ELLs will participate in the following PD:

- Destination ELA & Destination Math Training (Ongoing throughout the year)
- AED sponsored professional development
- SmartTeq training in order integrate technology in the instruction of ELLs

2. Bilingual Guidance Counselor was hired this year to work with ELLs as they are articulated to high school and to conference with ELL teachers on how they can assist students during this transition.

3. Destination ELA & Destination Math training will take place 10 days throughout the year where there will be 6 hour trainings on how to monitor student comprehension, use the software to plan whole class lessons, individualize the instruction, and closely analyze the data to make sure that the proper next steps are followed.

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. At the beginning of the year a survey is sent to all parents. This parent survey includes a list of topics which support parents with their child's academic needs. The topics selection are obtained through parent members of the School Leadership Team the prior year. Parents are also encourage to list choices not included in the survey. In addition parents are ask for the best time possible to conduct these workshops. For the ELL population, we provide translation in all workshops. Finally, the school understands that the ELL population may encounter language and cultural barrier which need to be addressed. Therefore, these ELL parents are provided additional workshops addressing such related topics as parenting a bilingual or ESL student.

2. The school partners with several CBO that provide workshops to the entire school community. Some of the CBO address such subject as immigration, finding resource in a new country, learning English and resume writing.

3. Parents are given several surveys throughout the year as area of concern arise in the school community.

4. Parental involvement activities are frequently change as a result of the surveys, parent meetings and changes in school population.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							10	15	33					58
Intermediate(I)							7	12	21					40
Advanced (A)							20	19	15					54
Total	0	0	0	0	0	0	37	46	69	0	0	0	0	152

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	11	2	0	22
7	14	12	3	0	29
8	24	24	6		54
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6	1	17	4	4		1		33
7	8	6	17		11				42
8	7	14	21	11	13		1		67
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	12		18		6				36
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	14		12		10				36
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	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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) Assessment tools used to evaluate our newly arrived students are the LAB-R. For students who have already taken the Lab-R test in the past, we administer the NYSESLAT periodic assessment exam which is given by the state in the beginning of the school year. In addition, the students take an informal assessment given by their teachers and ESL providers. A folder of English acquisition progress is maintained throughout the year.

2) We find from analyzing the data of the Lab-R and NYSESLAT that our students are far behind these grade levels when entering our school. This is especially true of our recent arrivals to the country. The data also shows a deficiency in all modalities (reading, writing, speaking and listening).

3) Our teachers use the data to focus and drive their instruction. The teachers focus on the deficiencies indicated by the data to build these skills and also to scaffold on the strengths of these students. Using the data allows us to target specific skill sets needed by specific students. The data also allows us to monitor progress informing us when we need to re-teach or if the student is proficient, to move on to the next skill.

4) According to our data findings ELL appears to be improving their English proficiency. There appears to be a direct correlation between the length of time in our school exposure to English and language acquisition. We have found that within two years children generally have or gain much command of English as they have in their native language. This of course depended upon the amount of formal education ELL received in their country. This holds true regardless of grades. That is, we have found that our 7th and 8th grades success or deficiencies depends on prior educational instruction.

5. N/A

6. The school uses the ELL periodic assessment in various ways. First, it is used as a tool for placement in a particular (Bilingual or ESL) class.

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.

student needs information in his native language.

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/30/10
	Assistant Principal		10/30/10
	Parent Coordinator		
	ESL Teacher		10/30/10
	Parent		10/30/10
	Teacher/Subject Area		10/30/10
	Teacher/Subject Area		10/30/10
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		