



**WILLIAM ALEXANDER MIDDLE SCHOOL 51**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

SCHOOL: 15K051  
ADDRESS: 350 5<sup>TH</sup> AVENUE, BROOKLYN, NY 11215  
TELEPHONE: 718-369-7603  
FAX: 718-499-4948

**TABLE OF CONTENTS**

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

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

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....8**

**SECTION IV: NEEDS ASSESSMENT.....8**

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

**SECTION VI: ACTION PLAN.....16**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....24**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....25**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....28**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS (TAS SCHOOL – PART D ONLY)....30**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....32**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....N/A**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 051      **SCHOOL NAME:** William Alexander

**SCHOOL ADDRESS:** 350 5<sup>th</sup> Avenue

**SCHOOL TELEPHONE:** 718-369-7603      **FAX:** 718-499-4948

**SCHOOL CONTACT PERSON:** Lenore DiLeo-Berner      **EMAIL ADDRESS:** Lberner2

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Danielle Isaacs

**PRINCIPAL:** Lenore Berner

**UFT CHAPTER LEADER:** Ariel Arroyo

**PARENTS' ASSOCIATION PRESIDENT:** Tara Silberberg

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      n/a

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** 304

**NETWORK LEADER:** Lucile Lewis

**SUPERINTENDENT:** Anita Skop

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

Name	Position and Constituent Group Represented	Signature
Lenore Berner	*Principal or Designee	
Danielle Isaacs	*UFT Chapter Chairperson or Designee	
Tara Silberberg	*PA/PTA President or Designated Co-President	
n/a	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Robert Osborne	Member/teacher	
Joe Valentin	Member/teacher	
Sharon Maier	Member/teacher	
Sylvia Harris	Member/Parent	
Chloe Wasserman	Member/Parent	
Deborah Mutnick	Member/Parent	
Mike Shapiro	Member/Parent	
Andy Postman	Member/Parent	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

#### **Distinctive Qualities:**

MS 51 is a Gifted and Talented school with an intensive Academic and Arts Program that includes Chorus, Drama, Band, Dance, Photography and Fine Arts. Admissions criteria includes 4<sup>th</sup> grade Math and ELA test scores of 660 or above, an interview, and review of 4<sup>th</sup> and 5<sup>th</sup> grade report cards. All students select French or Spanish Language receiving 4 periods per week over three years. Accelerated math is offered to 7<sup>th</sup> graders. NYS Regents classes in Living Environment and Integrated Algebra is offered to 8<sup>th</sup> graders. Our intensive, in-depth study of the Arts over three years, prepares many of our students for the specialized performing arts high schools.

Students participate in many Community Service, Philanthropy, and Character Education Programs. Students raised over \$50,000 for over 16 different charities in the past five years. All students participate in Project REAL (Reading Enriches All Lives) a school-wide, 19 minute, silent reading period after lunch everyday. The entire MS 51 Community shares a school-wide lunch period whereby students enjoy a non-captive lunch, interacting with the community at-large, playing outside, and participating in lunch-time clubs.

#### **Greatest Accomplishments/Initiatives:**

We are designated a School in Good Standing in all subject areas, as per NYSED. In 2008, we earned a Well-Developed on our Quality Review and we have earned an 'A' on our School Progress Report for three consecutive years, making us "Triple A" school. We have 100% passing rates on the Integrated Algebra, Living Environment and Second Language Proficiency tests in the 8<sup>th</sup> grade. Our graduates attend the best high schools in NYC; in 2010, 41% accepted to LaGuardia HS, 40% accepted to Specialized High Schools, and 70% securing their first or 2<sup>nd</sup> choice of HS. In 2009-2010 only 10 students out of 1071 (50% fewer than the past year) attended summer school (.9%).

Students enjoy a safe learning environment with consistently high levels of student attendance and a low number of incidences/occurrences per year. Our new Character Education/Student Government program highlights behavioral expectations and raises issues for students to help solve. Our suspension rate has decreased by 50% in the first year of this program. Our three full-time guidance counselors, 1.5 social workers, school psychologist, and family worker help support our safe and healthy environment and the emotional and social needs of our student population. Our school-based health clinic takes care of students' medical and social/emotional needs.

#### **Most Significant Aids to Continued Improvement/Strategic Collaborations:**

Our CFN 304 supports our teachers this year in all subject areas. Our collaborations with Teacher's College and CCNY cannot be funded this year due to budget cuts. We will continue lab sites, grade and weekly department meetings to support the professional needs of our teachers, the academic needs of our students, and our goals and objectives for the year. Over the years, we have built leadership capacity within each department and much of our professional development will now be spearheaded by extremely talented teachers and coaches at our department and Data Inquiry Team meetings.

Our parents' enthusiastic commitment and collaborative efforts in supporting the needs of the school has helped us immensely over the past few years. The PA annually

supports our classroom libraries and technology program through many different fundraisers including the Welcome Back BBQ, House Parties and donation mailings. Parents, Council members and Assembly members continue to secure grants to support MS 51's technology, furniture and other capitol needs.

Our morning and afternoon academic programs support our striving learners and provide enrichment to our voracious learners. We will continue our new Academic Intervention Services to support Promotion-In-Doubt students. The after school enrichment program has grown this year to provide academic programs and enrichment programs including creative arts, sports and advisory clubs. This year our registration has more than doubled.

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:**

[http://schools.nyc.gov/documents/oaosi/cepdata/2009-10/cepdata\\_K051.pdf](http://schools.nyc.gov/documents/oaosi/cepdata/2009-10/cepdata_K051.pdf)

---

## SECTION IV: NEEDS ASSESSMENT

### TRENDS as per Testing Data Analysis, Data Inquiry Teams, and School Progress Report:

#### Math (82.5% Proficient in 2010)

- With new cut scores, we saw a decrease in proficiency by 8.6%. However, our School Progress Report indicates a median growth percentile of 70 and 73.0 for the School's Lowest Third. Exemplary gains were made in proficiency for self-contained and SETSS students.
- **Data Inquiry Trends:** 71% of the Target Population's Level 2's made progress and 47% of them scored over 650; 99.8% met promotional criteria; 80% of the Level 3's in the Target Population made progress and 53% of them became Level 4.

#### Math (91.1% Proficient in 2009)

- An increase in overall Math proficiency; up 11.3% from 2006-2009.

#### ELA (82.2% Proficient in 2010)

- With new cut scores, we saw a decrease in proficiency by 10.2%. However, our School Progress Report indicates a median growth percentile of 77 and 79.5 for the School's Lowest Third. Exemplary gains were made in proficiency for self-contained, CTT and SETSS students.
- **Data Inquiry Trends:** 53% of the Target Population's Level 2's made progress and 16% became proficient scoring a Level 3; 99.9% met promotional criteria. 42% of the Level 3 Target Population made progress and 32% of them moved up to a Level 4.

#### ELA (92.4% Proficient in 2009)

- An increase in overall ELA proficiency; up 9.3% from 2006-2009.

#### TRENDS as per the School Quality Review:

For the past 3 years, (due to the 2008 SPR – Grade A and 2008 Well-Developed status) we only had 'mock' School Quality Reviews, conducted by our CLSO Superintendent and her team of specialists. Their determination was that we were still "well-developed" but needed to implement some of the newest trends coming out of the SQR teams, mainly School-wide/Data Inquiry Team Population Goal Setting and more effective structures for monitoring student data, providing feedback to students, and tracking their progress. Teachers are more familiar this year with ARIS after training last year, and we are implementing goals and conference log forms to help teachers monitor progress for their inquiry team and mandated students. This year we will support weekly Inquiry Team Meetings to help teachers develop stronger, more cohesive Inquiry Teams. We will be participating in a Peer Review in 2011.

#### Greatest Accomplishments:

For the past four years we continue to improve upon our goals as we strive to raise achievement levels throughout all the subgroups of our student population, from Gifted to Special Education. Our entire school community is very proud of our Academic and Artistic accomplishments and the structures by which we include all students in our enriching program. While striving for academic excellence, we provide students with an outstanding arts program that allows exploration of their creative talents. Studies show that artistically stimulated students perform better academically and are more engaged in school than

students who attend schools without a rich arts component. Not only do we provide an in-depth study of one art component for 3 years, we also integrate art into our academic curriculum and provide opportunities in the arts before and after school.

In 2007 we implemented accelerated math in grade 7 and the Living Environment Regents Science in grade 8 and Integrated Algebra Math in grade 8. All students in the Regents classes passed their NYS Regents exams in the three years we have been administering the tests. We are very pleased with the progress made with these gifted students, as well as the progress made by our general and special education population, as per our increase in overall proficiency in the ELA and Math exams. In 2010, our lowest Regents grade in math or science was an 80% with 100% passing rate.

Two years ago we hired a technology coach to teach students and teachers how to better integrate technology into our best practices. This teacher position has also revitalized our school's website, organized our technology resources and created a system for sharing these resources, and trained teachers how to use eChalk and navigate Acuity and ARIS. The teacher will continue to make progress in this important work this year.

### **Significant Barriers to School Improvement:**

Our budget remains a barrier to school improvement, as we do not receive Title I funds and our Gifted and Talented Program is very expensive. We believe the best middle school program must include several periods of second language and art, Regents level courses, and physical education. These are very expensive programs. Due to budget cuts, we can afford only F-status coaches, had to reduce tech coaching periods last year and lost our f-status AIS teacher. We also exceeded three paraprofessionals and an aide last year, and reduced professional development opportunities. These positions would help us address the many needs of students who fall into our 'at-risk' subgroups and we will all need to work harder to make up the loss. Due to the high costs of running a great middle school program, we do not have the funding for a third assistant principal, who would oversee a grade and the ELA department.

A third full-time, administrative position would provide added support to our teachers and help us to meet our goals and objectives. A larger administrative team would ensure teacher compliance and support, parent communication, curriculum support and student support for each grade.

For the past two years, our after school program was structured as a fee-for-service program and we are continuing that program this year due to budget cuts. It is the continued support of our parents and the PA that help us with many of our budgetary shortfalls, especially for technology and classroom supplies.

Due to budget cuts, our class size was increased, especially in the 6<sup>th</sup> grade. The average class size increased from 28 to 31. Larger class size obviously poses challenges to teachers who are trying to work in smaller groups and differentiate instruction. We cannot continue to grow our student population since we can't depend on 'register growth funding' and did not receive ASA Register Growth money last year even when we grew by 50 students, due to budget cuts and could not meet operating expenses. Now that we have met building capacity, we no longer want to grow by class number or class size.

Two years ago we experienced greater budget cuts, with a reduction of over \$93,000.00. Last year and this year our budget reduction of approximately \$300,000 has impacted our after school program, professional development, reduced the number of administrators and support staff, the hiring of subs, the purchase of school supplies and the pressure on parents to continue to donate to the school. Not receiving register growth money was financially devastating last year. These annual, cumulative budget cuts continue to make school improvement even more challenging.

## **SECTION V: ANNUAL SCHOOL GOALS**

<b>Goal Number 1</b>	
	<b>To increase the number of students achieving proficiency in ELA as measured by the 2011 NYS English Language Arts Exam</b>
	<p><b>Measurable target that will define whether I have met my goal:</b> To increase the number of students achieving proficiency to 84.2% resulting in 919 out of 1092 performing within levels 3 and 4.</p>
	<p><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"> <li>• ELA teachers will receive support in analyzing data from Reading Levels assessments, diagnostics, ARIS and Acuity Predictives to monitor student progress and to understand learning strengths and deficiencies to improve student outcomes.</li> <li>• ELA teachers will receive support from ELA coach in collecting and reviewing data and then using it to differentiate their instruction even more extensively and consistently, during Data Inquiry Team Meetings.</li> <li>• The ELA coach will assist <i>all teachers</i> in collecting and analyzing the results of their formative assessments. They will also continue to train teachers on the uses of new applications of ARIS and Acuity.</li> <li>• Professional development in differentiation strategies will be provided through our Network Team of instructional specialists and Literacy Support Systems. PD will focus on making learning more accessible to all types of learners through small group and individual conference work, whole class teaching, morning tutoring, academic intervention services, and after school programs. Teachers will develop lessons based on this philosophy.</li> <li>• The progress made by teachers participating in PD will be monitored when administrators meet with coaches and staff developers, observe classroom teaching on a regular basis, and document recommendations on differentiation in formal observation reports. Formal teacher observations, through a lens of differentiation, will document progress of these teaching skills throughout the year.</li> <li>• Network staff developers will work with special education teachers to further develop differentiation teaching strategies.</li> <li>• Staff developers from Literacy Support Systems and Lead Teachers from MS 51 will model and teach pedagogical methods (differentiation strategies) that will better engage students, making learning more accessible to all students, as assessed by the production of proficient student work in reading and writing.</li> <li>• Small group instruction and conferences will be our 'differentiation' professional development focus this year.</li> <li>• All subject area teachers will use student data more extensively to support student progress in reading and writing, especially with our target population in our inquiry teams.</li> <li>• Teachers will work together to integrate the Common Core Standards to promote student achievement.</li> <li>• Teachers will work with small groups of students differentiating instruction and working on/revising student goals with all students, especially students-at-risk and Inquiry students during 37 ½ minutes, based on student needs as per their data.</li> <li>• Teachers will work with our AIS Team to support our striving learners to improve report card grades</li> </ul>

and ensure promotion.

**Objective evidence used throughout the year to evaluate progress towards meeting goal:**

- ELA teachers (14 teachers in total) will maintain a collection of student work (either electronically or in a binder) and data and lessons that reflect their use of data, documented by formal observations.
- An increase in 85% of our students' 'TC Reading' levels by at least 2 levels in the entire school year will be evident in reading logs and 'Reading Assessments'.
- An overall increase in student proficiency by 2% in the ELA Predictive test scores as compared to last year's Predictive score.
- Fewer than 10 general education students attending summer school (last year's number) would be an improvement in students meeting promotional criteria, as monitored in each report card and promotion in doubt status.

**By June - Post-summative testing, we will look for evidence in:**

- An increase in students' proficiency, school-wide would be any increase above the current performance trend of 82.2% proficiency in ELA – our goal being 84.2% proficiency on the ELA 2011.
- An increase in students' progress school-wide would be any increase above the current Progress Report Median Growth Percentile of 77 in ELA with a goal Median Growth Percentile of 79 in 2011.

**Goal Number 2**

**To increase the number of students achieving proficiency as measured by the 2011 NYS Mathematics Exam**

**Measurable target that will define whether I have met my goal:**

To increase the number of students achieving proficiency to 84.5% resulting in 922 out of 1092 performing within levels 3 and 4.

**Plan for meeting goal, including staffing, scheduling, and funding:**

- Math teachers will receive support from math coach in analyzing data from grade tests, ARIS and Acuity to monitor student progress and to understand their strengths and deficiencies to improve student outcomes.
- Math teachers will receive support from math coach in collecting and reviewing data and then using it to differentiate their instruction even more extensively and consistently in Data Inquiry Team Meetings.
- The math coach will assist *all teachers* in collecting and analyzing the results of their formative assessments in ARIS and with classroom data. They will also continue to train teachers on the uses of ARIS, Acuity and Scantron Performance Series.
- The technology coach will also support Math teachers on the use of the new Smartboards in the building and integrating technology into math lessons to support differentiated instruction.
- Professional development in differentiation strategies will be provided through our Network and consultants. PD will focus on making learning more accessible to all types of learners through small group and individual conference work, timely feedback, whole class teaching, morning tutoring, academic intervention services, and after school programs. Teachers will develop lessons based on this philosophy.
- The progress made by teachers participating in PD will be monitored when administrators meet with coaches and staff developers, observe classroom teaching on a regular basis, and document recommendations on differentiation in formal observation reports. Formal teacher observations, through a lens of differentiation, will document progress of these teaching skills throughout the year.
- Our math coach, lead teachers and staff developers from our network will model and teach pedagogy (differentiation strategies) that will better engage students, making learning more accessible to all students, based on their data.
- Small group instruction, timely feedback, and conferences will be our 'differentiation' professional development focus this year.
- All subject area teachers will use student data more extensively to support student progress in Math.

	<ul style="list-style-type: none"> <li>Teachers will work in small groups differentiating instruction with all students to work on students' goals, especially with mandated students, students-at-risk, and Inquiry students by tutoring during 37 ½ minutes, based on student needs as per their data.</li> </ul>
	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>Math teachers (11 teachers) will maintain a collection of student work (either electronically or in a binder), data and lessons that reflect their use of data, documented by formal observations.</li> <li>An overall increase in student proficiency by 2% in the Fall Acuity and Math predictive scores from last June's scores.</li> <li>An increasing trend in students' scores on the 2 Math DYO ITA's during the year and an increase in the Acuity predictive exam scores from 2010 to 2011, by 2% overall.</li> <li>Fewer than 10 general education students attending summer school (last year's number) would be an improvement in students meeting promotional criteria, as monitored in each report card and promotion in doubt status.</li> </ul> <p><b><u>By June - Post-summative testing, we will look for evidence in:</u></b></p> <ul style="list-style-type: none"> <li>An increase in students' proficiency, school-wide would be any increase above the current performance trend of 82.5% proficiency in Math – our goal being 84.5% proficiency in Math 2011.</li> <li>An increase in students' progress school-wide would be any increase above the current Progress Report Median Growth Percentile score of 70 with a Median Growth Percentile goal score of 72 in 2011.</li> </ul>
<p><b>Goal Number 3</b></p>	
	<p><b>Complete implementation of departmentalizing the special education department by having two content-area specialist teachers on each special education grade team.</b></p> <p>Continue to improve the progress of special education students while monitoring the <i>effectiveness</i> of the 'departmentalization' of the special education department, the data inquiry teams, and the mandated extended day programs, which service many of these students.</p>
	<p><b>Measurable target that will define whether I have met my goal:</b></p> <ul style="list-style-type: none"> <li>20% of Special education students participating in AIS and Data Inquiry Teams (16 students) will increase in proficiency and progress measures in 2010 ELA and Math.</li> <li>The School Progress Report revealed a trend indicating 51% of students in Self-Contained/CTT/SETSS are in the 75<sup>th</sup> Growth Percentile in ELA and 42.6% in Math. An increasing trend would be any increase in the current trend with a goal of 53% in ELA and 45% in Math.</li> </ul>
	<p><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"> <li>Create a 6<sup>th</sup> self-contained class, so that there are 2 classes and 2 teachers on each grade</li> <li>Hire a new teacher for the new class</li> <li>Provide content area professional development for each teacher and team meetings for curriculum planning</li> <li>Continue to support teachers and students with the social/emotional support needed for this unique population of learning and emotionally disabled</li> <li>Support our special education teachers with professional support from our coaches, lead teachers and Network staff developers. Our math and ELA coaches will also provide teaching and instructional planning support as needed.</li> <li>Professional development for differentiation strategies will be provided through coaches, lead teachers, Network staff developers and consultants in ELA. PD will focus on making learning more accessible to all types of learners through data analysis, small group and individual conference work, whole class teaching, morning tutoring, academic intervention services, and after school programs. Teachers will develop lessons based on this philosophy.</li> <li>The progress made by teachers participating in PD will be monitored when administrators meet with coaches and staff developers, observe classroom teaching on a regular basis, and document recommendations on differentiation in formal observation reports. Formal teacher observations, through a lens of differentiation, will document progress of these teaching skills throughout the year.</li> <li>Our Data Inquiry Team target populations will include special education students who are not proficient as per data analysis from the 2010 ELA and Math, in order to help move these students</li> </ul>

	<p>towards progress. Special Education teachers will be part of either a Math or ELA Data Inquiry Team.</p> <ul style="list-style-type: none"> <li>• Our AIS Program and IEP teacher will provide support to special education students in ELA and Math through the Wilson Reading program and Scantron Performance Series for math.</li> <li>• Provide special education students with at least one year technology class for additional ELA and Math instruction and assessment.</li> <li>• Special education students (and their families, as needed) will have consistent support from our special education supervisor, guidance counselors, social workers, family worker and school psychologist to help them manage their school work, family life and social/emotional development as it influences their academic progress.</li> <li>• Target learning needs of students in our 37.5 minute morning tutoring program. Many teachers and supervisors will support students in the AIS and 'after school tutoring program' by working with small student groups and differentiating instruction. Encourage eligible students to participate in all three programs.</li> <li>• Fund school structures that provide multiple support services to the target population (including Academic Intervention, SETSS, mandated, at-risk students, lowest one-third, and special education student students)</li> <li>• Provide professional development on small group learning, feedback loop of assistance, conferencing and differentiation of instruction</li> </ul>
	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>• An increase in 85% of our students' TC Reading levels by at least 2 letters in the entire school year as per reading logs and TC Assessments.</li> <li>• An overall increase in student progress by 2% in the 2011 Acuity ELA and Math predictive scores from last year's score.</li> <li>• An increasing trend in students' scores on the 2 Math DYO ITA's during the year and an increase in the Acuity predictive exam scores from 2010 to 2011, by 2% overall as evidenced by the scores recorded in ARIS.</li> <li>• 20% of Special education students participating in AIS and Data Inquiry Teams (16 students) will increase in proficiency and progress measures in 2010 ELA and Math.</li> </ul> <p><b><u>By June - Post-summative testing, we will look for evidence in:</u></b></p> <ul style="list-style-type: none"> <li>• An increase in students' proficiency, school-wide would be any increase above the current performance trend of 82.5% proficiency in Math – our goal being 84.5% in 2011 Math.</li> <li>• An increase in students' proficiency, school-wide would be any increase above the current performance trend of 82.2% proficiency in ELA – our goal being 84.2% in 2011 ELA.</li> <li>• The School Progress Report revealed a trend indicating 51% of students in Self-Contained/CTT/SETSS are in the 75<sup>th</sup> Growth Percentile in ELA and 42.6% in Math. An increasing trend would be any increase in the current trend, with a goal of 53% in ELA and 45% in 2011 Math.</li> </ul>
<p><b>Goal Number 4</b></p>	
	<p><b>To further develop and grow the After School Enrichment Program and the Academic Interventions that service our most striving learners to better support their academic, social and emotional needs.</b></p>
	<p><b>Measurable target that will define whether I have met my goal:</b></p> <ul style="list-style-type: none"> <li>• 50% of the Striving learners enrolled in the After School Enrichment Program will make progress in their scale scores in ELA and Math 2011.</li> <li>• 75% of our Striving Learners enrolled in the Academic Intervention Program after school will pass all their classes and meet promotional criteria.</li> </ul>
	<p><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"> <li>• Develop an After School Enrichment program menu that provides engaging academic, athletic and artistic opportunities for our striving learners to support their class work as well as address their social, emotional and personal academic needs as per their data history.</li> <li>• Hire teachers and staff most qualified to work with these students and operate the program.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop an Academic Intervention Program that uses data to identify promotion-in-doubt students, students at risk for failing classes, and students who are struggling socially, emotionally, and academically</li> <li>• Distribute and collect data from a parent/student Needs Survey for After School Programs and adjust menu accordingly.</li> <li>• Increase awareness of program offerings via the school's website and one mailing.</li> </ul>
	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>• Monitor the academic progress of striving learners enrolled in the program by assessing report cards each marking period, speaking with their teachers and monitoring periodic assessments.</li> <li>• By June, 75% of the striving learners enrolled in our After School Enrichment and Academic Intervention Programs will be promoted and at least 50% will make progress in their scale scores on the ELA and Math 2011.</li> <li>• Increase enrollment in the after school program by 10% in 2010-2011.</li> </ul>
<p><b>Goal Number 5</b></p>	
	<p><b>To introduce the MS 51 staff to the College and Career Readiness and Common Core Standards.</b></p>
	<p><b>Measurable target that will define whether I have met my goal:</b></p> <ul style="list-style-type: none"> <li>• Each department's curriculum map will reflect at least one change based on new CCS</li> <li>• At least one lesson plan per teacher, per unit, will incorporate CCS</li> <li>• At least one major assessment per department will be aligned to meet CCS</li> </ul>
	<p><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"> <li>• Engage teachers in professional development that supports the promotion of CCR/CCS practices into our teaching methods. Teachers will begin to revise lesson plans and curriculum maps to support CCR/CCS teaching practices into their pedagogy. Teachers will plan, teach together, and share best practices to promote the CCS. Teachers will share best practices in a monthly faculty conference. New meeting professional development structures will support the Unwrapping of the CCS.</li> <li>• Design meeting agendas with coaches that will support PD for teachers that will help them plan curriculum and assessments that CCS best practices.</li> <li>• Identify current lessons, units and assessments that meet Common Core Standard best practices. Teachers will continue to create, plan and align assessments that meet CCS.</li> <li>• Engage teachers in school-wide CCR/CCS professional development during Election Day PD (November 2) and June Planning (June 9).</li> </ul>
	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>• Attend monthly meetings to monitor progress of PD which supports changes to curriculum which incorporate CCS.</li> <li>• Attend monthly faculty conference to assess that best practices are incorporating CCS.</li> <li>• Conduct faculty conferences in November and June and design planning meetings that support the development and comprehension of the CCS amongst the staff.</li> <li>• Conduct formal observations with a lens to look for CCS.</li> <li>• Review curriculum maps, lesson plans and assessments that highlight changes incorporating CCS in June 2011.</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area:** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the number of students achieving proficiency as measured by NYS English Language Arts Exam.</b> <b>Measurable target that will define whether I have met my goal:</b> To increase the number of students achieving proficiency to 84.2% resulting in 919 out of 1092 performing within levels 3 and 4.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• ELA teachers will receive support analyzing data from ARIS and Acuity monitoring student progress, understand their strengths and deficiencies and differentiate their teaching plans, targeting improving student outcomes.</li> <li>• ELA teachers will receive support in collecting and reviewing data and then using it to differentiate their instruction even more extensively and consistently.</li> <li>• The ELA coach will assist <i>all teachers</i> in collecting and analyzing the results of their formative assessments on Progress forms in binders and/or online. They will also continue to train teachers on the use of ARIS, Inquiry Spaces and Acuity.</li> <li>• Staff developer from Literacy Support Services will model and teach pedagogy (differentiation strategies) that will better assess reading comprehension, engage students and make learning more accessible to all students, based on data.</li> <li>• Small group instruction and conferences will be our ‘differentiation’ professional development focus this year.</li> <li>• All subject area teachers will use data more extensively to support student progress in reading and writing and meet weekly to discuss and plan for data inquiry.</li> <li>• Teachers will work in small groups differentiating instruction with students-at-risk and Inquiry students for tutoring during 37 ½ minutes, based on student needs as per their data.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources that the ELA department will utilize in order to meet goals include: professional development with consultants from Literacy Support Services, participation in inter-visitations, time for department meetings, team meetings and after school per session meetings for additional planning, keeping classroom libraries well stocked and updated, maintaining a literacy coach and teacher leaders, using document cameras and projectors, laptops, classroom computers and professional books to better our teaching practices.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>• ELA teachers (14 teachers in total) will maintain a collection of student work (either electronically or in a binder) and data and lessons that reflect their use of data, documented by formal observations.</li> <li>• An increase in 85% of our students’ ‘TC Reading’ levels by at least 2 levels in the entire school year will be evident in reading logs and ‘Reading Assessments’.</li> </ul>

	<ul style="list-style-type: none"> <li>• An overall increase in student proficiency by 2% in the ELA Predictive test scores as compared to last year's Predictive score.</li> <li>• Fewer than 10 general education students attending summer school (last year's number) would be an improvement in students meeting promotional criteria, as monitored in each report card and promotion in doubt status.</li> </ul> <p><b><u>Post-summative testing, we will look for evidence in:</u></b></p> <ul style="list-style-type: none"> <li>• An increase in students' proficiency, school-wide would be any increase above the current performance trend of 82.2% proficiency in ELA – our goal being 84.2% proficiency on the ELA 2011.</li> <li>• An increase in students' progress school-wide would be any increase above the current Progress Report Median Growth Percentile of 77 in ELA with a goal Median Growth Percentile of 79 in 2011.</li> </ul>
--	--

**Subject/Area:**

**Mathematics**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the number of students achieving proficiency as measured by NYS Mathematics Exam. Measurable target that will define whether I have met my goal:</b> To increase the number of students achieving proficiency to 84.5% resulting in 922 out of 1092 performing within levels 3 and 4.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"> <li>• Math teachers will receive support in analyzing data from ARIS and Acuity to monitor student progress and to understand their strengths and deficiencies to improve student outcomes.</li> <li>• Math teachers will receive support in collecting and reviewing data and then using it to differentiate their instruction even more extensively and consistently.</li> <li>• The Math coach will assist <i>all teachers</i> in collecting and analyzing the results of their formative assessments on Progress forms in binders and/or online. They will also continue to train teachers on the use of ARIS, Acuity and Scantron Performance Series. The technology coach will also support Math teachers on the use of the new Smartboards in the building.</li> <li>• Professional development in differentiation strategies will be provided through CCNY, and the Community Support Organization. PD will focus on making learning more accessible to all types of learners through small group and individual conference work, whole class teaching, morning tutoring, academic intervention services, and after school programs. Teachers will develop lessons based on this philosophy.</li> <li>• The progress made by teachers participating in PD will be monitored when administrators meet with coaches and staff developers, observe classroom teaching on a regular basis, and document recommendations on differentiation in formal observation reports. Formal teacher observations, through a lens of differentiation, will document progress of these teaching skills throughout the year.</li> </ul>

	<ul style="list-style-type: none"> <li>• Math coach will model and teach pedagogy (differentiation strategies) that will better engage students, making learning more accessible to all students, based on their data.</li> <li>• Small group instruction and conferences will be our 'differentiation' professional development focus this year.</li> <li>• All subject area teachers will use data more extensively to support student progress in Math and meet weekly to discuss data inquiry.</li> <li>• Teachers will work in small groups differentiating instruction with all students to work on student goals, especially with students-at-risk and Inquiry students for tutoring during 37 ½ minutes, based on student needs as per their data.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Our math coach will work 3 days a week with all math, SETTS, and special education teachers to help strengthen their practice. Math teachers will have one common assigned period each week to meet with their grade teams and the math coach to plan common lessons, exams, and look at specific student work. We will continue to offer afterschool Math Test Prep to help students prepare for the May State Math Tests. The math coach will spend extra meeting time with special education teachers for added support. Our Network math specialist will be working with Special Education teachers who teach math.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>• Math teachers (11 teachers) will maintain a collection of student work (either electronically or in a binder), data and lessons that reflect their use of data, documented by formal observations.</li> <li>• An overall increase in student proficiency by 2% in the Fall Acuity and Math predictive scores from last June's scores.</li> <li>• An increasing trend in students' scores on the 2 Math DYO ITA's during the year and an increase in the Acuity predictive exam scores from 2010 to 2011, by 2% overall.</li> <li>• Fewer than 10 general education students attending summer school (last year's number) would be an improvement in students meeting promotional criteria, as monitored in each report card and promotion in doubt status.</li> </ul> <p><b><u>Post-summative testing, we will look for evidence in:</u></b></p> <ul style="list-style-type: none"> <li>• An increase in students' proficiency, school-wide would be any increase above the current performance trend of 82.5% proficiency in Math – our goal being 84.5% proficiency in Math 2011.</li> <li>• An increase in students' progress school-wide would be any increase above the current Progress Report Median Growth Percentile score of 70 with a Median Growth Percentile goal score of 72.</li> </ul>

**Subject/Area:**

Special Education

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-</i></p>	<p><b>Complete implementation of departmentalizing the special education department by having two content-area specialist teachers on each special education grade team.</b>  Continue to improve the progress of special education students while monitoring the <i>effectiveness</i> of</p>
--	---

<p><i>bound.</i></p>	<p>the 'departmentalization' of the special education department, the data inquiry teams, and the mandated extended day programs, which service many of these students.</p> <p><b>Measurable target that will define whether I have met my goal:</b></p> <ul style="list-style-type: none"> <li>• 20% of Special education students participating in AIS and Data Inquiry Teams (16 students) will increase in proficiency and progress measures in 2010 ELA and Math.</li> <li>• The School Progress Report revealed a trend indicating 51% of students in Self-Contained/CTT/SETSS are in the 75<sup>th</sup> Growth Percentile in ELA and 42.6% in Math. An increasing trend would be any increase in the current trend with a goal of 53% in ELA and 45% in Math.</li> </ul>
<p><b>Action Plan</b>  <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><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"> <li>• Create a 6<sup>th</sup> self-contained class, so that there are 2 classes and 2 teachers on each grade</li> <li>• Hire a new teacher for the new class</li> <li>• Provide content area professional development for each teacher and team meetings for curriculum planning</li> <li>• Continue to support teachers and students with the social/emotional support needed for this unique population of learning and emotionally disabled</li> <li>• Support our special education teachers with professional support from our coaches, lead teachers and Network staff developers. Our math and ELA coaches will also provide teaching and instructional planning support as needed.</li> <li>• Professional development for differentiation strategies will be provided through coaches, lead teachers, Network staff developers and consultants in ELA. PD will focus on making learning more accessible to all types of learners through data analysis, small group and individual conference work, whole class teaching, morning tutoring, academic intervention services, and after school programs. Teachers will develop lessons based on this philosophy.</li> <li>• The progress made by teachers participating in PD will be monitored when administrators meet with coaches and staff developers, observe classroom teaching on a regular basis, and document recommendations on differentiation in formal observation reports. Formal teacher observations, through a lens of differentiation, will document progress of these teaching skills throughout the year.</li> <li>• Our Data Inquiry Team target populations will include special education students who are not proficient as per data analysis from the 2010 ELA and Math, in order to help move these students towards progress. Special Education teachers will be part of either a Math or ELA Data Inquiry Team.</li> <li>• Our AIS Program and IEP teacher will provide support to special education students in ELA and Math through the Wilson Reading program and Scantron Performance Series for math.</li> <li>• Provide special education students with at least one year technology class for additional ELA and Math instruction and assessment.</li> <li>• Special education students (and their families, as needed) will have consistent support from our special education supervisor, guidance counselors, social workers, family worker and school psychologist to help them manage their school work, family life and social/emotional development as it influences their academic progress.</li> </ul>

	<ul style="list-style-type: none"> <li>• Target learning needs of students in our 37.5 minute morning tutoring program. Many teachers and supervisors will support students in the AIS and 'after school tutoring program' by working with small student groups and differentiating instruction. Encourage eligible students to participate in all three programs.</li> <li>• Fund school structures that provide multiple support services to the target population (including Academic Intervention, SETSS, mandated, at-risk students, lowest one-third, and special education student students)</li> <li>• Provide professional development on small group learning, feedback loop of assistance, conferencing and differentiation of instruction</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional developers from the Network and coaches will provide the professional development in math and ELA and support the work of our teachers in differentiation and other content areas.  <b>Our Title I Targeted Assistance funding of \$11,753.00 is scheduled to support the after school program that will address the needs of our striving learners.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>• An increase in 85% of our students' TC Reading levels by at least 2 letters in the entire school year as per reading logs and TC Assessments.</li> <li>• An overall increase in student progress by 2% in the 2011 Acuity ELA and Math predictive scores from last year's score.</li> <li>• An increasing trend in students' scores on the 2 Math DYO ITA's during the year and an increase in the Acuity predictive exam scores from 2010 to 2011, by 2% overall as evidenced by the scores recorded in ARIS.</li> <li>• 20% of Special education students participating in AIS and Data Inquiry Teams (16 students) will increase in proficiency and progress measures in 2010 ELA and Math.</li> </ul> <p><b><u>Post-summative testing, we will look for evidence in:</u></b></p> <ul style="list-style-type: none"> <li>• An increase in students' proficiency, school-wide would be any increase above the current performance trend of 82.5% proficiency in Math – our goal being 84.5% in Math.</li> <li>• An increase in students' proficiency, school-wide would be any increase above the current performance trend of 82.2% proficiency in ELA – our goal being 84.2% in ELA.</li> <li>• The School Progress Report revealed a trend indicating 51% of students in Self-Contained/CTT/SETSS are in the 75<sup>th</sup> Growth Percentile in ELA and 42.6% in Math. An increasing trend would be any increase in the current trend, with a goal of 53% in ELA and 45% in Math.</li> </ul>

**ALL SUBJECTS**

**Subject/Area:**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To further develop and grow the After School Enrichment Program and the Academic Interventions that service our most striving learners to better support their academic, social and emotional needs.</b></p> <p><b>Measurable target that will define whether I have met my goal:</b></p> <ul style="list-style-type: none"> <li>• 50% of the Striving learners enrolled in the After School Enrichment Program will make progress in their scale scores in ELA and Math 2011.</li> <li>• 75% of our Striving Learners enrolled in the Academic Intervention Program after school will pass all their classes and meet promotional criteria.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"> <li>• Develop an After School Enrichment program menu that provides engaging academic, athletic and artistic opportunities for our striving learners to support their class work as well as address their social, emotional and personal academic needs as per their data history.</li> <li>• Hire teachers and staff most qualified to work with these students and operate the program.</li> <li>• Develop an Academic Intervention Program that uses data to identify promotion-in-doubt students, students at risk for failing classes, and students who are struggling socially, emotionally, and academically</li> <li>• Distribute and collect data from a parent/student Needs Survey for After School Programs and adjust menu accordingly.</li> <li>• Increase awareness of program offerings via the school’s website and one mailing.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Many of the academic after school programs require a fee from parents (scholarships are available) which helps support the academic resources and the per-session pay required for classes. The school will cover all other after school expenses. <b>Our Title I Targeted Assistance funding of \$11,753.00 is scheduled to support the after school program that will address the needs of our striving learners.</b> I will realign teacher programs during the 37 ½ minutes so that the target population is engaged in academic activities while the teachers conduct their Data Inquiry Team Meeting once a week.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>• Monitor the academic progress of striving learners enrolled in the program by assessing report cards each marking period, speaking with their teachers and monitoring periodic assessments.</li> <li>• 75% of the striving learners enrolled in our After School Enrichment and Academic Intervention Programs will be promoted and at least 50% will make progress in their scale scores on the ELA and Math 2011.</li> <li>• Increase enrollment in the after school program by 10% this school year.</li> </ul>
--	--

**ALL SUBJECTS**

**Subject/Area:** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To introduce the MS 51 staff to the College and Career Readiness and Common Core Standards.</b></p> <p><b>Measurable target that will define whether I have met my goal:</b></p> <ul style="list-style-type: none"> <li>• Each department’s curriculum map will reflect at least one change based on new CCS</li> <li>• At least one lesson plan per teacher, per unit, will incorporate CCS</li> <li>• At least one major assessment per department will be aligned to meet CCS</li> </ul>
<p><b>Action Plan</b>  <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><b>Plan for meeting goal, including staffing, scheduling, and funding:</b></p> <ul style="list-style-type: none"> <li>• Engage teachers in professional development that supports the promotion of CCR/CCS practices into our teaching methods. Teachers will begin to revise lesson plans and curriculum maps to support CCR/CCS teaching practices into their pedagogy. Teachers will plan, teach together, and share best practices to promote the CCS. Teachers will share best practices in a monthly faculty conference. Professional development structures will support the Unwrapping of the CCS.</li> <li>• Design meeting agendas with coaches that will support PD for teachers that will help them plan curriculum and assessments that incorporate CCS best practices.</li> <li>• Identify current lessons, units and assessments that meet Common Core Standard best practices. Teachers will continue to create, plan and align assessments that meet CCS.</li> <li>• Engage teachers in school-wide CCR/CCS professional development during Election Day PD (November 2) and June Planning (June 9).</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Teacher meeting time, already built into our schedule will be used for CCS professional development, although we may use some per session, as needed, during June Planning. Since the CCS document is vast, we have been providing the link, electronically to teachers, to avoid printing the entire document. We have also posted it on our secure website's resource page. Our f-status coaches will spearhead the work with our ELA and Math teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Objective evidence used throughout the year to evaluate progress towards meeting goal:</b></p> <ul style="list-style-type: none"> <li>• Attend meetings to monitor progress of PD which supports changes to curriculum which incorporate CCS.</li> <li>• Attend monthly faculty conference to assess that best practices are incorporating CCS.</li> <li>• Conduct faculty conferences and design planning meetings that support the development and comprehension of the CCS amongst the staff.</li> <li>• Conduct formal observations with a lens to look for CCS.</li> <li>• Review curriculum maps, lesson plans and assessments that highlight changes incorporating CCS in June 2011.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS (Part D only for Title I Targeted Assistance schools)**

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	3	8	8	0	0	0	0	0
7	3	6	3	6	0	0	0	0
8	3	6	4	4	0	0	0	0
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Words Their Way and Wilson, during extended day morning, AIS periods, after school and small group tutoring. Software for ELA tutoring, use of data from ARIS for small group and individual tutoring and monitoring progress of students. After School AIS Hour for homework and writing help.
<b>Mathematics:</b>	Impact Math tutoring, during extended day morning, after school, AIS periods, and small group tutoring. Modify class lessons and homework help, test prep, and tutoring during extended day. After School AIS Hour for homework and math help.
<b>Science:</b>	Homework and Project help with AIS teacher and test prep during extended day morning and after school. Help students organize science labs work, notes and handouts.
<b>Social Studies:</b>	Homework help, small group and individual tutoring and Project help with AIS teachers and during extended day morning and after school.
<b>At-risk Services Provided by the Guidance Counselor:</b>	n/a 2010-2011 Forty minute sessions in groups of 3-5 and individual sessions once or twice a week during the school day with AIS teacher.
<b>At-risk Services Provided by the School Psychologist:</b>	n/a 2010-2011
<b>At-risk Services Provided by the Social Worker:</b>	n/a 2010-2011 Forty minute sessions in groups of 3 and individual sessions once or twice a week during the school day with AIS teacher.
<b>At-risk Health-related Services:</b>	n/a 2010-2011 Assistance with transporting student to and from classes, as well as scribing work, when applicable.

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

*NCLB/SED requirement for all schools*  
**(See LAP Worksheet – Attached separately)**

**Section III. Title III Budget**

School: 15k051 BEDS Code: 331500010051

<b>Allocation Amount:</b> Title III Translation Services: \$1,826; TL Translation Services: \$1,619		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$1619	34 hours of per session for staff to translate parent letters from English to Spanish (34 hours x \$25.87current secretary per session rate with fringe) and 16 teacher hours to score the NYSESLAT.
<b>Supplies and materials</b> Additional curricula, instructional materials for the classroom	\$1826	Leveled Books for the ELA and ESL classroom, computer paper, test prep books for the NYSESLAT, chart paper and markers.
<b>TOTAL</b>	\$3445	

### **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.

Our pupil personnel secretary, Assistant Principal and parent coordinator work with PTA volunteers to assess the interpretation needs of our school community. In addition to the ATS/biographical information, our last PTA meeting includes an outreach to our new/incoming parents by asking them to complete a needs assessment/parent volunteer form and we provide translators to help complete the assessment. We continue this outreach into the first half of the fall term by repeating this event at the first few PTA meetings. These parents who have translation needs are documented and are often contacted not only to participate in school events, but to contribute to our translation efforts by volunteering to translate for other parents.

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

Our major findings for the past two years have uncovered the need for translation services in the following languages (in order of need): Spanish, Chinese, Bengali, Arabic, and Russian. Our SLT has discussed the needs and ways to advertise these services so that all school community members are aware that services are available. Again, our PTA, in conjunction with school staff, have assessed the translation needs of the school and then reached out to these parents via mail and phone to communicate with parents all that is communicated to English speaking parents, as well as asking them to help us do a better job in translation. Most translated communication is done in the form of website postings, letters, email, meetings and phone calls.

#### **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.

Written translation services are provided at MS 51 by both in-house staff members and parent volunteers. They translate individual letters to parents as well as flyers and regular parent mailings regarding report cards, school and PTA meetings, flyers and testing

information. Our writing-translators are given a 3-5 day window for translating written materials prior to their distribution. This is coordinated by our parent coordinator and pupil personnel secretary.

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.

Oral translation services are provided at MS 51 by both in-house staff members and parent volunteers. Most of our oral interpretations are needed during parent teacher conferences, guidance meetings, and PTA meetings. Our staff and PTA members are made available at these times to assist with oral translations. The Department's Translation and Interpretation Unit provides interpretation during our annually hosted CEC meeting.

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>.

Parents in need of translation and interpretation services will be provided with a copy of the Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign is posted at the entrance of our school stating (in the most prominent covered languages) availability of interpretation services. Our safety plan also includes a procedure for contacting parents of a covered language in the event of an emergency. In the beginning of the year, the Department of Education discipline code book is distributed in several languages to our families. Progress report card information, parent-teacher conference invites and health information (LICH clinic) is also communicated in these prominent languages.

## **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 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.**

Early in the year, we will identify students at-risk of academic failure and provide Academic intervention during our extended morning program as well as our mandatory after school AIS (Academic Intervention Services) program. Several teachers will be paid per session to work with small groups of students who are either, special education, at-risk, SETSS, poverty level, or other student who is in danger of Promotion-In-Doubt. Highly qualified teachers, often special needs teachers, will work several times a week to improve students' skills in reading, writing and math. This program is supplementary and will be taught by the students' regular teachers. The purpose of this program is to intervene in the academic development early in the year in order to prevent Promotion-In-Doubt and help participating students meet State standards.

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

Teachers meet regularly at grade meetings with the Assistant Principal in charge of this AIS program in order to plan the work for the after school program. Each student has an individual plan to help meet course standards and skill standards leading to proficiency at the State level. The Assistant Principal on each grade follows these students, tracking their ARIS and classroom data to motivate and promote support.

#### **3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school:**

The purpose of our AIS after school program is to support the learning of our regular school day's program after hours. Even our striving learners participate in an accelerated program at MS 51 which includes 4 periods per week of second language and talent classes, as well as physical education. Therefore, in order to include all students in this enriching, rigorous program, we must provide the before and after school support needed to make these students successful. No part of this program takes place during the school day, aside from the teacher and administrative planning. Striving learners participate in our regular school day and in addition, participate in AIS after school and morning tutoring.

**4. Coordinate with and support the regular educational program;**

This program draws its curriculum directly from the regular educational program at MS 51. The purpose is to ensure academic success by supporting a student's class work by reinforcing and re-teaching curriculum at each student's individual pace. A deeper comprehension of class curriculum, directly aligned with State standards ensures success on the report card and state exams. In one year we reduced our summer school numbers from 25 to 10 due to the implementation of the after school AIS Program.

**5. Provide instruction by highly qualified teachers;**

All AIS After School classes are taught by highly qualified MS 51 teachers, supported by one Assistant Principal.

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

Professional development plans are created each year for each teacher and all AIS teachers receive additional resources for the program and planning time with other teachers. SBST support for AIS students is discussed at our bimonthly CPPST meetings and provided as needed.

**7. Provide strategies to increase parental involvement;**

Students receive letters and phone calls regarding progress in the program and are invited for after school meetings.

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

We encourage these students to participate in other after school activities which may include our partially grant funded recreational program and scholarship enrichment programs at our non-title I school provided by parent donations.

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

---

### **Part 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).**  
We have 0 students in Temporary Housing so far this year. Typically we have 1-3 students in temporary housing each year and our current students who are former 'STH' have found permanent housing for this year.
- 2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.**
  - Free breakfast and lunch
  - Free transportation to school
  - Free tutoring in the morning
  - Scholarships for trips, events, fees and after school programming, as supported by our PA
  - Free counseling as per the School Based Support Team recommendations
- 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.**  
Our school received \$11,753 of Title I Assistance funding. To support our neediest students, we distributed the funding in the following way: after school program (teacher per session) for Academic Intervention Services.



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	M.S. 51 William Alexander						
<b>District:</b>	15	<b>DBN:</b>	15K05	<b>School</b>		331500010051	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade
	2		6	v	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		96.2	96.5	97.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		98.1	99.1	98.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	370	374	337	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	336	369	374		32.5	38.8	39.3
Grade 8	306	327	370				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		0	10	8
Grade 12	0	0	0				
Ungraded	1	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	1013	1071	1081	<i>(As of October 31)</i>	2007-	2008-	2009-
					1	3	0
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	56	55	53	Principal Suspensions	0	2	0
# in Collaborative Team Teaching (CTT)	30	34	32	Superintendent Suspensions	4	10	5
Number all others	22	12	22				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	11	4	TBD	Number of Teachers	56	60	61
# ELLs with IEPs	9	13	TBD	Number of Administrators and Other Professionals	11	12	10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	5	4	5

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	2	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.4	85.0	88.5
				% more than 5 years teaching anywhere	58.9	70.0	75.4
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		88.0	93.0	95.1
American Indian or Alaska Native	0.1	0.1	0.2	% core classes taught by "highly qualified" teachers	88.1	87.6	90.1
Black or African American	16.7	17.4	11.6				
Hispanic or Latino	31.3	29.1	32.1				
Asian or Native Hawaiian/Other Pacific	15.9	16.0	13.6				
White	35.7	37.2	36.4				
<b>Male</b>	41.3	42.7	43.3				
<b>Female</b>	58.7	57.3	56.7				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	v	v					
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	65.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	M.S. 51 William Alexander					
<b>District:</b>	15	<b>DBN:</b>	15K051	<b>School</b>		331500010051

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		96.2	96.5	97.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.1	99.1	98.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	370	374	337	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	336	369	374		32.5	38.8	39.3
Grade 8	306	327	370				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	10	8
Grade 12	0	0	0				
Ungraded	1	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	1013	1071	1081	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	3	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	56	55	53	Principal Suspensions	0	2	0
# in Collaborative Team Teaching (CTT) Classes	30	34	32	Superintendent Suspensions	4	10	5
Number all others	22	12	22				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	56	60	61
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	12	10
# receiving ESL services only	11	4	TBD				
# ELLs with IEPs	9	13	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	4	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
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.4	85.0	88.5
				% more than 5 years teaching anywhere	58.9	70.0	75.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	93.0	95.1
American Indian or Alaska Native	0.1	0.1	0.2	% core classes taught by "highly qualified" teachers	88.1	87.6	90.1
Black or African American	16.7	17.4	11.6				
Hispanic or Latino	31.3	29.1	32.1				
Asian or Native Hawaiian/Other Pacific	15.9	16.0	13.6				
White	35.7	37.2	36.4				
<b>Male</b>	41.3	42.7	43.3				
<b>Female</b>	58.7	57.3	56.7				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	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
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	65.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**Office of English Language Learners**  
**Grades K-12 Language Allocation Policy**

**Submission Form**

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

**A. Language Allocation Policy Team Composition**

Network Cluster <b>CFN 304</b>	District <b>15</b>	School Number <b>051</b>	School Name <b>William Alexander</b>
Principal <b>Lenore DiLeo Berner</b>		Assistant Principal <b>Gregory Stanislaus, Nance Speth</b>	
Coach <b>Lisa Schwartz</b>		Coach <b>Judy Pessa</b>	
Teacher/Subject Area <b>ESL Teacher: Katie Welch</b>		Guidance Counselor <b>K. Bosco, J. Phillips</b>	
Teacher/Subject Area <b>All</b>		Parent <b>Olga Zumba</b>	
Teacher/Subject Area <b>N/A</b>		Parent Coordinator <b>Audrey Komaroff</b>	
Related Service Provider <b>N/A</b>		Other <b>R. Schulof</b>	
Network Leader <b>Lucile Lewis</b>		Other <b>type here</b>	

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

**C. School Demographics**

Total Number of Students in School	<b>1071</b>	Total Number of ELLs	<b>14</b>	ELLs as Share of Total Student Population (%)	<b>1.31%</b>
------------------------------------	-------------	----------------------	-----------	---	--------------

Describe how you identify English Language Learners (ELLs) in your school. Answer the following: **(see below for answers)**

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

1. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Our ELL's teacher provides parents with a Home Language Survey (HLIS) to identify the child's language proficiency. The school secretary gives parents the HLIS survey is given to parents when they enroll their child into school for the first time. MS 51 has several translators available to assist with the ELL identification process. Ms. Katie Welch speaks English, French, and the secretary at MS 51 speaks Spanish. The ELL teacher at MS 51 is a licensed teacher of English Language Learners and is qualified to administer the LAB-R. The LAB-R is a test that establishes English Proficiency Levels. If the child is identified as an eligible candidate for Bilingual or ESL instructional services, an informal interview is given to the candidate by our ELL teacher and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. In the spring the ELL teacher administers the NYSESLAT to ELL students to determine proficiency and whether or not these students are still eligible for ELL services.

2-5 In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parent brochures are disseminated in their native language to ensure understanding each available program. Parents complete the parent selection form and the school will conform to the parent choice selection. After reviewing the parent survey and program selection forms for the past few years, the trend in program choices is ESL Freestanding Program. We have very few ELL students, so it is easier for the homeroom teacher to communicate with the family to ensure that all forms are returned to the school. Translators are available at the school and over the phone to help parents understand the ELL program being implemented at MS 51. MS 51 engages in parental outreach over the course of a school year to keep parents informed about ELL services. School staff and the ELL teacher use surveys, conferences, orientations, and formal letters to keep parents aware of ELL services. Parents receive entitlement letters notifying them if their child is eligible for ELL services. Once students are identified as eligible or not parents then receive a set of letters. The letter describes the student's proficiency level, and if the student is entitled to ELL services. All letters are translated for the parents based on their home language. Parents are notified both in writing and in a personal parent orientation. The ELL teacher completes the ELL identification process within 10 days to ensure students that are eligible receive services within a timely manner. Over the course of the school year MS 51 staff provides documentation and interpretation services offered by the Translation and Interpretation Unit since many parents of ELL students speak a language other than English at home. The parent coordinator at MS 51 works with translators at the school and the ELL teachers to provide one to one feedback using meetings and conferences throughout the school year. Parents are given at least 4 weeks' notice prior to a meeting or conference. If parents do not respond after one attempt, staff will follow up using translation services and translated notices on a weekly basis until contact is made. MS 51 will contact the network and ELL coordinators when contact is not made after numerous attempts at the school level. Schools use rigorous record keeping and maintain up to date parent information for school records to ensure parents are informed of their child's progress. Mandates are provided to students. Parental information is kept up to date to help keep parents choice and ELL services v



<b>Push-In</b>							6	2	6						<b>14</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

**B. ELL Years of Service and Programs**

<b>Number of ELLs by Subgroups</b>			
<b>All ELLs</b>	<b>Newcomers (ELLs receiving service 0-3 years)</b>	<b>Special Education</b>	<b>14</b>
<b>SIFE</b>	<b>ELLs receiving service 4-6 years</b>	<b>Long-Term (completed 6 years)</b>	

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.

<b>ELLs by Subgroups</b>										
	<b>ELLs (0-3 years)</b>			<b>ELLs (4-6 years)</b>			<b>Long-Term ELLs (completed 6 years)</b>			<b>Total</b>
	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	
<b>TBE</b>										<b>0</b>
<b>Dual Language</b>										<b>0</b>
<b>ESL</b>									<b>14</b>	<b>0</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>0</b>

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

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
<b>Spanish</b>							6	2	6					<b>14</b>
<b>Chinese</b>							0	0	0					<b>0</b>
<b>Russian</b>							0	0	0					<b>0</b>
<b>Bengali</b>							0	0	0					<b>0</b>
<b>Urdu</b>							0	0	0					<b>0</b>
<b>Arabic</b>							0	0	0					<b>0</b>
<b>Haitian</b>							0	0	0					<b>0</b>
<b>French</b>							0	0	0					<b>0</b>
<b>Korean</b>							0	0	0					<b>0</b>
<b>Punjabi</b>							0	0	0					<b>0</b>
<b>Polish</b>							0	0	0					<b>0</b>

Albanian								0	0	0											0
Yiddish								0	0	0											0
Other								0	0	0											0
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>14</b>															

**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	0	0	0	0	0	0
Chinese													0	0	0	0	0	0	0	0
Russian													0	0	0	0	0	0	0	0
Korean													0	0	0	0	0	0	0	0
Haitian													0	0	0	0	0	0	0	0
French													0	0	0	0	0	0	0	0
Other													0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

**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							6	2	6					14
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

### A. Programming and Scheduling Information (see below for answers)

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.

Plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT, including test accommodations: these students continue to work with our ELLs teacher in her daily teaching schedule. Students at beginning and intermediate proficiency levels receive six hours (360 minutes) of service each week, while advanced students receive three hours (180 minutes) of service per week. The teacher continues to push into these student's classes at least twice a week. The ELL teacher is also providing support for students that have an X-code on their IEP to help them achieve proficiency on the NYSESLAT. These students have also been targeted in our Data Inquiry Teams since many of them are mandated, special education students and receive extended day tutoring 4 mornings a week and many participate in the after school enrichment program. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT. ELL students are grouped heterogeneously in order to ensure that students are given the same high quality education and instruction as their peers. This approach ensures that both ELL and non ELL students are exposed to curriculum that fosters grade level standards for all academic periods. MS 51 provides students uses a literacy program aligns instructions with NY State educational standards in English Language Arts (ELA). ELL students are given ELA instruction every day in class and these goals are monitored over the course of the year using both formative and summative assessments. The ELL teacher uses a freestanding program that is integrated into the curriculum and classroom setting. This allows ELL students to be exposed to both their regular curriculum and ELL services in their classroom. MS 51 does not have a bilingual education or dual language programs. All the ELL students at MS 51 are currently given ELL services in their classroom. The ELL students at MS 51 are long term ELL students and the ELL teacher uses a freestanding ELL program to help these students increase and gain proficiency on the NYSESLAT exam. The ELL teacher provides students ELL services the mandated hours depending on their proficiency level. Since the ELL teacher integrates instruction with the students educational program students are given the NY State allotted time for ELA instruction over the course of the school day. MS 51 teachers work collaboratively with one another to help align curriculum and this includes addressing the needs and goals of ELL students. Using a freestanding program ensures that students are given a high quality education without being pulled out of class. Classroom teachers use a variety of instructional strategies to address the needs of both ELL and non ELL students. This includes auditory, visual, and tactile tools to help provide a multisensory approach to instruction. ELL students are provided an academic curriculum that addresses all content classes and ELL goals. There are currently no SIFE students at MS 51. MS 51 staff is trained and monitor student enrollment. If a student enters MS 51 and it is determined that they are a SIFE school staff are able to use the SIFE oral interview questioner. This questioner is an Academic Language and Literacy Diagnostic (ALLD) that helps standardize the SIFE identification process. The ALLD is given after the Home Language Survey and LAB-R to determine if a student has had an interrupted in their education for more than two years. The goal of the ELL program at MS 51 is to provide students a high quality education and to ensure that students are able to achieve proficiency on the NYSESLAT. The ELL teacher at MS 51 uses a freestanding model that allows students to stay in their current classroom setting. This model is used for all ELL students at MS 51. MS 51 has a plan for addressing the needs of various ELL students. For students that are in the US for less than three years MS 51 provides these students with the same high quality instruction as all students. If it is determined that these students require ELL services, they will be given ELL services using a freestanding program in their class. For students receiving services for 4-6 years, the ELL teacher is working to integrate ELA strategies and other content classes to help student achieve proficiency on the NYSESLAT. Many of these students have received passing scores on the NY State ELA exam and benefit from using these skills and strategies on the NYSESLAT. For students receiving ELL services for more than 6 years, MS staff provides in class instruction and at risk services to help these students achieve proficiency levels on the NYSESLAT. MS 51 has 14 ELL students that are also receiving Special Education services. These students have been determined to have an educational handicap that warrants special education services. These students are not passing the NYSESLAT due to an educational handicap and benefit from ELL services that help them use strategies that they have used to pass classroom and state exams. Providing these students with classroom materials that address a multisensory approach to learning can offer these students a high quality education without being pulled out of their class. The ELL teacher aligns ELL instruction with all content classes to help ELL students with special education services align compensatory strategies that they have learned with ELL goals and the NYSESLAT exam. MS 51 continues to develop the ELL program by integrating research and NY state standards into the ELL freestanding program. Using ongoing professional development the ELL teacher is able to up to date instruction and research based instruction for ELL students. MS 51 currently provides a freestanding ELL approach that has helped ELL students meet and increase proficiency levels. This program has provided students with a research based approach. MS 51 continuously monitors student performance for both ELL and non ELL students using Data based inquiry. If the current freestanding program requires additional modification the ELL teacher and staff review data to see which specific instructional supports are needed to address and improve the current program. This approach allows the ELL teacher to monitor student growth while using the data to inform instruction over the course of the school year. ELL students at MS 51 are given equal access and participate in all school programs and functions. ELL students are given additional support before and after school during extended day. This provides students additional support before and after school to help continue academic growth from the school day. The ELL teacher uses the same instructional content and materials that content teachers use in order to help ELL students have the same opportunities as non ELL students. In addition the ELL teacher has access to materials that are designed to help ELL students. These materials are aligned with content classes and coursework. The ELL teachers uses a freestanding approach that is integrated with student coursework and grade level. This ensures that students are given ELL services and instructional materials that are at grade level. The ELL teacher at MS 51 aligns goals across content areas and grade level. Depending on the students grade level thy receive academic supports and ELL services to address their needs and to help meet grade level standards for Intermediate school in ELA, Math, Science, Social Studies, and Foreign Language.

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

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### 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 v
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per v
<b>For TBE /DL programs:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes p

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). 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 school building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials and 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?

### ANSWERS to questions above:

Ms. Welch implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

1. To amplify the literacy and academic skills of ELLs who participate in the ESL program
2. To incorporate recognized and researched based ESL instructional strategies across content subject areas.
3. To give students the skills to perform at city and state grade level in all subject areas

In the Freestanding ESL component we have 7 students, from 3 grades. They range from upper Beginner to Advanced Proficiency level. All attend 320 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of individualized assistance in their classroom.

The Freestanding ESL program does not use a particular text, but works within our GE ELA instruction with the support of Teacher's College Reading and Writing Workshop Model. This includes the use of high interest / low level 'leveled' texts with frequent assessments in order to monitor student level growth. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- I. Attanasio and Associates Getting Ready for the New NYSESLAT
- II. New York State Coach: ELA
- III. New York State Coach: Mathematics

The goal of our ESL program is to promote full English proficiency in a supportive classroom environment. In order to help students to achieve this goal, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.

- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.
- Math and ELA Inquiry Teams focused on teaching content language, word study and vocabulary this year to increase reading comprehension and response to questions
- Professional development is provided to school staff throughout the school year at orientations, staff meetings, and professional development days. ELL goals, standards, and instruction are integrated into these professional developments to ensure that instruction addresses middle grade level standards and ELL goals.
- Related service providers (Para Professionals, Occupational therapists, Speech and Language Therapists, Guidance Counselors, Physical Therapists) are provided professional development to align related service goals for ELL students to increase proficiency
- School personal (secretaries, parent coordinator, and school aides) are given supports and training during the school year to increase the use of translation services and parent outreach
- School secretaries are provided training on data collection systems and reports (BESIS) using current NYC DOE technologies (ATS)
- Mandated 7.5 hours of training and staff development for staff (excluding ELL teachers) is intergraded for all staff to address the instructional strategies for ELL students during staff development, professional development, grade meetings, and department meetings. This ensures that needs of all students including ELL students are addressed.
- Records are maintained for all events by school secretaries and staff meeting during staff development. These records are recorded and stored in files.
- See attached calendar for Professional Development days

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Content area teachers (primarily ELA, SS, Math, and Science) and the ESL teacher meet weekly to plan for student needs and strategies for working with these students. The goal is to help students to better understand various projects, assignments, and how they are assigned. Our ESL teacher, special education and General Education teachers attend workshops to learn about ELL strategies and differentiated instruction for ELL's. On Election Day and Brooklyn Queens Day our SETTS and ELL teacher will attend Network 5 PD, which will address the needs of ELL's and provide teaching strategies and resources for differentiation. On September 2010, our ELL teacher, Katie Welch, attended the workshop: FINDING SOLUTIONS; BUILDING INSTRUCTIONAL STRATEGIES FOR ELL'S ON THE NYSESLAT FOR STUDENTS IN GRADES K-8 at Long Island University.

Professional development is provided by school staff and our Network.

•**School Staff: Within the schools Professional Development program, the focus is on:**

- o The literacy needs of our ELL population is met through the TC Reading and Writing Workshop model of instruction.
- o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- o ESL in the Mathematics classroom, scaffolding and differentiation in the content area classrooms.

Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers

Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.

- Wilson Program for Special Education teachers.

- Support Personnel: Workshops taken by teachers on our ESL staff have included:

## 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)							1	0	1					2
Intermediate(I)							2	1	4					7
Advanced (A)							3	1	2					5
Total	0	0	0	0	0	0	6	2	6	0	0	0	0	14

NYSESLAT Modality Analysis																
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12		
Listening/Speaking	B															
	I															
	A							2		2		4				
	P							4				3				
Reading/Writing	B							1				1				
	I							1		1		5				
	A							4		1		1				
	P															

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		2						0
7					2				0

8	3		4					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	n/a		n/a		n/a		n/a		0
NYSAA Bilingual Spe Ed									0

**NYS Social Studies**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	n/a		n/a		n/a		n/a		0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Languages				

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

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

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

#### ANSWERS to questions above:

Our middle school students do not take their science and social studies tests until June of the 8<sup>th</sup> grade.

After review of the 2010 ELA, 43% of our ELLs made progress on the ELA exam and 15% reached proficiency.

- 100% of the ELLs who made progress have IEPs
- 85% of the IEP ELL students made progress on the NYSESLAT

After review of the 2010 Math, 57% of our ELLs made progress and 25% reached proficiency.

- 80% of the IEP ELL students made progress on the Math

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUIITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening, reading and writing skills for ELL/IEP, including increased use technological activities in the classroom.
- During the extended day sessions, ELL/IEP students will receive instruction in reading to strengthen their literacy skills.
- During the extended day sessions, ELL/IEP students will receive instruction in math to strengthen their computational skills.
- Utilization of the Wilson Reading, Scantron Performance Series and Tabula Digital Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for ELL IEP students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Teachers College Reading Writing Workshop and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL, content area) to support rigorous, differentiated instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, CCNY Math and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous, differentiated instruction

When a new student is registered in our school, we provide the following resources to facilitate the transition.

1. An informal student orientation
2. Buddy system identifying a similar student in his/her class that will assist during the day
3. Encourage student to participate in the Morning Program and After School activities.
4. An informal assessment is provided to identify possible Academic Intervention programs.
5. Home-school communication.

The goal for Long Term ELL is to help them achieve proficiency on the NYSESLAT. These students represent the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing, which coincides with their Special Education status. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Tabula Digita Math to enrich their language and academic skills

MS 51 has fourteen ELL students that are also Special Education students; seven of these students receive ELL services and seven have an X-code. Students with an X-code are not mandated for ELL services.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lenore DiLeo-Berner	Principal		10/27/10
Gregory Stanislaus	Assistant Principal		
Audrey Komaroff	Parent Coordinator		
Katie Welch	ESL Teacher		
Olga Zumba	Parent		
Amy Chasanoff/SETSS	Teacher/Subject Area		
Shelley Cunningham/ELA	Teacher/Subject Area		
Judy Pessa	Coach		
Lisa Schwartz	Coach		
Joseph Phillips	Guidance Counselor		
<b>Additional Information</b>			
Lucie Lewis	Network Leader		
n/a	Other		
	Other		
	Other		
	Other		

Please include any additional information that would be helpful to the 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.