



MILLENNIUM ART ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 08X312
ADDRESS: 1980 LAFAYETTE AVENUE, BRONX, NY 10473
TELEPHONE: 718-824-0978
FAX: 718-824-0963

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: X312 SCHOOL NAME: Millennium Art Academy

SCHOOL ADDRESS: 1980 Lafayette Avenue, Bronx, NY 10473

SCHOOL TELEPHONE: 718-824-0978 FAX: 718-824-0963

SCHOOL CONTACT PERSON: Maxine Nodel EMAIL: MNodel@schools.nyc.gov
ADDRESS: nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mark Kantrowitz

PRINCIPAL: Maxine Nodel

UFT CHAPTER LEADER: Jason Wagner

PARENTS' ASSOCIATION PRESIDENT: Saynia Howard

STUDENT REPRESENTATIVE:
(Required for high schools) Jessica Solano

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 CHILDREN FIRST NETWORK (CFN): 17

NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

*Core SLT Members

Name	Position and Constituent Group Represented	Signature
Maxine Nodel	*Principal or Designee	
Jason Wagner	*UFT Chapter Chairperson or Designee	
Saynia Howard	*PA/PTA President or Designated Co-President	
Mark Kantrowitz	SLT Chairperson	
Audrey Gordon	Member/Parent	
Diana Malave	Member/Parent	
D. Rosa Rodriguez	Member/Parent	
Alison Willginson	Member/Parent	
Martha Guajardo	Member/Teacher	
Ryan Sajac	Member/Teacher	
Robert Salter	Member/Teacher	
Priscilla Thomas	Member/Teacher	
Amanda Mejias	Member/Student	
Patrick Price	Member/Student	
Opeolu Sehindemi	Member/Student	
Jessica Solano	Member/Student	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The *Millennium Art Academy* is a small high school designed to prepare students for the world of college, work, and community. The mission of the Millennium Art Academy is "to use the arts to reveal our humanity". This is achieved through rigorous academic, artistic and award-winning intergenerational program that prepares students for the world of college, work and community. Using a foundation of humanity, as well as themes of visual art and intergeneration, students participate in a variety of individual and group projects that stress critical thinking skills, problem solving, developmental writing, and artistic construction.

MAA believes that academic achievement is only possible with strong youth development initiatives. In this regard, MAA offers students a host of unique intergenerational programs such as MPI (an oral history project), IWSP (Intergenerational Work Study Program), anti-hunger Initiatives with local Bronx nursing homes, multigenerational mentoring programs with students from neighboring schools, peer mentoring, etc. Students who work in our Intergenerational programs work with our partners, ESTA (Elders Share the Arts, the CBSs of the NYC Department for the Aging, and the Bronx Borough President's Office. In terms of art, students work with various arts organizations, schools and programs such as the Cooper Union Saturday Art Program for high school students, the Cooper Hewitt Smithsonian Museum, and other artistic venues for the purposes of fusing art, academics and youth development initiatives into the 'whole child'.

In addition to MAA's intergenerational and arts programs, students participate in various advisory-type town halls, assemblies, male/female empowerment events, career and college (A.S.P.I.R.A.) fairs, student government, school newspaper (Millennium Voice), Teensgiving programs, Service Day, bi-annual art and academic exhibitions, talent shows, Global Teens, gallery walks, poetry slams, etc.

As much as possible, MAA students receive personalized attention, both by teachers and by school support staff. Teachers meet with each other, as well as with students during cohort meetings to discuss student progress and to create action plans for improvement or further achievement.

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:	Millennium Art Academy				
District:	8	DBN #:	08x312	School BEDS Code:	320800010312

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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.3	92.0	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.9	96.4	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		66.7	68.8	88.4		
Grade 8	0	0	0						
Grade 9	116	142	120	Students in Temporary Housing: Total Number					
Grade 10	113	120	144	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	101	117	120		2	14	TBD		
Grade 12	87	107	117						
Ungraded	1	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	418	487	502		3	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	19	24	33	Principal Suspensions	17	24	TBD		
No. in Collaborative Team Teaching (CTT) Classes	32	36	26	Superintendent Suspensions	3	4	TBD		
Number all others	24	23	33						
<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	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	29	25	25	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	9	13	(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	24	30	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	TBD
	1	6	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	0.2	0.0	0.2	Percent more than two years teaching in this school	28.0	43.3	TBD
Black or African American	37.3	36.8	33.7	Percent more than five years teaching anywhere	36.0	43.3	TBD
Hispanic or Latino	57.7	60.4	62.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	1.8	1.0	Percent Masters Degree or higher	84.0	87.0	TBD
White	2.2	1.0	1.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.9	95.5	TBD
Multi-racial							
Male	57.7	55.4	53.8				
Female	42.3	44.6	46.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<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:	X
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	✓	✓		✓	✓	✓	72
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				X	✓		
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				3	4	1	

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	78.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends

- Each year, more students are passing the Integrated Algebra Regents in grade 9.
- Students who take and pass the ELA Regents exam earlier in their school career are more likely to take AP ELA in 11th & 12th-grade.
- Students who achieve more than 11 credits in grade 9 graduate in four years.
- There has been a two-year decline in the percentage of students passing the global history Regents exam.
- Students with strong and consistent parental involvement tend to graduate in four years.
- Most special education students entering our school with reading levels of 1st - 3rd-grade are able to increase their levels by at least five grades within four years but are still unable to obtain a Regents diploma.
- Yearly decreases in school budget coupled with yearly increases in school/class-size coincide with a decline of the four-year graduation rate.

Greatest Accomplishments

- The vast majority of students accumulated 11-14 or more credits by August 2010
- Approximately 25% of the 9th-grade and 55% of the 10th-grade sat for the ELA Regents examination and passed, most with scores above 75%.
- For a second year in a row, a significant percentage of our special education population graduated and received both local and Regents diplomas.
- Our annual daily attendance rate for the past six years has remained at least 90%.
- MAA math students continue to out-perform all students across the city.
- The guidance and deans' departments have been instrumental in reducing the number of behavioral infractions via a wide array of youth-development initiatives.

Significant Barriers to the School's Continuous Improvement

- Budget-cuts and Increased class-size
- Inability to have mandated extended, Saturday, and summer school for ALL students
- Insufficient time to provide essential PD due to UFT contract – Most PD offered during school
- Little to no parental involvement for those students who are LTA or chronically struggling

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. To increase the percentage of all students passing the ELA Regents exam by 3% by June 2011

Based on our recent NYS AYP in English Language Arts, our school's primary focus is on improving student achievement in ELA school-wide. This includes examining data for the purposes of studying the ELA scores and work of all subgroups of students, improving the ELA instructional program with a focus on literacy and developmental writing, as well as a reexamination of our AIS services: extended day ELA enrichment.

2. To increase the percentage of grade 9 students passing the Integrated Algebra Regents in exam by 3% by June 2011

We would like to prepare students for college math by increasing the amount of advanced math classes they can take while in high school. In order to do this, more students must pass/master Integrated Algebra in grade 9.

3. To increase the percentage of students passing the Global History Regents exam by 5% by August 2011

Due to unexpected staffing changes in the history department, instruction was interrupted. With a solid structure in place now, students will receive a solid Regents-embedded curriculum that will enable them to be successful on the Global History Regents exam.

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. To increase the percentage of all students passing the ELA Regents exam by 3% by June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide intensive and relentless attendance outreach via the PPT to those students who are chronic truants and/or LTA’s including home visits, phone messenger, ACS, certified and regular mail, mandatory parent conferences, special advisory-style town halls and sessions, special attendance incentives • Regents and Core/NYS -aligned ELA curriculum which embeds requisite Regents topics, content, concepts, and skills • Intensive ELA Regents preparation review sessions given both after-school and on Saturdays • C-6 assignments given to general education ELA, special education, and ELL teachers for the purposes of providing individual and small group ELA Regents preparation support and instruction to ‘at-risk’ students • Use various ongoing formative assessments such as ACUITY and teacher-generated mock Regents exams and student self-assessments and learning action plans • Provide intensive guidance and youth-development support to struggling learners who possess severe motivational and social/emotional issues • Provide essential, relevant and ongoing professional development and support in the areas of curriculum development, assessment, technology integration, youth-development, other

<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>	<ul style="list-style-type: none"> • TL Fair Student Funding (admin, teachers, counselors, aides, other) • Title I ARRA SWP (per-session for extended day, Saturday, and summer school, limited OTPS, other) • Title I SWP (per-session teacher and counselor, admin, other) • IDEA Mandated Counseling Shared (youth development, guidance, crisis intervention, other) • TL Mandated Counseling Shared (youth development, guidance, crisis intervention, other) • TL NYSTL Textbooks HS • Other
<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"> • ACUITY • Mock Regents Exams • Other teacher-generated standardized exams/quizzes • Individual student progress folders/student work • Student bulletin board displays of rubrics-based projects • Report cards • Transcripts • Student Conferences

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. To increase the percentage of grade 9 students passing the Integrated Algebra Regents in exam by 3% by June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide intensive and relentless attendance outreach via the PPT to those students who are chronic truants and/or LTA’s including home visits, phone messenger, ACS, certified and regular mail, mandatory parent conferences, special advisory-style town halls and sessions, special attendance incentives • Regents and Core/NYS -aligned math [Integrated Algebra] curriculum which embeds requisite Regents topics, content, concepts, and skills • Utilize Integrated Algebra math review podcasts and review videos via Pearson Prentice Hall • Intensive ELA Regents preparation review sessions given both after-school and on Saturdays • C-6 assignments given to general education math, special education, and ELL teachers for the purposes of providing individual and small group ELA Regents preparation support and instruction to ‘at-risk’ students • Use various ongoing formative assessments such as ACUITY and teacher-generated mock Regents exams and student self-assessments and learning action plans • Provide intensive guidance and youth-development support to struggling learners who possess severe motivational and social/emotional issues • Provide essential, relevant and ongoing professional development and support in the areas of curriculum development, assessment, technology integration, youth-development, other
<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>	<ul style="list-style-type: none"> • TL Fair Student Funding (admin, teachers, counselors, aides, other) • Title I ARRA SWP • Title I SWP • IDEA Mandated Counseling Shared • TL Mandated Counseling Shared • TL NYSTL Textbooks HS • Other

<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"> • ACUITY • Mock Regents Exams • Other teacher-generated standardized exams/quizzes • Individual student progress folders/student work • Student bulletin board displays of rubrics-based projects • Report cards • Transcripts • Student Conferences
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. To increase the percentage of students passing the Global History Regents exam by 5% by August 2011</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Provide intensive and relentless attendance outreach via the PPT to those students who are chronic truants and/or LTA’s including home visits, phone messenger, ACS, certified and regular mail, mandatory parent conferences, special advisory-style town halls and sessions, special attendance incentives • Regents and Core/NYS -aligned history (global history) curriculum which embeds requisite Regents topics, content, concepts, and skills • Intensive ELA Regents preparation review sessions given both after-school and on Saturdays • C-6 assignments given to general education history, special education, and ELL teachers for the purposes of providing individual and small group ELA Regents preparation support and instruction to ‘at-risk’ students • Use various ongoing formative assessments such as ACUITY and teacher-generated mock Regents exams and student self-assessments and learning action plans • Provide intensive guidance and youth-development support to struggling learners who possess severe motivational and social/emotional issues • Provide essential, relevant and ongoing professional development and support in the areas of curriculum development, assessment, technology integration, youth-development, other

<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>	<ul style="list-style-type: none"> • TL Fair Student Funding (admin, teachers, counselors, aides, other) • Title I ARRA SWP • Title I SWP • IDEA Mandated Counseling Shared • TL Mandated Counseling Shared • TL NYSTL Textbooks HS • Other
<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"> • Mock Regents Exams • Other teacher-generated standardized exams/quizzes • Individual student progress folders/student work • Student bulletin board displays of rubrics-based projects • Report cards • Transcripts • Student Conferences

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

TEMPLATE - MAY 2010

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

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

**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								
7								
8								
9	20	20	0	15	15	0	15	0
10	20	20	10	20	20	0	20	0
11	20	20	10	0	15	0	15	0
12	20	20	0	0	20	0	20	0

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	C-6 small group, one-to-one tutoring, Homework Café, peer tutoring – extended day, Saturday Academy (budget permitting)
Mathematics:	C-6 small group, one-to-one tutoring, Homework Café, peer tutoring, extra math class flip – extended day (budget permitting)
Science:	C-6 small group, one-to-one tutoring, Homework Café, peer tutoring – extended day (budget permitting)
Social Studies:	C-6 small group, one-to-one tutoring, Homework Café, peer tutoring – extended day (budget permitting)
At-risk Services Provided by the Guidance Counselor:	Students receive academic advisement and counseling, which includes reviewing academic needs and establishing and monitoring academic goals and objectives. Counselors work with parents and teachers to ensure that they have input from all parties involved with students on their caseloads.
At-risk Services Provided by the School Psychologist:	Students who are identified as needing educational evaluations are referred to the school-based psychologist who does all initial, requests for re-evaluations and triennial evaluations.
At-risk Services Provided by the Social Worker:	Students receive counseling to deal with social/emotional and academic barriers and are provided with support to overcome them. Counselors work with parents and teachers to ensure that they have input from all parties involved with students on their caseloads.
At-risk Health-related Services:	Students with health issues are in constant touch with the campus nurse. The school also has a partnership with Bronx Lebanon Hospital and makes referrals for students as needed.

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) 9-12 Number of Students to be Served: 29 LEP 1 Non-LEP

Number of Teachers 1 Other Staff (Specify) Spanish Language Teacher, student teachers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

provider and qualifications.

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

The ELL teacher attends regular professional development as needed at both NYCDOE and non-DOE professional development suppliers. Visits to other schools’ successful ELL programs are also arranged as needed. All non-ELL staff are receive PD in ELL instruction via the ELL teacher/coordinator at whole-school sessions, as well as on an as-is needed basis. The school’s support organization also provides PD or support periodically and/or as needed. The school’s faculty handbook also has an extensive ELL section that contains a plethora of ELL teaching strategies and resources.

Language Instruction Program

Millennium Art Academy has free standing ESL classes for all ELL students. ELLs participate in all content-area classes and participate in electives as well. The ESL program serves Intermediate students 8 to13 48-minute periods a week and Advanced students 5 to 8 48-minute periods a week. Beginner students are serviced with the required 540 minutes a week, or 13 48-minute class periods, including one class period specifically targeted for Newcomer and Beginner-level ELL students. All ESL support is provided by the ESL instructor, who is certified to teach K-12 ESL. Instruction is completed primarily in English, but L1 is used when needed to facilitate comprehension and participation through oral language and written resources. The ESL instructor is fluent in Spanish. ELLs also participate in a variety of other support classes, such as ELA skills and Math skills, to improve their success in their content area classes. The ESL coordinator (also the instructor) provides bilingual and scaffolded resources to all content area teachers. Students are given use of bilingual dictionaries and ESL dictionaries and thesauri. Visual resources and media are often used to help aid comprehension and engagement with ELLs, as well as multiple instructional strategies to teach ELLs. The program is in full-compliance with all ELL-related mandates, and in fact provides most ESL students with more than the required support time. The school also has an intergeneration program that ELLs participate in, through which students form relationships with elders in the community. Some of the elders are bilingual and speak with the students about their own experiences as immigrants or as second language learners. The school also provides after-school tutoring co-facilitated by content area teachers and the ESL teacher, Regents Preparation specifically targeted towards ELLs, and Saturday Academy for ELLs. The coordinator uses data from a variety of sources, such as the LAB-R, NYSESLAT, reading and writing diagnostics, and other summative and formative diagnostics to help plan instruction and provide support.

Saturday Program (pending budget availability)

Millennium Art Academy also holds a Saturday program to prepare struggling learners, including ELLs, for the Regents with intensive, small-group tutorial instruction. Classes are held in the content areas of English and History. ELLs benefit greatly from the opportunity to extend the instruction they receive during the week in this smaller, more personalized setting. The Saturday ELL Tutorial program will serve two groups of 15-20 students from February to June for 15 weeks, three hours per session. A certified ESL teacher and a certified Social Studies teacher will work with these

groups.

ELLs benefit greatly from **field trips** that support learning outside of the classroom. These experiences provide opportunities for students to use context-specific language, and also to learn about American culture and society in a relatable and real way. The ESL teacher will take ELLs on a number of class-related field trips this year, including to The Metropolitan Museum of Art, El Museo del Barrio, the Tenement Museum, and to speak with local leaders in politics, education, and business who come from an immigrant or language learning background.

In support of learning outside of the classroom, our school is also creating an **ESL club** with the express purpose of exposing ELLs to cross-cultural experiences in the New York City area (NYS ESL Standard 5). The group will be led by the ESL teacher. This group will meet twice a month: on the first meeting of the month, the group will attend a field trip to a historical or cultural institution in New York City or beyond; on the second meeting of the month, the group will meet to debrief and reflect on the experience and to plan the next outing. Some destinations will be the Pond at Bryant Park for ice skating, Chinatown, the Brooklyn Botanical Garden, among others.

In the Spring, ELL students will plan and host a Cultural Festival to which ELL parents, community members, and other students and families of MAA will be invited to attend. Parents will be involved in helping students prepare and present food, costumes, and other cultural items and traditions. This festival will provide an opportunity for cross-cultural learning (NYS ESL Standard 5) to take place not only among ELL students, but amongst the general education population as well.

Parent Involvement Program

A parent orientation meeting is held in September (and at other times in the year if the school has received new entrants) by the ESL coordinator and the Parent Coordinator. At the orientation meeting, parents are informed about Millennium Art Academy's ESL program, as well as further support they can receive from the school, local community, and throughout NYC. Over the course of the year, the parents are kept informed of their child's progress, school events, and family services through frequent communication (electronic, mail, telephone, and in person) with the Spanish-English bilingual ESL coordinator and the Parent Coordinator. Translation and interpretation services are provided when necessary, as per the Chancellor's Regulations.

Parents of ELLs are invited to attend and participate in all school events and parent organizations, including the Parent-Teacher Association, the School Leadership Team, Parent-Teacher Conferences, the Winter and Spring Art Exhibition, the Cultural Festival, as well as field trips to places in NYC. Parents are also welcome to visit their children's classrooms and observe for a day.

The ESL teacher/coordinator will be paid 6.5 hours of per session with Title III funds to work with parents on the preparations for the Cultural Festival and offer three one hour workshops to parents such as:

- Regents – Extended day programs available to students
- NYSESLAT Assessment
- Graduation Requirements
- Cultural Activity – Cultural Festival

Parents will also be invited to the trips with the ELL students. Title III funds will be used to pay for metrocards and admission fees for parents going on the trips.

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.

Ongoing professional development is a priority for teachers at Millennium Art Academy. The ESL teacher attends frequent ESL-related professional development sessions outside of school hours. Content-area teachers are encouraged to attend professional development that will support their teaching of ELLs, as well. Professional development is provided by the UFT-Teacher Center, the Learning Support Organization, BETAC, area universities, and the Department of Education.

- Ongoing: ESL teacher/coordinator attends after-school grade level meetings and prepares ESL related support and development for teachers. Topics have included increasing ELL participation in class, scaffolding curricula for ELLs, working with newcomers, etc.
- Ongoing: Frequent ESL workshops and information sessions offered by DOE Office of English Language Learners and other support organizations
- Ongoing: Professional development network communication between ESL teachers on the campus focused on meeting ESL needs within the school campus
- Ongoing: Excellent school visits to observe other ESL programs
- Ongoing: Staff development classes that cover topics that relate to ELL success.

The ESL teacher/coordinator will be paid per session with Title III funds 10 hours to present the above workshops to the staff.

Section III. Title III Budget

School: 08X312 BEDS Code: 320800010312

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) <ul style="list-style-type: none"> - Per session - Per diem 	\$8007.35	ESL After-School Program 1 Tr. x 1 day x 36 weeks x 1 hr x \$49.89 = \$1796.04 Saturday Program 1 Tr. x 15 weeks x 3 hours x \$49.89 = \$2,245.05 Content Area After-School Program (\$2,245.05 allotted for content-area teachers to provide after-school help for ESL students for the year with the support of the ESL teacher) ESL Explorer Club 1 Tr. x 1 day x 12 weeks x 1.5 hours x \$49.89 = \$898.02 Professional Development 1 Tr. x 10 hours x \$49.89 = \$498.90 Parent Involvement 1 Tr. x 6.5 hours x \$49.89 = \$324.29
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$0	
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$4,500.00	<ul style="list-style-type: none"> - NYSESLAT Preparation Books – Anastasio and Associates - Supplementary classroom libraries – Pearson/Pearson Longman/Scholastic - Native Language/English dictionaries and thesauri – Pearson Longman - Digital recorders for listening and speaking activities – Olympus
Educational Software (Object Code 199)		
Travel	\$2192.65	Field trips for ESL students (class trips and ESL club trips):

		<ul style="list-style-type: none"> - Metropolitan Museum of Art - El Museo del Barrio - Pond at Bryant Park - Chinatown - Brooklyn Botanical Garden - The Tenement Museum - day trip to Washington DC Admission Fees Transportation (Metrocards, etc.)
Other	\$300.00	Materials, refreshments, and decorations for parent meetings and Cultural Celebration
TOTAL	\$15,000.00	

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.
 1. ATS, HSST, parent surveys, and teacher data identify all students/families in need of translation services.
 2. The school's written translation and oral interpretation needs are in Spanish. The findings were reported to the school by a parent survey given at the beginning of the school year.

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.
 1. Written translation is needed for all newsletters, letters and memos to parents. All phone-messenger messages must be also done in Spanish as well.
 2. The findings are reported to the school by a parent survey given at the beginning of the school year.

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.
 1. The written translation services are provided by bilingual school staff.
 2. The written translation services are provided by translating documents into Spanish that are then mailed to parents.

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.
 1. All oral interpretation will be provided by school staff.
 2. The school will fulfill the Chancellor's Regulation by posting the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

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>.

All parents will receive notification of Chancellor's Regulations A-663 via mail and in documents provided to them a new school orientation and school information sessions.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	360,065	228,350	588,415
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,601	2,283	5,884
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school. **(SEE ATTACHMENT 1)**

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school. **(SEE ATTACHMENT 2)**

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.

School staff examines a plethora of school data on a regular basis [Progress Report, NCLB/State, Transcripts, other] on continuously disseminates this information to various school stakeholders.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum. AP Courses
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

(See Pgs 13-17, 20, 22-24)

3. Instruction by highly qualified staff.

The school attempts to obtain and retain the best qualified teachers, but this is difficult to do when a vacancy arises during a hiring freeze.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Staff receive professional development when it is of high-quality, relevant and offered when classes are not in session.

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

The school attempts to obtain and retain the best qualified teachers, but this is difficult to do when a vacancy arises during a hiring freeze.

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

The parent coordinator, principal, business manager and teachers engage in continuous parental outreach.

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

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

Teachers have voice concerning the types of academic assessments used via the SLT and via cohort and department teams.

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

(See Pgs 13-17, 20, 22-24)

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. (See Pgs 13-17, 20, 22-24)

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			360,065	✓	
Title I, Part A (ARRA)	Federal	✓			228,350	✓	
Title II, Part A	Federal						

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

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

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

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal			✓	32,693		
Tax Levy	Local	✓			2,778,460	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards. (See pgs 13-17, 20, 22-24)

2. Ensure that planning for students served under this program is incorporated into existing school planning. (See pgs 13-17, 20, 22-24)

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

(See pgs 13-17, 20, 22-24)

4. Coordinate with and support the regular educational program; (See pgs 13-17, 20, 22-24)

5. Provide instruction by highly qualified teachers;

The school engages in a rigorous interviewing process; however, this is difficult to do when a vacancy exists during a hiring freeze.

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

PD is provided during UFT contractual bi-monthly sessions, as well as during other times both during and after the school day.

7. Provide strategies to increase parental involvement; and

We try to increase parental involvement via raffles, parties, campus parent events, letters, phone calls, etc..

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

LTA students who did not sit for the ELA Regents exam caused us not to make AYP in ELA.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

The school staff will continue to outreach as much as possible to LTA students and to students who are struggling academically, as well as continue to work with students whose parents provide little to no support. (See pgs 13-17, 20, 22-24)

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

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

10% of the Title I funds will be used for extended day tutoring and enrichment, as well as pay for any additional academic resources and materials. Special consultants will also be used to provide special professional development training to key staff.

School Under Registration Review (SURR)

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

Master teachers and select administrators at the school will mentor new and/or struggling teachers

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents are notified via newsletters and letter(s) from principal that are also translated into Spanish.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) –
* We have 16 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population. –
*Students in Temporary Housing are offered support through contact with the student's housing agency. They receive counseling with our guidance counselors. Students in Temporary Housing are automatically eligible for full fare metro-cards.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

Attachment 1: Parent Involvement Policy

Title I: Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Millennium Art Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Millennium Art Academy's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Millennium Art Academy will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy, math, and use of technology)
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; and
- sharing information about school and parent related programs, meeting and other activities in a format, and in languages that parents can understand.

Millennium Art Academy's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual

evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The finding of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Millennium Art Academy Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey members for additional input. To increase and improve parent involvement and school quality, Millennium Art Academy will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussions and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement,
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- maintain that our Parent Coordinator serve as a liaison between the school and the families. The PC will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- translate all critical school documents and provide interpretation during meeting and events as needed;
- provide opportunities for parents to help them understand the accountability system (e.g. NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report).

Millennium Art Academy will further encourage school-level parental involvement by:

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; and
- developing and distributing a school newsletter designed to keep parents informed about school activities and student progress.

Attachment 2: Parent Compact

SCHOOL PARENT COMPACT

Millennium Art Academy

We, the school and parents agree to work cooperatively to provide for the successful education of our children:

We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum and instruction.

We understand: the need to deal with communication issues between teachers and parents 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

We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

PARENT/GUARDIAN

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching
- Health needs

I understand: the need to share responsibility for my child's improved academic achievement

I understand: the need to communicate with my child's teachers about his/her educational needs.

I understand: the need 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.

Parent/Guardian's Signature

Date

TEMPLATE - MAY 2010

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Millennium Art Academy					
District:	8	DBN:	08X312	School		320800010312

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.3	92.0	90.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	142	120	139				
Grade 10	120	144	119				
Grade 11	117	120	136				
Grade 12	107	117	104				
Ungraded	1	1	1				
Total	487	502	499				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.9	96.4	96.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	66.7	88.4	83.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	14	15

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	33	41	Principal Suspensions	17	24	20
# in Collaborative Team Teaching (CTT) Classes	36	26	25	Superintendent Suspensions	3	4	3
Number all others	23	33	35				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	30	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	8	8
# receiving ESL services only	25	25	TBD	Number of Educational Paraprofessionals	3	3	2
# ELLs with IEPs	9	13	TBD				

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
	1	6	41	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	28.0	43.3	51.5
				% more than 5 years teaching anywhere	36.0	43.3	48.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	87.0	81.8
American Indian or Alaska Native	0.0	0.2	0.2	% core classes taught by "highly qualified" teachers	90.9	95.5	92.1
Black or African American	36.8	33.7	33.1				
Hispanic or Latino	60.4	62.7	63.9				
Asian or Native Hawaiian/Other Pacific	1.0	1.0	1.8				
White	1.8	2.0	1.0				
Male	55.4	53.8	51.5				
Female	44.6	46.2	48.5				

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,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1		v		
	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:	ELA: X
Math:	Math: v
Science:	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	72
Ethnicity							

American Indian or Alaska Native							-
Black or African American				X	v		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				v	v		
Student groups making				3	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	73.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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



Parent Involvement Policy

Title I: Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Millennium Art Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Millennium Art Academy's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Millennium Art Academy will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy, math, and use of technology)
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; and
- sharing information about school and parent related programs, meeting and other activities in a format, and in languages that parents can understand.

Millennium Art Academy's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The finding of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Millennium Art Academy Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey members for additional input. To increase and improve parent involvement and school quality, Millennium Art Academy will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussions and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement,
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- maintain that our Parent Coordinator serve as a liaison between the school and the families. The PC will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- translate all critical school documents and provide interpretation during meeting and events as needed;
- provide opportunities for parents to help them understand the accountability system (e.g. NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report).

Millennium Art Academy will further encourage school-level parental involvement by:

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; and
- developing and distributing a school newsletter designed to keep parents informed about school activities and student progress.



SCHOOL PARENT COMPACT

School _____

We, the school and parents agree to work cooperatively to provide for the successful education of our children

SCHOOL

We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum and instruction.

We understand: the need to deal with communication issues between teachers and parents 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

We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

PARENT/GUARDIAN

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching
- Health needs

I understand: the need to share responsibility for my child's improved academic achievement

I understand: the need to communicate with my child's teachers about his/her educational needs.

I understand: the need 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.

Parent/Guardian's Signature

Date

**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 LLSO	District 08	School Number 312	School Name Millennium Art Acad.
Principal Maxine Nodel		Assistant Principal Iris Witherspoon, Ben Ferron	
Coach		Coach	
Teacher/Subject Area Anna Lurie, ESL		Guidance Counselor Carmen Tieso	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider Janice Groll, IEP coordinator		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	524	Total Number of ELLs	29	ELLs as Share of Total Student Population (%)	5.53%
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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.

1. Identification Process for ELLS

When a new student enters the school from outside of the city or from private school, the Pupil Personnel Secretary, Jeannette deJesus, immediately alerts the ESL coordinator, Anna Lurie (ESL certified). The ESL coordinator sets up an immediate meeting with the parents and the student in order to conduct an informal interview and administer the HLIS. The ESL coordinator is Spanish-English bilingual; when translation is needed in other languages, the school calls a translation service. If the home language is determined to be English or the student's only language is English, the student is not classified as LEP and will enter the general education program. If the home language is other than English, the student will be promptly administered the LAB-R by the ESL coordinator to determine his or her English proficiency level.

Once administered the LAB-R, the coordinator can determine the appropriate placement for the student. If the student tested at or above proficiency, he or she is not considered an ELL and enters a general education program. If the student places below proficiency, the student's parents are called in once again for an informational meeting about ELL program choices. The bilingual ESL coordinator meets with the parents to discuss the three program choices, and shows the parents the video before having them complete the Parent Option form. If the parents do not select an option, the student is automatically placed in an ESL class. If the parent selects an option other than ESL (which is the only program MAA offers at this time), the school guidance counselor and ESL coordinator work with the parent to find an appropriate placement, meanwhile providing the student with the appropriate number of ESL classes for the students level.

In April and May of each year, the ESL coordinator administers the NYSESLAT to all ELLs according to the process indicated in the directions. If the student scores below proficiency, he or she will continue to receive ESL services in the following year.

2. Parental Option Program Choices

Parents of newcomer students are called in for an informational meeting about the three program choices immediately after the HLIS process is completed and it has been determined that the student is an ELL. The bilingual ESL coordinator, with the assistance of the bilingual parent coordinator, Julie Pozo, share the Office of English Language Learners (OELL) produced materials to ensure that parents understand all three choices and can make an informed decision. The parents watch the informational video in their native language before completing the form. If the parent cannot attend a meeting in a timely matter, the ESL coordinator holds a meeting over the phone and sends the form home to be completed by the parent and returned to the school as quickly as possible.

3. Communications with Parents

At the beginning of each year, the ESL coordinator is responsible for sending out the appropriate entitlement letter to each family. She uses ATS reports to ensure that she is reaching each parent and providing the correct information. She uses the entitlement letters provided by the OELL, and makes sure that each family is receiving the letter in both English and their home language.

It is always in the best interest of the school, the parent, and the student that an in-person meeting is held in order to discuss program options. However, the school understands that parents may not always be able attend meetings at school, and therefore makes every effort to accommodate them over the phone, through e-mail, and through letters. When the school sends forms such as the Parent Survey to a parent, we follow-up regularly through the above mentioned methods in order to ensure the return of the form.

4. Student Placement

Millennium Art Academy makes every effort to place students in the program selected by their parents. If a parent does not choose an option, the default program is Bilingual, as per CR Part 154. At this point in time, MAA offers only ESL classes because we do not have the required number of students whose parents chose Bilingual classes in order to start a program. If a parent wants their student to be in a bilingual or dual language program, the school works diligently with the district to inform the parent in their native language of a school where the desired program exists, as well as to help the parents understand that we will provide their children with excellent language development and academic support through our ESL program.

5. Trend in Program Choices

The Parent Option report (RBCS) in ATS comes up as temporarily unavailable. Due to the ATS problems, the parent option reports for the current and past years are unavailable at this time. As soon as the report becomes available, the ESL coordinator will review the

data and make the appropriate program adjustments as suggested by the data.

6. School Alignment with Parent Choice

In the past years, MAA has provided services that are in alignment with parent choice. So far, that has meant providing ESL services only, as the school has not had a population of 20 students in a single grade or a grade span whose parents chose the bilingual program option. When cases arise in which individual parents chose the bilingual or dual language program option, school staff including the guidance counselors, ESL coordinator, and parent coordinator work diligently to assist the parent in finding such an option.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>		
6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	10	<input checked="" type="checkbox"/>	11	<input checked="" type="checkbox"/>	12	<input checked="" type="checkbox"/>

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	13
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	17

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

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

ESL	6	2	1	6	3	4	17	0	8	29
Total	6	2	1	6	3	4	17	0	8	29
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	7	3	10	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	9	7	3	10	29

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instructional Delivery

a. MAA follows the self-contained ESL model for all ESL classes.

b. MAA programs ESL in a variety of ESL classes to meet their learning needs. All ESL students are programmed into one 5-day a week heterogeneous ESL class taught by the ESL instructor. Also, all students are programmed for a 4-day per week heterogeneous self-contained ELL resource room with the ESL instructor. The purpose of the resource room is to support mainstream content area classes. Finally, all beginner students, as well as low intermediate students who are determined to need the extra support, are programmed into a 5-day a week Beginner-level class.

2. Delivering the Mandated Instructional Minutes

The ESL coordinator (who is also the ESL instructor) works diligently to ensure that all students are receiving the required number of minutes. Throughout the year, she works with the guidance counselors and programming coordinators to make sure that all ESL students are being appropriately served. With the addition of the resource room style classes for ESL students, many students are actually receiving more than the minimum ESL instructional time, without any negative affect on their credit accumulation.

3. Delivery of Content Areas

At MAA, ESL students are programmed to take mainstream English-language content area classes. However, students receive support in the content areas during their ESL resource room. Content area teachers also receive professional development from the ESL coordinator in order to learn delivery approaches and instructional strategies that are beneficial to ESL students.

4. Differentiated Instruction for ELL Subgroups

a. SIFE Students are programmed for additional C-6 support time, after-school homework help, and Saturday Academies to bolster their academic skills as well as their language proficiency.

b. Newcomers receive the appropriate amount of ESL instruction based on their level. They are programmed for mainstream classes, unless they have additional instructional requirements, such as an IEP or SIFE status. When a student first arrives, the ESL coordinator arranges for the student to be paired with an ELL student ambassador, who helps the newcomer with adjusting to the school and social situations.

Although ELL students are exempt for testing for one year after they first arrive, the school begins to prepare them in appropriate ways as soon as possible through content area classes and native language support for content area material. After the first year, students sit for the required exams and receive all ESL testing accommodations, such as 1.5 time, bilingual dictionaries, separate location, side-by-side exam translations, and the listening section read three times on the ELA exam.

c. ELLs receiving service from 4-6 years take the required number of ESL instructional minutes. They also receive additional C-6

support, after-school help, and Saturday Academy classes when such interventions are beneficial to the students.

d. Long-term ELLs take the required number of ESL instructional minutes. They also receive additional C-6 support, after-school help, and Saturday Academy classes when such interventions are beneficial to the students.

e. The ESL instructor works closely with the IEP coordinator to determine the best program choices for students with special needs. She implements special strategies that will benefit IEP students. All IEP students receive support through the Special Education department. The students also receive additional C-6 support, after-school help, and Saturday Academy classes when such interventions are beneficial to the students.

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

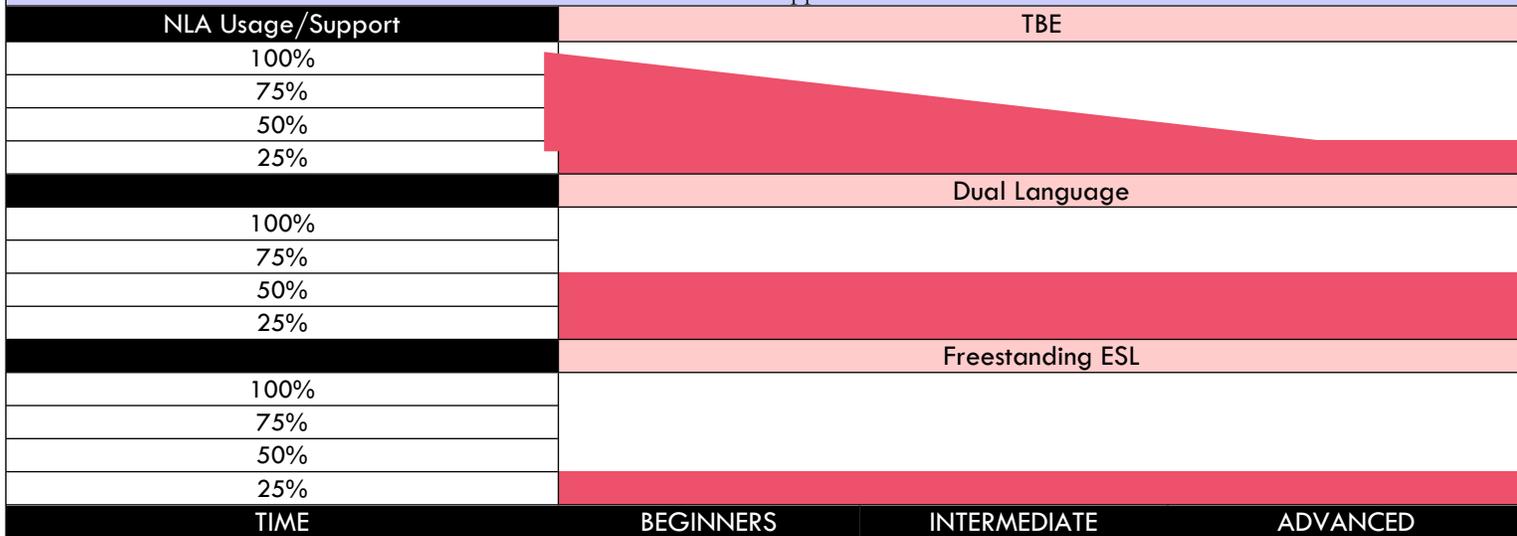
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. Content Area Intervention Programs

When ELLs struggle in their content area classes, they receive additional support through a variety of different measures taken by the school. MAA offers mandated C-6 programming during the day, in which students receive additional help from content area teachers. Additionally, after school homework help is provided. MAA will also offer a bilingual Saturday Academy class to assist struggling ELLs with their content area classes.

6. Transitional Support

After a student tests out of ESL as determined by the NYSESLAT, they continue to receive support from the ESL coordinator. She frequently checks on the progress of the students in their mainstream classes, and implements any necessary interventions in the form of extra help after or during school, peer tutoring, and other such measures. Additionally, the ESL coordinator ensures that all ESL students who tested out within the last two years continue to receive testing accommodations.

7. New Programs Being Considered

One new program being considered is an after-school ELA Regents preparation class that would be specifically for ELL students. Also, MAA is working with other schools on the campus to expand supplementary service offerings for ELLs. The ESL coordinator is considering starting a Saturday Explorers program for ELLs to encourage their exploration of and participation in the culture of New York City. The school would also like to build capacity in order to offer a Spanish class for Native Speakers that would be focused around skills found on the English Regents. Finally, the school is considering hiring additional ESL teachers to perform push-in services in content area classes.

8. Programs to Be Discontinued

At this time, no programs will be discontinued, because they have been proven to be effective in reaching the needs of the ELL population. In the past, MAA has discontinued programs such as pull-out ESL, which was determined to be too disruptive to the students schedule and did not provide enough consistency in ESL instruction.

9. ELL Participation in School Programs

ELLs are informed of and encouraged to join any and all school programs. Many participate in clubs and sports teams. The school has after school and supplemental academic services specifically for ELL students, but ELLs also participate in other mainstream supplemental

services when that is appropriate.

10. Instructional Materials

The school purchases bilingual resources to assist students in their content area classes. The ESL coordinator also uses the following programs:

- Rosetta Stone Language Learning software
- Power Up Reading for special needs and long term ELLs (includes a technological component).
- Keys to Learning for Newcomer ELLs (includes a technological component).
 - Words Their Way for English Language Learners for all ELLs.

11. Native Language Support

ELL students receive native language support in their ESL and content area classes when determined to be appropriate and helpful by the bilingual ESL coordinator. The support is delivered in the form of one-one bilingual conferences with the teacher, bilingual dictionaries and books, native language internet support, and bilingual group work.

12. Age and Grade Correspondence of Required Services

The ESL coordinator works hard to ensure that all instructional services and resources are age- and grade-appropriate for ELLs. Even when a student is an absolute Beginner in terms of English language proficiency, material is never “dumbed-down,” but instead is modified so that all students can have access to the same level of intellectual rigor.

13. Assisting Newly Enrolled ELL Students

Every summer, the ESL coordinator contacts the families of newly-enrolled ELL students to introduce herself and discuss the ESL program at MAA. The families are invited to a new student information session, where they receive information about the school and are introduced to current students. Furthermore, the ESL coordinator alerts families to summer programs for ESL students and gives parents suggestions about what they can do to ensure that their children keep learning over the summer.

14. Language Electives

At this time, the only language class offered to students at MAA is Spanish. However, the school is working to build capacity in order to offer more language classes. When students express interest in other languages, the ESL coordinator and guidance counselors help them look for information about outside language programs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development Plan for ELL Personnel

The ESL coordinator (who is also the sole instructor of ESL) attends frequent professional development workshops and trainings throughout the year. In the past, she has attended multiple QTEL trainings, OELL workshops, NYSTESOL conferences, and other similar professional development offerings. Each year, she plans to attend all Professional Development offerings that will assist her own development as coordinator and instructor, and also any that will better her ability to assist content area teachers in their instruction of ELLs.

2. Support for ELLs Transitioning Grade Levels

The staff is provided with training in AVID methods that assist children in the transition from middle to high school.

3. Minimum 7.5 Hours of ELL Training

The ESL coordinator plans and implements multiple Professional Development sessions over the course of the year to ensure that all teachers are equipped with strategies and methods for teaching ELLs, and also that they have an understanding of the language learning and acculturation processes. She leads staff trainings, but also meets with individual teachers and departments to target specific issues concerning ELLs in the content areas. In all, the ELL coordinator provides over 7.5 hours of training to all staff.

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?

Parental Involvement

1. Parental Involvement

Parents are involved at MAA in a number of different ways. Throughout the course of the year, parents are invited to a number of trainings to learn about school systems. The school has an active PTA and parents also serve on the SLT. Every month, the Parent Coordinator sends home a school newsletter, and parents are always invited to school events through both mail and phone calls. ELL parents are included in all of these involvement strategies, and the ESL coordinator also calls parents personally to invite them to school events, or to inform them of their children's progress.

2. Partnerships with Community Organizations

The school partners with community organizations such as ASPIRA, El Museo del Barrio, and nursing homes. When these organizations hold sessions for parents, the school informs the parent through mail and phone calls. The ESL coordinator and Parent Coordinator also inform parents when other parent events occur through other organizations, such as the Office of English Language Learners.

3. Evaluating Parent Needs

The school evaluates parent needs by asking for and listening to parent comments through the SLT, PTA, and Parent-Teacher Conferences. MAA also looks closely at the yearly Parent Survey to better understand the parents' needs.

4. Parental Involvement Activities

All parental involvement activities are designed around meeting the needs of the parent through furthering their knowledge and understanding of their children's development and learning, as well as school functioning. The school also plans activities that work to increase the parents' participation in the school, and in the community at large.

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)										3				3
Intermediate(I)										1	4	2	9	16
Advanced (A)										5	3	1	1	10
Total	0	0	0	0	0	0	0	0	0	9	7	3	10	29

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12		5	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	11		7	
Physics				
Global History and Geography	11		2	
US History and Government	10		4	
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. Since the number of ELLs at Millennium Art Academy is small, the ESL teacher and ELA teachers are able to use data generated in class (teacher-created tests, student participation, writing samples, informal observations) to fully understand the literacy skills of our ELLs. We supplement this data with formalized data collections as well, including Acuity ITAs, NYSESLAT scores, and reading level diagnostics. From the data we gather, we are able to modify and scaffold our curricula to better meet the ELLs at their literacy level by choosing different texts and supplemental materials, both in English and the student's native language. We create individualized goals for our ELLs based on our informal and formal assessments, and then scaffold instruction and provide extra support during and after the school day in order to assist students' in meeting their goals.

2. Millennium Art Academy has 10 Advanced, 16 Intermediate, and 3 Beginner students. These numbers are fairly consistent with previous years, although this year we have fewer students in each level because of the progress students made on the NYSESLAT in 2009-10. The NYSESLAT modality analysis suggests that most of the ESL students at MAA have more developed Listening and Speaking skills than Reading and Writing skills. This trend is consistent with the nature of language learning, but it is more prevalent in the set of Long-Term ELLs and ELLs with IEPs.

At Millennium Art Academy, our focus is to help our students develop true literacy in every sense of the word - oral and written

The majority of ESL students at Millennium Art Academy choose to take their Regents Examinations in English, as their classes are in English. In fact, when students have chosen to take a test in their native language in the past, they have actually fared worse than when they choose to take the test in English. Therefore, comparing test scores in English versus native language doesn't really make sense for the population. However, ELLs are always given the option to take their Regents Examinations in their native language, or to have the native language edition to use as a side-by-side translation.

The data shows that the passing rate is better for Science and Math, which have less emphasis on reading and writing. ELL students struggle most with the Comprehensive English, the US History, and the Global Regents Exams. The school is working to provide ample opportunities for the students to receive extra help in these content areas to help them pass the exams.

At this time, the ESL teacher uses the ELL Periodic Assessment to help prepare students for the particular testing design of the NYSESLAT. However, the teacher has not found the data to be useful, in part because the data reporting system used for the ELL P.A. is difficult to navigate.

Data from the other periodic assessments is used to analyze trends in ELL performance. The item analysis feature on the Acuity website has been particularly helpful for teachers, as they can use it to create individualized programs and goals for students. In addition, the Math Acuity is available in Spanish, which is extremely helpful in preparing students for Regents testing.

4. (Question 4 is NOT APPLICABLE for this school.)

5. Analyzing the Efficacy of ESL Program

MAA evaluates the success of our programs for ELLs based on a number of factors: NYSESLAT scores, pass rates on required exams, credit accumulation, teacher, parent, and student anecdotes, and student participation in school life. Over the past two years, the pass rate on the Comprehensive English exam has improved by 37%. The credit accumulation rate for ELLs has been steadily improving with each cohort. Also, ELL students are participating at unprecedented rates in school programs such as Student Government, sports teams, and after-school clubs.

The school takes ELL participation and achievement very seriously, and studies all data related to the efficacy of the program in order to see what changes need to be made immediately, or in the following year. One example of this is that after viewing the need for ELL students to improve in their performance in English and History classes and exams, the ESL coordinator created content-driven ESL resource rooms for the students. These classes focus on building necessary skills for success in the content areas, and also provide support for the students to do well in their classes and on their exams. So far, these classes have been successful in increasing student performance and confidence level. The staff at MAA will continue to evaluate data (both tangible and intangible) to determine the best course of action for servicing our English Language Learners.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

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) 9-12 Number of Students to be Served: 29 LEP 1 Non-LEP

Number of Teachers 1 Other Staff (Specify) Spanish Language Teacher, student teachers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

The ELL teacher attends regular professional development as needed at both NYCDOE and non-DOE professional development suppliers. Visits to other schools’ successful ELL programs are also arranged as needed. All non-ELL staff are receive PD in ELL instruction via the ELL teacher/coordinator at whole-school sessions, as well as on an as-is needed basis. The school’s support organization also provides PD or support periodically and/or as needed. The school’s faculty handbook also has an extensive ELL section that contains a plethora of ELL teaching strategies and resources.

Language Instruction Program

Millennium Art Academy has free standing ESL classes for all ELL students. ELLs participate in all content-area classes and participate in electives as well. The ESL program serves Intermediate students 8 to13 48-minute periods a week and Advanced students 5 to 8 48-minute periods a week. Beginner students are serviced with the required 540 minutes a week, or 13 48-minute class periods, including one class period specifically targeted for Newcomer and Beginner-level ELL students. All ESL support is provided by the ESL instructor, who is certified to teach K-12 ESL. Instruction is completed primarily in English, but L1 is used when needed to facilitate comprehension and participation through oral language and written resources. The ESL instructor is fluent in Spanish. ELLs also participate in a variety of other support classes, such as ELA skills and Math skills, to improve their success in their content area classes. The ESL coordinator (also the instructor) provides bilingual and scaffolded resources to all content area teachers. Students are given use of bilingual dictionaries and ESL dictionaries and thesauri. Visual resources and media are often used to help aid comprehension and engagement with ELLs, as well as multiple instructional strategies to teach ELLs. The program is in full-compliance with all ELL-related mandates, and in fact provides most ESL students with more than the required support time. The school also has an intergeneration program that ELLs participate in, through which students form relationships with elders in the community. Some of the elders are bilingual and speak with the students about their own experiences as immigrants or as second language learners. The school also provides after-school tutoring co-facilitated by content area teachers and the ESL teacher, Regents Preparation specifically targeted towards ELLs, and Saturday Academy for ELLs. The coordinator uses data from a variety of sources, such as the LAB-R, NYSESLAT, reading and writing diagnostics, and other summative and formative diagnostics to help plan instruction and provide support.

Saturday Program (pending budget availability)

Millennium Art Academy also holds a Saturday program to prepare struggling learners, including ELLs, for the Regents with intensive, small-group tutorial instruction. Classes are held in the content areas of English and History. ELLs benefit greatly from the opportunity to extend the instruction they receive during the week in this smaller, more personalized setting. The Saturday ELL Tutorial program will serve two groups of 15-20 students from February to June for 15 weeks, three hours per session. A certified ESL teacher and a certified Social Studies teacher will work with these

groups.

ELLs benefit greatly from **field trips** that support learning outside of the classroom. These experiences provide opportunities for students to use context-specific language, and also to learn about American culture and society in a relatable and real way. The ESL teacher will take ELLs on a number of class-related field trips this year, including to The Metropolitan Museum of Art, El Museo del Barrio, the Tenement Museum, and to speak with local leaders in politics, education, and business who come from an immigrant or language learning background.

In support of learning outside of the classroom, our school is also creating an **ESL club** with the express purpose of exposing ELLs to cross-cultural experiences in the New York City area (NYS ESL Standard 5). The group will be led by the ESL teacher. This group will meet twice a month: on the first meeting of the month, the group will attend a field trip to a historical or cultural institution in New York City or beyond; on the second meeting of the month, the group will meet to debrief and reflect on the experience and to plan the next outing. Some destinations will be the Pond at Bryant Park for ice skating, Chinatown, the Brooklyn Botanical Garden, among others.

In the Spring, ELL students will plan and host a Cultural Festival to which ELL parents, community members, and other students and families of MAA will be invited to attend. Parents will be involved in helping students prepare and present food, costumes, and other cultural items and traditions. This festival will provide an opportunity for cross-cultural learning (NYS ESL Standard 5) to take place not only among ELL students, but amongst the general education population as well.

Parent Involvement Program

A parent orientation meeting is held in September (and at other times in the year if the school has received new entrants) by the ESL coordinator and the Parent Coordinator. At the orientation meeting, parents are informed about Millennium Art Academy's ESL program, as well as further support they can receive from the school, local community, and throughout NYC. Over the course of the year, the parents are kept informed of their child's progress, school events, and family services through frequent communication (electronic, mail, telephone, and in person) with the Spanish-English bilingual ESL coordinator and the Parent Coordinator. Translation and interpretation services are provided when necessary, as per the Chancellor's Regulations.

Parents of ELLs are invited to attend and participate in all school events and parent organizations, including the Parent-Teacher Association, the School Leadership Team, Parent-Teacher Conferences, the Winter and Spring Art Exhibition, the Cultural Festival, as well as field trips to places in NYC. Parents are also welcome to visit their children's classrooms and observe for a day.

The ESL teacher/coordinator will be paid 6.5 hours of per session with Title III funds to work with parents on the preparations for the Cultural Festival and offer three one hour workshops to parents such as:

- Regents – Extended day programs available to students
- NYSESLAT Assessment
- Graduation Requirements
- Cultural Activity – Cultural Festival

Parents will also be invited to the trips with the ELL students. Title III funds will be used to pay for metrocards and admission fees for parents going on the trips.

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.

Ongoing professional development is a priority for teachers at Millennium Art Academy. The ESL teacher attends frequent ESL-related professional development sessions outside of school hours. Content-area teachers are encouraged to attend professional development that will support their teaching of ELLs, as well. Professional development is provided by the UFT-Teacher Center, the Learning Support Organization, BETAC, area universities, and the Department of Education.

- Ongoing: ESL teacher/coordinator attends after-school grade level meetings and prepares ESL related support and development for teachers. Topics have included increasing ELL participation in class, scaffolding curricula for ELLs, working with newcomers, etc.
- Ongoing: Frequent ESL workshops and information sessions offered by DOE Office of English Language Learners and other support organizations
- Ongoing: Professional development network communication between ESL teachers on the campus focused on meeting ESL needs within the school campus
- Ongoing: Excellent school visits to observe other ESL programs
- Ongoing: Staff development classes that cover topics that relate to ELL success.

The ESL teacher/coordinator will be paid per session with Title III funds 10 hours to present the above workshops to the staff.

Section III. Title III Budget

School: 08X312 BEDS Code: 320800010312

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	\$8007.35	ESL After-School Program 1 Tr. x 1 day x 36 weeks x 1 hr x \$49.89 = \$1796.04 Saturday Program 1 Tr. x 15 weeks x 3 hours x \$49.89 = \$2,245.05 Content Area After-School Program (\$2,245.05 allotted for content-area teachers to provide after-school help for ESL students for the year with the support of the ESL teacher) ESL Explorer Club 1 Tr. x 1 day x 12 weeks x 1.5 hours x \$49.89 = \$898.02 Professional Development 1 Tr. x 10 hours x \$49.89 = \$498.90 Parent Involvement 1 Tr. x 6.5 hours x \$49.89 = \$324.29
Purchased services - High quality staff and curriculum development contracts.	\$0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,500.00	- NYSESLAT Preparation Books – Anastasio and Associates - Supplementary classroom libraries – Pearson/Pearson Longman/Scholastic - Native Language/English dictionaries and thesauri – Pearson Longman - Digital recorders for listening and speaking activities – Olympus
Educational Software (Object Code 199)		
Travel	\$2192.65	Field trips for ESL students (class trips and ESL club trips): - Metropolitan Museum of Art - El Museo del Barrio - Pond at Bryant Park

		- Chinatown - Brooklyn Botanical Garden - The Tenement Museum - day trip to Washington DC Admission Fees Transportation (Metrocards, etc.)
Other	\$300.00	Materials, refreshments, and decorations for parent meetings and Cultural Celebration
TOTAL	\$15,000.00	

