



M.S. 390

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: M.S. 390
ADDRESS: 1930 ANDREWS AVENUE
TELEPHONE: 718-901-1024
FAX: 718-583-5556

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321000010390 **SCHOOL NAME:** M.S. 390

SCHOOL ADDRESS: 1930 ANDREWS AVENUE, BRONX, NY, 10453

SCHOOL TELEPHONE: 718-901-1024 **FAX:** 718-583-5556

SCHOOL CONTACT PERSON: ROBERT MERCEDES **EMAIL ADDRESS:** rmerced@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: George Swander

PRINCIPAL: ROBERT MERCEDES

UFT CHAPTER LEADER: Marcus Escobar

PARENTS' ASSOCIATION PRESIDENT: Iris Nova

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** Academy for Educational Development

NETWORK LEADER: Calvin Hastings/Patrick Montesano/Christine Etienne

SUPERINTENDENT: SONIA MENENDEZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Robert Mercedes	Principal	
George Swander	UFT Member	
Jaydee De La Cruz	Title I Parent Representative	
Marcus Escobar	UFT Chapter Leader	
Guillermina Ceballos	UFT Member	
Elba Vasquez	Parent	
Madeline Echevarria	PA/PTA President or Designated Co-President	
Damon Lopez	PA/PTA President or Designated Co-President	
Belky Fermin	Parent	
herminda ortiz	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Middle School 390 is located in the University Heights section of the Bronx. The school building is shared with Public School 396, a Pre-Kindergarten to fourth grade school. MS 390 focuses on improving school culture and climate by supporting adolescent development through social emotional learning and character development. We are committed to meeting both the academic and social needs of all students by providing a safe, supportive, and independent environment that promotes self-esteem, unity, and respect for everyone. Our initiative at M.S. 390 is to continue to foster and build positive relationships and mutual collaboration with our families. We continue to increase family involvement through learning support programs and family related services. As a school community, we are making marked progress in establishing a partnership with our families. As we continue to strive for excellence, it is essential that as a middle school, students infuse social and emotional learning into the academic program.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:	M.S. 390								
District:	10	DBN #:	10X390	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		89.7	91.8	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		90.5	90.35	TBD		
Grade 4	0	0	0						
Grade 5	104	91	125	Poverty Rate - % of Enrollment:					
Grade 6	124	122	116	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	145	138	150		93.1	91.3	96.4		
Grade 8	149	149	159						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		12	37	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	522	500	550	(As of October 31)	2007-08	2008-09	2009-10		
					20	38	24		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	49	49	45	Principal Suspensions	1	31	TBD		
# in Collaborative Team Teaching (CTT) Classes	9	9	23	Superintendent Suspensions	19	16	TBD		
Number all others	30	37	40						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	100	86	107				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	66	68	60	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	10	42	Number of Teachers	45	39	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	14	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	12	12	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	51.1	61.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	40	53.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	92	TBD
American Indian or Alaska Native	0.2	0.2	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96	97.9	TBD
Black or African American	19.9	20.6	20.4				
Hispanic or Latino	78.4	77.8	79.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1	0.2				
White	0.2	0.2	0				
Multi-racial							
Male	47.7	49.6	48.7				
Female	52.3	50.4	51.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input checked="" type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-					
Students with Disabilities	X	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	95.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

We are now in year 5 of an initiative to create an environment where the potential of each student is fostered and developed by continuing to be more direct, strategic and purposeful as we address our students' needs. We have seen dramatic improvements in math performance by our special education and ELL students since 2006. We have seen strong improvement by our special education students in ELA, but many of our ELL's continue to struggle with ELA and we have not made AYP in ELA for the ELL's.

For the 2010-2011 school year, we expect to continue to increase the number of students meeting the ELA and Math standards. We expect with the 50% of the students to achieve Level 3 in ELA and 60% to achieve Level 3 in Math. Under-performing students will achieve a minimum of 30% increase in both areas. The aforementioned results will be possible through the careful examination of all available school, and student data. Data will be compiled by the school data specialist, and be provided on an ongoing basis to the administration, teachers and students in a fashion that is clear and concise. With a focused data plan in place we will meet AYP for the school population and all No Child Left Behind subgroups.

In order to effectively address the multiple needs of the ELL's we created an after-school support program for all new newcomers and 1st year testers in order to support the needs of these students. Students receive instructional strategies, extra supports in phonetics, pronunciation as well as listening, word recognition and writing. During daily instructional time, these students were also exposed to the standard assessment simulations and reading instructional strategies as everyone else. Much emphasis is placed on inference and main idea, where the answers are not apparent, but require depth and connection. Many students receive additional instruction twice a week in smaller groups of 5 to review basic instruction in reading. The teams of teachers worked closely to structure intervention and supports for these individuals. In mathematics, students were identified for additional basic development as well as the observed areas of problem solving and measurement. Additional

sessions with the students addressed a gradual pace to challenge their thinking, create prior knowledge, and use added visuals, discussion as well as use of the various tools.

Professional development sessions and common meeting time fosters teacher collaboration, discussion and planning for the continuum of these students. While we were successful in the planning and implementation of these supports, continued work needs to be done. Our most needy students are paired with our strongest teachers in order to maximize quality instruction.

Our Special Education students were also supported with additional sessions to develop their struggles with inference and main idea and problem solving in mathematics. Students were paired for assistance in accordance to their IEP guidelines and were coached through discussion, assessments and simulations as well as products that show proficiency in the units of study in progress.

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.

Annual Goal	Short Description
<input type="checkbox"/> Objective I By June 30, 2011, we will increase by 15% in student achievement levels on the New York State English Language Arts and Mathematics exams. The students will make these gains through the implementation of Differentiated Instruction, data-driven instruction, Instructional Rounds, focus grouping, peer feedback, etc.	<input type="checkbox"/> Student Achievement
<input type="checkbox"/> Objective II By June 30, 2011, M.S. 390 will experience a 80% increase in the utilization of data to align and differentiate instruction, specifically through the implementation of ARIS, ACUITY, Engrade, Common unit assessments, etc. The school community will immerse the teaching and learning taking place within the parameters of data.	<input type="checkbox"/> Data Implementation
<input type="checkbox"/> Objective III By August 30, 2011, a 20% decrease in the achievement gap for English Language Learners and the Special Needs population will be evident at our school. Through differentiated instruction, increased academic rigor, small group instruction, and remediation, our struggling learners will be provided with the support that they need to perform at higher levels.	<input type="checkbox"/> Achievement Gap
<input type="checkbox"/> Objective IV By June 30, 2011, we will see a 65% increase in professional development at M.S. 390. Staff members will participate in learning that ranges from Differentiation of Instruction, Social Emotional Learning, Student-Led Practice, Instructional Rounds, Adolescent Development, Vocabulary Development, Writing Clinics, Confering with Students, etc. This will be measured through attendance at professional development sessions, after school workshops, out of school learning opportunities, etc.	<input type="checkbox"/> Professional Development
<input type="checkbox"/> Objective V By June 30, 2011, our school will show a 55% increase in parental involvement.	<input type="checkbox"/> Parental Involvement

<p>This will be evident by the increased numbers of parents attending Focus Groups, School Leadership Team, workshops, making telephone calls, sending e-mails to the Parent Coordinator and teachers, coming in for Parent Teacher conferences, participating in school activities, and coming in for school visits.</p>	
---	--

SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Objective I By June 30, 2011, we will increase by 15% in student achievement levels on the New York State English Language Arts and Mathematics exams. The students will make these gains through the implementation of Differentiated Instruction, data-driven instruction, Instructional Rounds, focus grouping, peer feedback, etc.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> M.S. 390 will utilize the following tools to increase student achievement; differentiation of instruction, data driven teaching and learning, and social and emotion learning. We will also revamp the extended day program to target our level three population so that we can improve student performance through small group instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> In order to improve student achievement, we will set aside ARRA funds to provide support in the area of literacy, specifically contracting the services of an AUSSIE consultant. We will also target ELLs by way of utilizing Title III and SINI allocations in order to establish an after school program to provide additional support in both math and literacy.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> We will implement the use of mid-year assessments such as ACUITY, informal assessments, and common unit assessments, to determine growth and student achievement.
---	--

Subject Area (where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Objective II By June 30, 2011, M.S. 390 will experience a 80% increase in the utilization of data to align and differentiate instruction, specifically through the implementation of ARIS, ACUITY, Engrade, Common unit assessments, etc. The school community will immerse the teaching and learning taking place within the parameters of data.
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>	<input type="checkbox"/> In order to reach our goal in the implementation of data, M.S. 390 will provide more professional development in the use of ARIS and ACUITY. The school will train more staff members on how to use data to assess, plan, and evaluate instruction. We will also increase the technology being utilized within the building by purchasing more Smartboards and laptops in order to promote the expectation of the use of data.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> We will set aside funding specifically for purchasing more technology (Smartboards and laptops) along with hardware and software training. Fair Student Funding and NYSTL will be utilized as budgetary sources.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>By June 30, 2011, 80% of all classrooms will have access to laptops, printers, Smartboards. We will conduct periodic assessments to determine the need for repairs and servicing.</p>
--	--

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Objective III By August 30, 2011, a 20% decrease in the achievement gap for English Language Learners and the Special Needs population will be evident at our school. Through differentiated instruction, increased academic rigor, small group instruction, and remediation, our struggling learners will be provided with the support that they need to perform at higher levels.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>M.S. 390 will strategically plan for small group instruction for ELLs and the Special Needs population for the Extended Time program as well as after school opportunities. Participants will be identified based on 2008-2009 data as well as by teacher referral.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Title III, Fair Student Funding, and SINI allocations will be utilized to ensure successful implementation of staff development, acquisition of instructional resources, and increasing opportunities for learning outside of the school.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>The ELL Liaison and the IEP Teacher will conduct quarterly formative assessments to analyze student engagement and progress.</p>
--	---

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Objective IV By June 30, 2011, we will see a 65% increase in professional development at M.S. 390. Staff members will participate in learning that ranges from Differentiation of Instruction, Social Emotional Learning, Student-Led Practice, Instructional Rounds, Adolescent Development, Vocabulary Development, Writing Clinics, Conferring with Students, etc. This will be measured through attendance at professional development sessions, after school workshops, out of school learning opportunities, etc.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>Intensive professional development will take place on site as well as off site in the following: differentiated instruction, social and emotional learning, adolescent development, and data driven instruction. Effective use of technology will be a major component of these trainings. Staff will be given opportunities to turn key their learning at grade level meetings along with faculty conferences.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>ARRA, Title I, and Title III funding will be utilized to provide staff members with the opportunity to improve practice in the areas of literacy, mathematics, and science. AED, our Coaches, and the AUSSIE consultant will support our professional development needs.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Progress will be determined through evidence of increased attendance at professional development offerings as well as observed implementation of strategies. Staff will provide a professional development portfolio in June 2011 as evidence of ongoing attendance at professional learning opportunities.
---	--

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Objective V By June 30, 2011, our school will show a 55% increase in parental involvement. This will be evident by the increased numbers of parents attending Focus Groups, School Leadership Team, workshops, making telephone calls, sending e-mails to the Parent Coordinator and teachers, coming in for Parent Teacher conferences, participating in school activities, and coming in for school visits.
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>	<input type="checkbox"/> M.S. 390 will increase parent outreach through verbal, written, and electronic communication. The Parent Coordinator and the Community Associates will conduct daily outreach to bring services, support, and information to parents regarding school activities.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> Resources from Title I will be directed to support parent functions and activities. The Parent Coordinator and the School Social Worker will support parental engagement activities.

Indicators of Interim Progress and/or Accomplishment

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

Evidence of progress will be seen through increased attendance at parent teacher conferences, parent workshops, and meetings with staff members. A database will be kept logging parent e-mails and the number of visits made by families.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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	22				22			
6								
7	22				20			
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> To address the needs of the lowest third in English Language Arts, students are assessed for readiness. Based on the results of reading and writing assessments, students are grouped according to their proficiency levels. Work is assigned according to students' strengths and weaknesses. The higher performing group is assigned more independent work while the teacher focuses on the low performing group by doing guided reading and writing, small group instruction, and guided practice activities. Activities are scaffolded to meet the needs of the students.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Teachers target their lowest third students by differentiating their practice. After giving instruction to entire class, they then assign less problems to the targeted group. While focusing on that group they revisit prerequisite skills necessary to solve the assigned problems. They often give problems with visual aids, or from math websites, such as <i>Pptsmath</i> or <i>Studyzone</i>. They also sit and work with those individuals or pair them with a stronger individual in the same skill. Teachers also address their lowest third by working with a small group while the other students work in their groups. Based on students' performance on quizzes, teachers create a list with the group of students with the lowest scores. While they work with this group, they give a brief mini lesson again, reteaching the concepts. In addition, teachers assign work from Acuity based on individual student needs. To further facilitate struggling students, teachers create task cards, which students can access from a task basket, and practice a lesson on a particular skill.</p>
<p>Science:</p>	<p><input type="checkbox"/> The Science Teacher meets weekly with lower performing students during their lunch. She sits with them in small groups, scheduling at least two more visits weekly. The children receive small group instruction while she utilizes visual aids, lower level texts, models, graphs, etc. to reteach and remediate.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> The Social Studies teacher will teach the same content to all students. However, the teacher will provide the lowest performing students with text on their reading level, visual aids, graphs, charts, and increased opportunities for engagement and interaction with others.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The Guidance Counselor holds and is responsible to oversee the monthly meetings with the AIS Committee and monitor participation in mandated after school remediation programs and ensure that all AIS children were serviced. The Guidance Counselor holds individual and</p>

	group meetings with students concerning a variety of social, emotional and educational issues. Meets with students to give group counseling for academic support and high school articulation; monitor attendance and workshops.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The School Psychologist makes parent contacts and arranges meetings with parents and teachers where sensitive issues need to be discussed. They are available to parents and teachers who wish to discuss current IEP's and the best practices for implementing them.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The school Social Worker provides at risk counseling to students experiencing behavior and/or social emotional difficulties in the general education population. The goal of at risk counseling is to equip students with the social and emotional skills to regulate their emotions and to control certain behaviors that prevent them from experiencing academic success. Crisis intervention is also an integral part of services for children who experience loss in the family, trauma, conflict with others and/or exhibit symptoms of depression. There are many goals for at risk counseling. Some of those goals are to have the students develop the skills to become well adjusted, demonstrate the ability to make responsible decisions, form healthy relationships, control their anger and impulses, and become aware of how inappropriate behaviors can hinder their academic and life success.
At-risk Health-related Services:	<input type="checkbox"/> The school based clinic is sponsored by the Morris Heights Clinic and is staffed by two nurses. The clinic serves all students who are registered with them as well as all 530 eligible students. They attend to the short term medical needs of the students as well as the overall health of the students.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

5,6,7,8

Number of Students to be Served:

LEP 162

Non-LEP 371

Number of Teachers 8

Other Staff (Specify) 1 para-professional and 1 F-status teacher

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.

□

Middle School 390 provides standards-based curricula focused on meeting the needs our 172 English Language Learners (ELLs) in grades 5-8. For 2010-2011, we will continue to place students into small groups by language level for literacy instruction. New arrivals will continue to receive beginner English as a Second Language (ESL) and Native Language Arts (NLA) literacy instruction in keeping with the New York State Chancellor's Regulation Part 154 (CR Part 154) legal mandates. Students who have been in the English Language educational system for a greater number of years will be streamed by New York State English as a Second Language Achievement Test (NYSESLAT) scores for ELL-appropriate instruction in English, with decreasing numbers of minutes of instruction in Spanish. Students will continue to receive instruction in Spanish and English for all subject areas as mandated. The language allocation is 60/40 for the beginning level, 50/50 for the intermediate level, and 75/25 for the advanced level of language proficiency.

M.S. 390 has designed a Transitional Bilingual Education (TBE) program and ESL program that fully serves our ELLs. The Transitional Bilingual Education (TBE) model incorporates all aspects of the English Language Arts curriculum taught through the Workshop model. This is delivered in conjunction with differentiated instruction along with appropriate ESL methodologies and techniques. The ESL program utilizes small group instruction as a vehicle for providing instruction based on NYSESLAT proficiency levels. The ESL teachers use multiple methodologies including Audio-lingual, Cooperative Learning, Whole Language, Total Physical Response, etc. Within this model, flexible grouping and guided reading address the linguistic needs of varying abilities among our ELLs.

In bilingual classrooms, the Literacy Block has been modified in terms of language allocation. English Language Arts has increased from a 90 minutes block to a 120-270 minutes block by week, facilitating the implementation of the Literacy Framework as a regular English Language Arts classroom. Language Arts and content area are integrated within the English Language instructional time (Literacy Block and ESL period) so as to maximize the use of time allotted. In addition, thematic units have been adapted in content areas to provide linguistic context within all aspects of English Language Arts and second language acquisition.

In order to provide additional services to our ELL population, the school has designated a SES provider, Failure Free, to support the work. Students also receive services from the Guided Reading and ESL Teachers during school hours. At M.S. 390, our goal is to ensure that each student will achieve language proficiency within three years and meet requirements as mandated by the New York State Department of Education.

Based on parent choice and the Home Language Identification Survey, children are placed into the bilingual or ESL instructional program after consultation with the family in the native language, when applicable. When the native language is other than Spanish, the school provides the parents with the opportunity to enlist the services of a translator. After consultation with the parent, the Parent Coordinator, Coach, or Clerical

Aide informs the Assistant Principal, so that the students can be placed in a class. After reviewing the Parent Surveys and the Program selection forms, we find that approximately 85% of our parents decide to place their children in the bilingual program. Of the 15% remaining, approximately 13% of our ELLs in the ESL program are Hispanic while 2% are from other ethnic groups. Very few parents take their children out of our bilingual program even after the students have tested out. Our program models are very much aligned with parent requests. Most of our immigrant families (who tend to be Hispanic) choose the TBE program. The rest of our immigrant families tend to be African and those families prefer our ESL program.

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.

Professional development has been provided to all staff members in the following areas:

- Differentiation of Instruction
- Social and Emotional Learning
- Adolescent Development
- ESL Methodologies (Q-TELL)
- Data Analysis (ARIS, ACUITY)
- Data driven instruction (ARIS, ACUITY, Engrade, etc.)
- Utilizing technology as an instructional tool (Smartboard, ACUITY, laptops, etc.)
- Wilson training

We provide various types of support to staff to assist ELLs as they transition from the elementary school setting to the middle school setting. Some of these supports include adolescent development training for all staff members. We also offer professional development in differentiated instruction and social emotional learning. In order to comply with the 7.5 hours of mandatory ELL training, teachers participate in different conferences and workshops. For example, staff members attended the Differentiated Instruction Conference in Las Vegas during the summers of 2008, 2009, and 2010. In addition, support staff attended the Social Emotional Learning workshops in Chicago offered by CASEL. Some teachers attended a Science conference in Philadelphia in February of 2010.

Section III. Title III Budget

School: Middle School 390
 BEDS Code: 321000010390

Allocation Amount:											
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.									
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$26,340.00	<input type="checkbox"/> At Middle School 390, we will have a Saturday English Language Learner (ELL) Academy program that will focus on our overage population and our newly arrived ELLs. The program will consist of two groups, students that are categorized as Senior ELLs and those that are designated as Junior ELLs. The Senior ELLs group will be comprised of our overage students and the Junior ELLs group will consist of our newly arrived students. Based on spring 2010 New York State English as a Second Language Achievement Test (NYSESLAT) scores, the RLAT report from ATS, and examination of the BESIS report, we have analyzed the data and found that our Senior ELLs are in further need of development. They need intensive support in reading and writing so as to enable them to further their academic language. The Junior ELLs will be comprised of newcomers, who based on teacher assessment, have been determined to need native language development. It has also been observed that they are not on grade level. In order to improve their performance on the ELE test, we wish to continue strengthening their native language skills. Research clearly states that this will also impact their English language acquisition. A tertiary goal would be to provide the students with more access to technology.									
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="3">Allocation Amount :</th> </tr> <tr> <th>Budget Category</th> <th>Budgeted Amount</th> <th>Explanation of expenditures in this category as it relates</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Allocation Amount :			Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates			
Allocation Amount :											
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates									

		to the program narrative for this title.
Professional salaries Per session	\$10,177.56	Collaborative Planning Group 204 hours for Bilingual/ESL teachers to create thematic units to support ELL Students and teacher professional development 17 sessions x 1.5 hours x 8 teachers = 204 hours 204 hours x \$49.89 (current teacher per session rate with fringe) = \$10,177.56
	\$5,088.78 (Teachers)	Saturday ELL Program 102 hours for Bilingual teachers to teach a Saturday ELL Program to support language acquisition and native language development 17 sessions x 3 hours x 2 teachers = 102 hours 102 hours x \$49.89 (current teacher per session rate with fringe) = \$5,088.78
	\$3,080.39 (Supervisor)	59 hours for a Supervisor for Saturday ELL Program 17 sessions x 3.5 hours x 1 supervisor = 59 hours 59 hours x \$52.21 (current supervisor rate with fringe) = \$3,080.39
Purchased services	-	-
Supplies and materials	\$7,993.27	Chart tablets, markers, Spanish books, USB

		<table border="1"> <tr> <td>Instructional materials</td> <td></td> <td>drives, paper, etc. (for Saturday ELL Program) Paper, copying (for Collaborative Planning Sessions)</td> </tr> <tr> <td>Educational Software</td> <td>-</td> <td></td> </tr> <tr> <td>Travel</td> <td>-</td> <td></td> </tr> <tr> <td>Other</td> <td>-</td> <td></td> </tr> <tr> <td>TOTAL</td> <td>\$26,340.00</td> <td></td> </tr> </table>	Instructional materials		drives, paper, etc. (for Saturday ELL Program) Paper, copying (for Collaborative Planning Sessions)	Educational Software	-		Travel	-		Other	-		TOTAL	\$26,340.00	
Instructional materials		drives, paper, etc. (for Saturday ELL Program) Paper, copying (for Collaborative Planning Sessions)															
Educational Software	-																
Travel	-																
Other	-																
TOTAL	\$26,340.00																
		<input type="checkbox"/>															
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$7,993.27	<input type="checkbox"/> This category will support additional resources needed to support the instructional needs for the ELL population. These resources and instructional materials are essential in helping to increase student achievement. Some of the materials include, but are not limited to, chart tablets, markers, Spanish books, USB drives, paper, copying expenses, etc.															
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A															
Travel	N/A	<input type="checkbox"/> N/A															
Other	N/A	<input type="checkbox"/> N/A															
TOTAL	0																

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. School faculty will assist in all oral translations involving parents and visitors. From the School Leadership Team recommendations it was determined that all parent written information would be in Spanish and English. It has been very helpful to have a bi-lingual Parent Coordinator as well as Attendance Personnel and bilingual staff in the office.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. The needs for written translation and interpretation for the M.S. 390 community are varied. As a school, we have ensured that the school community is aware that they are entitled to translated communication as well as translation services. The School Leadership Team, Parent Coordinator, and school staff have been quite vocal in offering these services.

Part B: Strategies and Activities

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

The faculty members translate written documents and these are sent to the parents in a structure, timely fashion based on the need or event they were prepared for.

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.

Our Parent Coordinator, Community Associates, and office staff are fully bilingual and provide all oral interpretation needs to our school community in both Spanish and English. School staff will also contribute to oral interpretation needs on an as needed basis.

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

The school will utilize the Parent Coordinator, Community Associates, and office, teaching and support staff to provide oral and written interpretation services. M.S. 390 will continue to fully comply with all aspects of Chancellor's Regulations A-663.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$649,073	\$111,243	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,782		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6,491	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$32,949	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

For the past two years, teachers that are not classified as highly qualified have been encouraged and motivated to complete additional course work. We are currently informing teachers of their status as well as providing teachers with opportunities to register for additional course work.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

See attachment

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

See attachment

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.

2. Schoolwide reform strategies that:

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

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

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

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

N/A

3. Instruction by highly qualified staff.

M.S. 390 will continue to select the best qualified staff for our students fully utilizing the Teaching Fellows Program, Teach for America Program, Bank Street, and Teacher's College program participants. We also provide several support initiatives to newly hired teachers that meet the requirements of the mandated new teachers' institute sponsored by the NYC Department of Education. This includes orientation for new hires which provides staff with a philosophical framework as well as practical hands-on tips, materials and training in MS. 390's Literacy

and Mathematics Frameworks, weekly staff development, debriefings, and attending professional development activities. Ongoing new teacher professional learning groups continue during the school year. These networks explore professional issues and provide the support and nurturing that are often critical in retaining those newly entered into the profession. Our experienced teachers will continue to help our newly hired teachers via our mentoring program. Our coaches, mentors, teaching consultants, and buddy teachers will collect and share materials that address each teacher's unique style and classroom practice. They will work closely with teachers as they model strategies, build curriculum, develop new practices, explore new assessments, and grow professionally.

We conduct formal and informal observations to assess the teachers' needs and to provide ongoing staff development. Ongoing monitoring of effective teaching practice is carried out through M.S. 390's staff performance evaluation process. This process includes individual goal setting and the assessment of teacher effectiveness by looking at student data in ARIS ACUITY, ITAs, ELA and Math scores, etc. On a regular basis, supervisors conduct formal and informal observations, and have conversations centered on teaching performance and how to improve instruction. We will continue to provide on going professional development to keep staff current with educational issues and trends.

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.

□ Professional Development and Meeting Academic Standards
For Staff

All staff members will be engaged in intensive and on going professional development especially designed to address their needs. Some of the areas that will be addressed are:

- § Differentiation of Instruction
- § Social and Emotional Learning
- § Utilization of technology as an instructional tool
- § Data driven instruction (ARIS and ACUITY)
- § Academic rigor
- § Establishing Professional Learning Communities

For Parents

All parents will be invited to multiple workshops and training sessions that include the following topics:

- § Sexuality and Adolescent Development
- § Social and Emotional Learning
- § Arts and Crafts

Support Staff Goals in Addressing Academic Standards

For Guidance

The Guidance Counselor will:

- § Provide continuous feedback to parents via phone calls, letters, Strives sheets, and student conferences.
- § Provide small group counseling.
- § Provide a list of resources to parents.
- § Interact with external agencies on behalf of students and parents, including health clinics and other organizations.
- § Involve the School Based Support Team, CBOs, and SES providers on an as needed basis.

For Teachers and Other Staff

- § Hold weekly case conferences regarding high priority students with teachers, social worker and other relevant staff.
- § Observe students in class and work with teachers to come up with behavior intervention plans for students who are presenting with behavioral problems that evolve from guidance related issues.

For the Attendance Team

The Attendance Team (Family Workers, Attendance Teacher, and Community Associates) will:

- § Make home visits and counsel families on attendance issues.
- § Provide clear communication of attendance procedures through announcements, memos, and meetings with staff.
- § Continue holding Perfect Attendance Awards Ceremonies each semester where parents and children are invited to celebrate attendance achievements.
- § Work closely with the Attendance Teacher by meeting on a weekly basis.

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

Every effort will be made to attract highly qualified teachers through networking with Bank Street, Teachers College and CUNY graduate programs. Our Progress Report grade for two consecutive years has also added to our attraction by educators.

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

During 2009-2010, we plan to continue to provide workshop and supportive outreach services to the families of our students. We are pleased to announce the return of ESL and GED classes as well as computer training and employment preparation through resume writing. The literacy services for parents will help strengthen understanding, confidence and the ability to become more competitive for employment opportunities as well as assist their children with their educational needs. By offering these services to the adults in the community, they will see the school as the resource it is, not just for their grade school children, but also for the family.

Parent Outreach through invitations to the school for celebrations, information afternoons and evenings, support services

Outreach for Volunteers and Parent Association participation

School Leadership Team member Invitations

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.

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.

- Students are identified quarterly for academic performance that is below standard, in jeopardy of failure and monitored for additional assistance and academic support through participation in the Extended time, or one of the SES provider programs or Mentoring Program. Monitoring includes regular attendance in the program(s) and review of folder work, progress report information and discussion with teachers.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
-

Section II: "Conceptual" Consolidation of Funds in a Title I 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 specifically 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 school allocation amounts</i>)	Check (X) 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 goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

¹**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.

²**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.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

Although having made progress, our ELLs still require more intervention and support in attaining AYP. We will make a concentrated effort to address the needs of our ELLs, specifically through the following measures:

- § Differentiation of Instruction
- § Social and Emotional Learning
- § Data driven instruction
- § Utilizing technology as an instructional tool
- § Small group instruction (by NYSESLAT level)
- § Extended Day program
- § SES providers (Failure Free Program and Sports and Arts Program)
- § On going support for social and mental health services

Students with Disabilities

Although this subgroup is a relatively small part of our population, we still need to streamline the support that we will provide them. Some of the supports will include:

- § Teaching with more sensitivity to their IEP accommodations and/or modifications
- § Differentiation of Instruction
- § Data driven instruction
- § Utilizing technology as an instructional tool
- § Social and Emotional Learning
- § Extended Day program
- § SES providers (Failure Free Program and Sports and Arts Program)
- § On going support for social and mental health services

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

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

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

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

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
13
2. Please describe the services you are planning to provide to the STH population. MS 390 will continue to make supportive services an integral part of the continuum of care for students in temporary housing. These services include individual and family counseling to address not only their housing concerns and status but additional psychosocial stressors. Families identified as residing in a temporary housing (shelter) are provided with ongoing support and guidance to help them cope with the multiple demands and stressors that they experience on a day to day basis. They are also connected to services available in the community, including linking the family to the STH liaison and following chancellors regulations A780. Students in temporary housing are provided with the opportunity of maintaining continuity of education if the family decides to remain enrolled at MS 390 despite placement. To facilitate this, metro cards are provided. Additionally family are provided with on going support and guidance as well as appropriate referrals to address housing issues and any other family service need such as entitlements, food stamps, cash assistance, medicaid, preventive services, parent training and mental health services if needed. Furthermore, after school programs for recreation, home work assistance and tutorial services are made available to promote the overall health and wellness of students.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_10X390_110410-135322.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 511	District 10	School Number 390	School Name Middle School 390
Principal Robert W. Mercedes		Assistant Principal Lourdes Prieto-Lopez	
Coach Maria Adorno/Literacy		Coach Juilet McFarlane/Math	
Teacher/Subject Area Ana Bermudez/Bil. Literacy		Guidance Counselor Virginia Pou	
Teacher/Subject Area Teofila Madera/Bil. Literacy		Parent type here	
Teacher/Subject Area Miguel Ramirez/Bil. Literacy		Parent Coordinator Jaydee Hernandez-De La Cruz	
Related Service Provider type here		Other Guillermina Ceballos/LCSW	
Network Leader Calvin Hastings		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	3

C. School Demographics

Total Number of Students in School	533	Total Number of ELLs	162	ELLs as Share of Total Student Population (%)	30.39%
------------------------------------	------------	----------------------	------------	---	---------------

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.

Part II: ELL Identification Process

1. At M.S. 390, a Clerical Aide is in charge of the initial identification and registration process for English Language Learners (ELL). When there is a possibility that the child may be an ELL, the Clerical Aide or Parent Coordinator conducts the English and Spanish interviews and then the Clerical Aide administers the Home Language Identification Survey (HLIS). Next, she contacts our Literacy Coach, who holds a license for Teaching English to Speakers of Other Languages (TESOL), and then the Coach reviews the HLIS and makes the formal initial assessment. The Coach also administers the Language Assessment Battery- Revised (LAB-R) when necessary.

ELL progress on The New York State English as a Second Language Achievement Test (NYSESLAT) is continually monitored. Instruction is provided in a differentiated manner so that ELLs can be taught according to their strengths and weaknesses. Student proficiency levels on The New York State English as a Second Language Achievement Test (NYSESLAT) are utilized to place students into homogeneous and/or heterogeneous collaborative groups. Our F-status ESL teacher, also uses NYSESLAT levels to provide data driven instruction to our ESL pull-out students. Our ELLs are also periodically evaluated through their performance on predictive tests, citywide tests, formal/informal assessments, class work, and projects.

2. Parents are shown the video by the third week of September. The video depicts all program choices for our parents. The Parent Coordinator, Social Worker, and Coach discuss choices with the parents. Parents are spoken to in their native language with translation services available. Parents are made aware of the different kinds of programs available to ELLs what their options. In the event that a parent does not return their Program Selection forms, we place the child in our Transitional Bilingual Education (TBE) program if they are Spanish-speaking.

3. Parent Survey forms and Program Selection forms are distributed by the Clerical Aide and returned to the office. They are compiled and kept in a binder in the main office. Entitlement Letters are distributed by the Coach and they are collected and kept within the same binder as the Parent Survey forms and Program Selection forms.

4. Based on parent choice and the HLIS, children are placed into the bilingual or ESL instructional program after consultation with the family in the native language, when applicable. When the native language is other than Spanish, the school provides the parents with the opportunity to enlist the services of a translator. After consultation with the parent, the Parent Coordinator, Coach, or Clerical Aide informs the Assistant Principal, so that the students can be placed in a class.

5. After reviewing the Parent Surveys and the Program selection forms, we find that approximately 85% of our parents decide to place their children in the bilingual program. Of the 15% remaining, approximately 13% of our ELLs in the ESL program are Hispanic while 2% are from other ethnic groups. Very few parents take their children out of our bilingual program even after the students have tested out.

6. Our program models are very much aligned with parent requests. Most of our immigrant families (who tend to be Hispanic) choose the TBE program. The rest of our immigrant families tend to be African and those families prefer our ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0					11	19	29	33					92
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained						25	22	9	14					70
Push-In														0
Total	0	0	0	0	0	36	41	38	47	0	0	0	0	162

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	31
SIFE	36	ELLs receiving service 4-6 years	63	Long-Term (completed 6 years)	24

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	59		3	21		2	12		8	92
Dual Language										0
ESL	16		5	42		12	12		1	70
Total	75	0	8	63	0	14	24	0	9	162

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						11	19	29	33					92
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	11	19	29	33	0	0	0	0	92

**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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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						23	19	8	14					64
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2	3	1	0					6
TOTAL	0	0	0	0	0	25	22	9	14	0	0	0	0	70

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.

Part IV: ELL Programming

A. Programming and Scheduling Information

1. At M.S. 390, we have several ways in which we deliver instruction to ELLs.
 - a. In seventh and eighth grade, we departmentalize the instruction. In the TBE program, students receive instruction through content area teachers using ESL methodologies. The ESL students also receive instruction through content area teachers that infuse ESL methodologies into their practice. The ESL students receive small group instruction by way of a pull-out program. For the fifth and sixth grades, we implement a self-contained model. The bilingual students receive instruction in their classrooms from pedagogues trained in ESL methodologies. The fifth and sixth grade ESL children also receive instruction from ESL trained teachers as well as being pulled out for mandated ESL services. In addition, we have three collaborative team teaching classes that contain ELLs. We also have one bilingual special education class that is self-contained.
 - b. Our program model is based on heterogeneous groups. There are mixed proficiency levels in all classes. For the ESL pull-out program, the children are grouped according to their NYSESLAT proficiency levels.
2. We have organized our staff in the following manner:
 - a. To ensure that the mandated number of instructional minutes is provided in the TBE program, native language arts, English language arts, and ESL instruction are provided according to the school's language allocation policy (LAP). For the seventh and eighth grade bilingual classes, we follow a 60/40 model, in which 60% of instruction is in English and 40% is in the native language (Spanish). For fifth and sixth grades we have a different approach, which is a 75/25 model in which 75% of instruction is in the native language and 25% is in English. The rationale for this is that our older students have advanced proficiency levels based on their NYSESLAT scores.
3. For the lower grades, all content areas are delivered in the native language of the students. For the upper grades, content area classes are delivered in English utilizing ESL methodologies. Support in the native language is provided for students on an as needed basis.
4. We differentiate instruction for our ELL subgroups in the following manner:
 - a. For our SIFE population, we provide differentiated instruction based on the need of the student. We focus on native language development by concentrating on basic literacy skills. They are encouraged to participate in all after school programs so that they can develop English language literacy.
 - b. For ELLs who have been here less than three years, we focus on intensive native language acquisition. Since research indicates that second language acquisition happens faster when there is a solid foundation in the native language, we purposefully strengthen native literacy skills. Staff members assess the children's learning styles and determine their readiness levels. Once they have been evaluated, instruction is scaffolded in the areas of phonemic awareness, grammar, comprehension, academic language, and higher order thinking skills.
 - c. Once our ELLs have been here for 4-6 years, the emphasis of our instruction is to expose them to more sophisticated, higher order thinking, academic language. This is done through small group instruction within the class, in Extended Time groups, and after school programs. We also pair them up with successful former ELLs so that they can receive peer tutoring.
 - d. Long term ELLs are given intensive literacy, math, and technology support through research-based strategies, practices, materials and curricula. They are placed in Extended Time sessions where they are offered small group instruction. They are also encouraged to participate in after school tutoring programs. Since long term ELLs tend to be over age, particular emphasis is given to improving attendance, providing guidance, and supporting families with issues that may affect academic performance.
 - e. ELLs that are in special education receive instruction as per their Individual Educational Plans (IEPs). Teachers modify their instruction in order to teach to the students' strengths while providing accommodations for their disabilities. Individualized instruction is crucial and remediation and re-teaching opportunities are increased. Many ELLs in Special Education attend the Extended Time program as well as after school programs. The focus of these programs is language development.

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

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?

B. Programming and Scheduling Information- Continued

5. Some of the interventions that we have put in place are as follows:

§ Content area teachers that speak the native language of the students

§ Programs that target language development and literacy skills (e.g. Failure Free)

§ Support staff members (Guidance Counselor, Social Worker, School Psychologist, Administrators, etc.) that speak the native language of the students

§ Small group instruction that addresses specific remediation needs

6. We continue to support ELLs once they pass the NYSESLAT by having them develop more sophisticated literacy and critical thinking skills. The students are challenged to participate in Regents preparation courses for Integrated Algebra and Biology. Our school data indicate that our highest performing students are former ELLs.

7. For 2010-2011, all Literacy and Math teachers (including teachers of ELLs) will collaborate to create common unit assessments. Because there is a disparity between classroom performance and citywide test scores, teachers will work collaboratively to create pre-assessments and post-assessments that mimic the content on standardized tests. Also, two new reading programs will be initiated in three specific classes that contain some fifth and sixth grade ELLs. Corrective Reading and Reading Mastery will target our lower performing students and provide support to get those children back on grade level. We expect that these improvements will lead to better academic performance by our ELLs.

8. We have no discontinued programs.

9. All ELLs have equal access to all school programs. Students can participate in the Failure Free after school program, which is a specific supplemental program designed to enhance language development for ELLs. They are ELLs in the Sports and Arts Program, Specialized High School Test Preparation Program, Extended Time Program, Big Brother, Big Sister Program, etc.

10. Our ELLs have various instructional materials that are utilized for teaching and learning. All ELLs have Smartboards and laptops in their classrooms. Instructional materials include:

§ High Point for ESL

§ Impact Math (English and Spanish)

§ Balanced Literacy (English and Spanish)

§ Multi-level reading and test preparation materials (e.g. Focus books)

§ Living Environment books

§ Native Language materials (e.g. Prentice Hall Biología)

§ Bilingual classroom libraries

§ Leveled classroom libraries

11. We deliver native language support in our TBE program in different ways. The teachers provide small group instruction, differentiated instruction, translation, use of glossaries and dictionaries in order to support the native language. As a community, we support native language development through multicultural celebrations (e.g. Hispanic Heritage Month Celebration), guest speakers, and activities that promote knowledge and self-esteem.

12. All support services and resources are age and grade appropriate. Because we are a middle school, particular emphasis is placed on adolescent development and social emotional learning.

13. We offer an Open House session in June for students that will be attending our TBE program. These new recruits are invited back to

spend a day visiting the classrooms and meeting the teachers and staff. After a student has registered for the TBE, a staff member conducts a home visit. We also provide school tours during the Parent Orientation session that is offered to parents of ELLs in September. All newly enrolled ELLs are assigned fellow classmates that can support their acclimation to M.S. 390. They are also provided support by the Guidance Counselors, the Social Worker, and bilingual/ESL teachers. These staff members check up on the new arrivals daily and weekly to ensure that they are accepted and feel successful in our school community.

14. We presently have no language electives for ELLs.

C. Schools with Dual Language Programs

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

Not applicable

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.

D. Professional Development and Support for School Staff

1. Professional development has been provided to all staff members in the following areas:

§ Differentiation of Instruction

§ Social and Emotional Learning

§ Adolescent Development

§ ESL Methodologies (Q-TELL)

§ Data Analysis (ARIS, ACUITY)

§ Data driven instruction (ARIS, ACUITY, Engrade, etc.)

§ Utilizing technology as an instructional tool (Smartboard, ACUITY, laptops, etc.)

§ Wilson training

2. We provide various types of support to staff to assist ELLs as they transition from the elementary school setting to the middle school setting. Some of these supports include adolescent development training for all staff members. We also offer professional development in differentiated instruction and social emotional learning.

3. In order to comply with the 7.5 hours of mandatory ELL training, teachers participate in different conferences and workshops. For example, staff members attended the Differentiated Instruction Conference in Las Vegas during the summers of 2008, 2009, and 2010. In addition, support staff attended the Social Emotional Learning workshops in Chicago offered by CASEL. Some teachers attended a Science conference in Philadelphia in February of 2010.

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?

E. Parental Involvement

1. Our parental involvement has increased by approximately 30%. This has been determined by the increased number of parent visits along with the increased number of parents attending school activities (GED classes, computer and ESL classes, workshops, meetings, luncheons, etc.) Parents are encouraged to take an active role in our school community. The school provides a forum in which all parents are

given the opportunity to incorporate themselves into the school community. The Parent Coordinator plays an essential role in maintaining communication with parents of ELLs.

2. We have established partnerships with the following community based organizations (CBOs):

- § Sports and Arts Foundation
- § Morris Heights Health Center
- § Mercy College
- § Columbia University
- § Cornell Corporate Extension
- § Davidson Community Center
- § St. Barnabas Union Teen Center
- § Astor Child Guidance Center
- § Fresh Air Fund
- § Fordham Tremont Mental Health Center

3. Our parents are very vocal in expressing their needs to the school community. They reach out to various members of the school community in order to receive assistance with housing, citizenship, economic hardship, social issues, etc. In order to evaluate the needs of our families, we review and analyze the Learning Environment Parent Survey. We examine our parents' responses and work on the areas that they determine the school needs to improve on. We become informed of their needs through their participation in various school activities such as, the School Leadership Team, the Parent Association, Parent Teacher conferences, IEP meetings, and parent workshops.

4. Our parent involvement activities address the needs of our parents in a variety of ways. Last year, we offered computer, ESL, and GED classes to all parents. The majority of parents in these programs were parents of ELLs. They also attended workshops in health, nutrition, arts and crafts, adolescent development, stress management, and sexual education. In addition, the school held sessions in which parents were instructed in the use of e-mail, ACUITY, and ARIS. We will continue to provide these services to all parents.

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)						5	11	17	16					49
Intermediate(I)						11	12	12	17					52
Advanced (A)						19	15	6	13					53
Total	0	0	0	0	0	35	38	35	46	0	0	0	0	154

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B						2	7	7	4				
	I						4	3	8	7				
	A						10	9	10	13				
	P						19	19	10	21				
READING/ WRITING	B						5	9	17	16				

	I						11	14	12	16				
	A						17	15	6	13				
	P						2	0	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	15	15	1	0	31
6	17	13	0	1	31
7	20	6	0	0	26
8	16	21	1	0	38
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	1	1	6	6					14
6	1	4	14	7	1				27
7	2	2	12	11	5	8	1		41
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	3	8	24	5	8	2	0	0	50
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	31	5	2	0	2	0	0	0	40
8	27	15	5	0	0	0	0	0	47

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology	1	2	1	2
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	9	36	38	2				
Chinese Reading Test								

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

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

Part V: Assessment Programming

- B. After reviewing and analyzing the assessment data, answer the following
1. We have different ways of assessing early literacy skills for our ELLs. Some of which include:
 - § DRA (for Level 1 students)
 - § Common unit assessments
 - § Slosson
 - § ACUITY
 2. The data reveals that our ELLs still need to perform better academically because they make up a big portion of our low performing group (along with our special education population). Although they perform well once they no longer require services, we need to continue establishing academic rigor in English as well as in Spanish.
 3. The data from the NYSESLAT affects instructional decisions by increasing listening and speaking components in our ELA units of study. We are also introducing more reading and writing skills in all content areas. Furthermore, we are infusing the use of grade level appropriate vocabulary in all subjects.
 4. For each program examine
 - a. Examine student results
 - b. Teachers are utilizing the periodic assessments to differentiate and guide instruction.
 - c. We have noticed that our native speakers are coming to us with a lot of deficiencies in their native language. Often, they are not on grade level and many of them are SIFE. The native language is used as a means of remediation of basic literacy and math skills.
 5. Not applicable
 6. We determine the success of our ELL programs by three criteria. First, we assess and analyze their academic performance in school. We look at the scores of the ELA, NYSESLAT, and Math state tests. Then, we check the areas in which they can receive more support and we provide translation and language development. Second, we promote parent involvement which makes the TBE program successful because parents participate in school activities (Parent Teacher conferences, GED and ESL classes, etc.) in large numbers. Last, we look at student attendance. The classes in the TBE program have the highest attendance rates in the school.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		
	ESL Teacher		11/1/10
	Parent		11/4/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 390					
District:	10	DBN:	10X390	School		321000010390

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.7	91.8	92.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	91	125	134				
Grade 6	122	116	125				
Grade 7	138	150	118				
Grade 8	149	159	158				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	500	550	535				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.5	90.3	90.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	93.1	96.4	93.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	12	37	27

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	20	38	24

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	49	45	38	Principal Suspensions	1	31	11
# in Collaborative Team Teaching (CTT) Classes	9	23	35	Superintendent Suspensions	19	16	20
Number all others	37	40	38				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	86	107	TBD	Number of Teachers	45	39	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	14	9
# receiving ESL services only	68	60	TBD				
# ELLs with IEPs	10	42	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	2	5

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
	12	12	47	% fully licensed & permanently assigned to this school	100.0	100.0	97.0
				% more than 2 years teaching in this school	51.1	61.5	80.5
				% more than 5 years teaching anywhere	40.0	53.8	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	92.0	95.1
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	96.0	97.9	88.4
Black or African American	20.6	20.4	17.0				
Hispanic or Latino	77.8	79.3	83.0				
Asian or Native Hawaiian/Other Pacific	1.0	0.2	0.0				
White	0.2	0.0	0.0				
Male	49.6	48.7	49.0				
Female	50.4	51.3	51.0				

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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-			
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White						
Multiracial	-	-				
Students with Disabilities	X	v				
Limited English Proficient	X	v				
Economically Disadvantaged	v	v				
Student groups making	4	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	39.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	24.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.3					

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

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

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