



**DR. GLADSTONE H. ATWELL
MIDDLE SCHOOL 61
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (17K061)

ADDRESS: 400 EMPIRE BOULEVARD, BROOKLYN, NY 11225

TELEPHONE: (718) 774-1002

FAX: (718) 467-4335

TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17k061 **SCHOOL NAME:** Dr. Gladstone H. Atwell MS 61

SCHOOL ADDRESS: 400 Empire Boulevard, Brooklyn, NY 11225

SCHOOL TELEPHONE: (718) 774-1002 **FAX:** (718) 467-4335

SCHOOL CONTACT PERSON: Mr. S. O'Donoghue **EMAIL ADDRESS:** SODonoghue@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Ms. Sandra Taylor

UFT CHAPTER LEADER: Mr. Andrew Rison

PARENTS' ASSOCIATION PRESIDENT: Ms. Antoinette Greene

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 602

NETWORK LEADER: Julia Bove

SUPERINTENDENT: Ms. Rhonda Hurdle-Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Ms. Sandra Taylor	*Principal or Designee	
Mr. Andrew Rison	*UFT Chapter Chairperson or Designee	
Ms. Antoinette Greene	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

OUR VISION

The MS 61 school community envisions a culture of successful students. Through collaboration of family, staff, students and a rigorous instructional program, high expectations, opportunities for exploration, self-empowerment, and exposure to the best that education has to offer, all students will achieve greatness in preparation for college and career.

OUR MISSION

The Dr. Gladstone H. Atwell Middle School 61, is part of a culturally diverse community. It is dedicated to having all students including English Language Learners and Special Education achieve academic and social excellence. Through the Common Core State Standards driven instruction, family support, a safe and nurturing environment, our children will develop into life-long learners and productive citizens.

Dr. Gladstone H. Atwell Middle School 61, a nucleus of learning, is nestled in the Crown Heights section of Brooklyn at the corner of Empire Boulevard and New York Avenue. This middle school serves a culturally diverse population of 1,130 students. Ninety-one (91%) percent are African American, which includes first generation descendants from English and Haitian/Creole speaking Caribbean countries. Eight (8%) percent are of Hispanic ancestry, one (1%) percent is of Asian or White ancestries. Approximately thirteen percent (13%) of our population is Special Education students and another four point eight (4.8%) percent of our population are English Language Learners (E.L.L.). Eighty-four (84%) percent of the school's population is eligible for free lunch. We are now part of the Universal Lunch Program.

For school year 2010-2011, Middle School 61 will be structured into four academies. The Grade 6 Apex Academy of Achievers, Grade 7, Apex Academy of Achievers, Global Leadership Academy and the Britou-Moore Academy for the Gifted and Talented.

Currently, there are twelve grade 6 classes, eleven grade 7 classes, eleven grade 8 classes, seven special education classes, and an Integrated Co-Teaching (ICT) class on each floor. The average class size is thirty students. The **Global Academy** occupies the 1st floor, the **Apex Academies** occupy the 2nd floor and the **Britou-Moore 'Gifted' Academy** occupies the third floor. English Language Learners and students of Special Needs are part of each academy. An Intervention Specialist and Coordinator are assigned to each floor.

According to the 2009-2010 Progress Report, 35.5% of our students are at Proficiency (Levels 3 & 4) in ELA. We are 20.2% relative to Peer Horizon. It also indicated that 36.2% of students are at

Proficiency (Levels 3 & 4), in Math, -8.7% relative to our school's Peer Horizon. The median growth percentile for our schools lowest third is 37.0% relative to the Peer Horizon.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	M.S. 051 Dr. Gladstone H. Atwell								
District:	17	DBN:	17K061	School BEDS Code:	331700010061				
DEMOGRAPHICS									
Grades Served:	Pre-K	3	7	√	11				
	K	4	8	√	12				
	1	5	9		Ungraded	√			
	2	6	√	10					
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.4	92.0	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.4	95.6	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	378	398	403	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	315	360	377		90.3	80.3	81.4		
Grade 8	292	307	369						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	54	TBD		
Grade 12	0	0	0						
Ungraded	4	4	9	Recent Immigrants - Total Number:					
Total	989	1069	1158	(As of October 31)	2007-08	2008-09	2009-10		
					24	17	5		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# In Self-Contained Classes	73	74	70	Principal Suspensions	29	20	TBD		
# In Collaborative Team Teaching (CTT) Classes	35	35	34	Superintendent Suspensions	14	17	TBD		
Number all others	30	38	37						
These students are included in the enrollment information above.				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HIS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - includes all full-time staff:					
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# In Transitional Bilingual Classes	20	22	0	Number of Teachers	76	76	TBD		
# In Dual Lang. Programs	0	0	0						
# receiving ESL services only	27	45	43						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	3	13	Number of Administrators and Other Professionals	20	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	10	7	TBD	% fully licensed & permanently assigned to this school	98.7	100.0	TBD
				% more than 2 years teaching in this school	89.5	85.5	TBD
				% more than 5 years teaching anywhere	75.0	78.9	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	92.0	TBD
American Indian or Alaska Native	0.1	0.4	0.4		88.3	88.4	TBD
Black or African American	91.2	92.1	92.2				
Hispanic or Latino	7.6	5.7	5.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.5	0.5				
White	0.7	0.8	0.7				
Male	50.2	50.6	48.4				
Female	49.8	49.4	51.6				
2008-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2008-10) Based on 2008-08 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic			
	Improvement Year 1			Focused			
	Improvement Year 2			Comprehensive			
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2			√			
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:		-	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√			-	
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√				-	
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√	√				-	
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1			0	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	75.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.3			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	21.9			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	38.9						
(Comprises 60% of the Overall Score)							
Additional Credit:	4.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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 76 schools; NCLB/SED accountability reports are not available for District 76 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

In looking at our school 's Progress Report in ELA, we performed at 35% relative to our Peer Horizon for students at Levels three and four.

Three Year Trends Analysis of ELA Performance

Grade 6

	Level 1 #	Level 1%	Level 2 #	Level 2%	Level 3#	Level 3%	Level 4#	Level 4%
2008	7	2.0	139	39.4	204	57.8	3	0.8
2009	1	0.3	71	18.6	298	78.0	12	3.2
2010	60	16	176	46	138	35	103	3

Grade 7

	Level 1 #	Level 1%	Level 2 #	Level 2%	Level 3#	Level 3%	Level 4#	Level 4%
2008	5	1.7	123	42.3	162	55.7	1	0.1
2009	1	0.3	82	23.2	261	73.9	9	2.5
2010	37	10	191	52	128	34	10	4

Grade 8

	Level 1 #	Level 1%	Level 2 #	Level 2%	Level 3#	Level 3%	Level 4#	Level 4%
2008	13	4.7	146	52.3	118	42.3	2	0.7
2009	7	2.4	139	47.1	149	50.0	0	0.0
2010	37	12	206	59	98	27	7	2

According to our School Report, the percentage of students in Level 1 for ELA Grade 6 increased from 2% to 16% between 2008-2010. For the same time period and grade, the students in Levels 3 and 4 decreased from 58.6% to 38%.

The percentage of Level 1 students in 7th and 8th grades increased from 3.2% to 11%. The percentage of Levels 3 and 4 students in Grades 7 and 8, decreased from 54% to 30.5%.

Three Year Trends Analysis of MATH Performance

Grade 6

	Level 1 #	Level 1%	Level 2 #	Level 2%	Level 3#	Level 3%	Level 4#	Level 4%
2008	17	9.5	28	15.6	116	64.8	18	10.1
2009	32	8.3	88	22.9	240	62.5	24	6.3
2010	56	15	171	45	111	28	47	12

Grade 7

	Level 1 #	Level 1%	Level 2 #	Level 2%	Level 3#	Level 3%	Level 4#	Level 4%
2008	35	11.4	102	33.3	157	51.3	12	3.9
2009	7	2.0	66	18.7	245	69.4	35	9.9
2010	57	16	190	50	106	28	21	6

Grade 8

	Level 1 #	Level 1%	Level 2 #	Level 2%	Level 3#	Level 3%	Level 4#	Level 4%
2008	22	7.9	100	35.7	142	50.7	16	5.7
2009	18	5.9	105	34.4	168	55.1	14	4.6
2010	35	11	193	56	97	27	25	7

The percentage of Levels 3 and 4 students in Grade 6 decreased from 75% to 40%.

The percentage of Level 1 students in 7th and 8th grade increased from 8.6% to 13.5%.
For the same time period and grades, the students in Levels 3 and 4 decreased from 56% to 34%.

The data concerning our ELL subgroup indicates that:

Sixth-Grade Students

- 90% of subgroups were in Levels 1 and 2

Seventh-Grade Students

- 100% of subgroups were in Levels 1 and 2

Eighth-Grade Students

- 100% of subgroups were in Levels 1 and 2

The data concerning our **Special Education** subgroup indicates that:

Sixth-Grade Students

- 100% of subgroup performed in Levels 1 and 2

Seventh-Grade Students

- 93% of subgroup performed in Levels 1 and 2

Eighth-Grade Students

- 96% of subgroups performed in Levels 1 and 2

After a careful analysis of the New York State ELA test, we determined that there is a need for Writing and Vocabulary skills.

Our greatest accomplishments as supported by our quality review are as follows:

- What the school does well.
- Students are highly engaged in well-planned lessons that generate active participation and high-level thinking.
 - The highest-performing students are particularly well challenged in the gifted and talented academy, where proficiency rate gains significantly exceeded those of students in other academies. Many of these students take accelerated classes that culminate in Regents exams.
 - Teachers use skills data from State tests and periodic assessments to develop goals and action plans with students, and adjust instruction to meet their needs.
 - Teachers analyze skills data and student work to understand each student's strengths and areas for growth to develop goals and plans of action for each student and class. Their analysis provides the basis for flexible groupings and differentiation, and through team meetings, they evaluate the effectiveness of their teaching.
 - Professional development is a priority, and faculty members share their expertise to embed positive instructional practices that continually improve student outcomes.
 - The school has long-standing tradition of voluntary professional development. Two mornings each week, faculty and administrators present their best practices or turnkey what they have learned in external trainings. The monthly calendars and attendance reveal rich and varied opportunities that respond to needs identified in teacher surveys and through classroom observations. As a result, teachers feel well supported in developing their craft and valued as professionals, and best practices extend throughout the school.
 - School leaders have envisioned and enacted plans to build upon strengths to sustain improvements in all aspects of the school.
 - In assuming leadership, the principal conducted a comprehensive review of data sources with staff to identify needs and outline a three-year plan to phase in improvements. This resulted in additional youth development support for sixth graders to help them adapt to the culture of the school. Effective external partnerships have been further extended to provide very enriching opportunities in music, dance, technology, and community service.
 - The school is proactive about communicating its high expectations to parents and students and engaging them in decisions so that all constituents are committed to sustained school improvement.
 - Between marking periods, the school sends parents progress reports with comments from each teacher on the students' academic performance, participation, and behavior. This allows parents to partner with the school to support the students' individualized learning plans. An additional night of parent-teacher conferences increases opportunities to exchange information. Incentives for students with high absenteeism, such as Broadway plays, have increased overall school attendance by one percent.
 - Programming of teacher and student time enables the school to support the learning needs of adults and students to advance the school's goals.
 - Weekly assemblies on youth-related concerns support students' social and emotional growth while creating time for their teachers to meet. Grade-level teams use this time well to examine student work and assessment results to plan for instruction. To accelerate learning, particular groups of students attend double-period classes in their area of need.

According to the New York School Card Accountability Report, Dr. Gladstone Atwell, M.S. 61 made AYP. Due to the fact that the scale scores were raised, fewer students reached proficiency levels on the 2011 test.

Middle School 61 has faced significant barriers to the school continuous improvement. One reason why our performance was decreased in Levels 3 and 4 was due to the fact that the scale scores were raised. As a result, many of our students did not meet the standards. In response to this challenge, teachers and administrators have collaborated to produce a more rigorous curriculum, as well as more intense professional development for the teachers and the principal.

According to our Quality Review, we need to:

- Enhance data systems to disaggregate data by subgroup, class, and grade to identify trends in student progress for more effective planning and evaluation of instructional and organizational decisions.
- Set measurable, reliable interim benchmarks for school-level goals that are differentiated by subgroup to actively and accurately monitor progress.
- Formalize structures for teacher collaboration, using an inquiry approach, so that professional development is purposeful and aligned to the school's goals to maximize the impact of efforts and investments.
- Refine the use of writing rubrics so they are used consistently to provide meaningful feedback and enhance student independence in learning.

In summary, we are a school on the rise with a dedicated and knowledgeable staff. We are cognizant of the above-mentioned barriers and plans are in place to overcome these barriers.

Aids to our continuous improvement include CBO's such as:

- John Hopkins
- GGE Partnership
- All Write Literacy Consultants
- Computers for Youth
- Medgar Evers (Science Club)
- Brooklyn Botanical Garden Program
- BAMSS
- 21st Century Grant
- SINI Grant After School Program
- Network Support in Professional Development
- Reduce Class Size

Increased use of technology programs that aids our school's continuous improvement:

- Achieve 3000
- Brain Pop
- Study Island
- Renzulli Learning
- Acuity
- Scantron

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: By June 2011 all students, including Students With Disabilities and English Language Learners, will increase their performance levels 3 & 4 achievement in English Language Arts by 10%, from 35% to 45%.

After conducting our needs assessment, the SLT found that there was a need to decrease the achievement gap among the different sub-groups, specifically Students with Disabilities and English Language Learners. As a result, we have made closing the achievement gap a prime focus of our inquiry teams, professional learning community discussions, and professional development sessions.

Goal 2: By June 2011, all students, including Students with Disabilities and English Language Learners, will increase their performance levels 3 & 4 achievement in Mathematics by 8%, from 42.0% to 50.0%.

After conducting our needs assessment, the SLT found that there was a need to decrease the achievement gap among the different sub-groups, specifically Students with Disabilities and English Language Learners. As a result, we have made closing the achievement gap a prime focus of our inquiry teams, professional learning community discussions, and professional development sessions.

Goal 3: By June 2011, the school community will implement the Common Core State Standards (CCSS) in ELA, Math, Science, Social Studies, and Technology to increase students' performance by 10% (from 35%-45%).

Goal 4: By June 2011, teachers' participation in collaborative inquiry, to promote student growth, will increase by 5%.

Goal 5: By June 2011, attendance will increase by 2% from 92.0% to 94.0%.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students, including Students With Disabilities and English Language Learners, will increase their performance levels 3 & 4 achievement in English Language Arts by 10%, from 35% to 45%.</p> <p>After conducting our needs assessment, the SLT found that there was a need to decrease the achievement gap among the different sub-groups, specifically Students With Disabilities and English Language Learners. .As a result, we have made closing the achievement gap a prime focus of our inquiry teams, professional learning community discussions, and professional development sessions.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will constantly assess, analyze, monitor, and create targeted action plans based on student data. Teachers will differentiate and scaffold instruction according to the needs of the students. Through class discussion, individualized and group conferencing, teachers will assist students in writing long and short term goals, documenting these goals, achieving and refining the goals when necessary. The following activities will be implemented:</p> <ul style="list-style-type: none"> ▪ Use of balanced literacy to address performance indicators in the NYS Standards. ▪ Collaborative effort to develop a rigorous curriculum that will provide differentiation, intervention and enrichment instruction for all students. ▪ Engaging students in Reading/Writers workshop, vocabulary study, Metacognitive strategies, high order and critical thinking strategies. ▪ Academic Intervention Strategies, that include, Study Island, Acuity ▪ Integration of Technology programs ▪ Enrichment activities such as, college prep., Renzullii Learning ▪ Regents preparation and specialized HS preparation. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Support:</u></p> <ul style="list-style-type: none"> ▪ Assistant Principal ▪ Literacy Staff Developer ▪ Librarian: TL Fair Student Funding ▪ Computer Teacher: TL Fair Student Funding ▪ AIS Teachers: TL Fair Student Funding ▪ Mentor Teacher: TL Fair Student Funding 	<ul style="list-style-type: none"> ▪ ESL Teacher ▪ ELA/Math Institute Grant ▪ John Hopkins Accelerated Program ▪ External and Internal Professional Development ▪ Achieve 3000
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Three Periodic Assessments ▪ Numerous Teacher and Departmental exams ▪ On-going teacher observations ▪ Morning study groups 	<ul style="list-style-type: none"> ▪ Weekly focused learning walks with immediate feedback ▪ Analyzing and monitoring student work ▪ Progress Reports; Observations

Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students, including Students With Disabilities and English Language Learners, will increase their performance levels 3 & 4 achievement in Mathematics by 8%, from 42.0% to 50.0%.</p> <p>After conducting our needs assessment, the SLT found that there was a need to decrease the achievement gap among the different sub-groups, specifically Students With Disabilities and English Language Learners. As a result, we have made closing the achievement gap a prime focus of our inquiry teams, professional learning community discussions, and professional development sessions.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will constantly assess, analyze, monitor, and create targeted action plans based on student data. Teachers will differentiate and scaffold instruction according to the needs of the students. Class discussion and individualized conferencing, teachers will assist students in writing long and short term goals, documenting these goals, achieving and refining the goals where necessary.</p> <ul style="list-style-type: none"> ▪ Teachers will utilize Acuity to assign work to students who demonstrate specific learning deficits, and then assess student progress in an ongoing fashion. ▪ Use of balanced mathematics to address performance indicators in the NYS Standards. ▪ Collaborative effort to develop a rigorous curriculum that will provide differentiation, intervention and enrichment instruction for all students. ▪ Engaging students in The Stock Market Game and other Scholastic Math Competitions, Math Vocabulary Study, Metacognitive Strategies, High Order and Critical Thinking Strategies. ▪ Connecting ELA and Mathematics through literature and vocabulary. ▪ Integration of technology programs using Study Island, Gizmo, and BrainPop. ▪ Implementation of Academic Intervention Services (AIS). ▪ M.A.P.P., CITE, ACUITY, and Scranton ▪ Academic Intervention Strategies that include ‘Destination Math’ ▪ Enrichment activities such as, College Prep, Regents Preparation and Specialized HS Preparation ▪ Individualized teacher support using extended day, lunchtime and early morning periods. ▪ Instructors will utilize ARIS to; <ul style="list-style-type: none"> ○ Connect with other practitioners ○ Use data to inform instructional practices ○ Create relevant class reports ▪ Instructors are encouraged to use “INQUIRE” and “Thinkfinityny.org” to find strategies and resources to enhance instruction. ▪ In small professional learning communities, instructors will; <ul style="list-style-type: none"> ○ Plan curriculum ○ Look at student work to inform instruction ○ Item and distract analysis 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Support:</p> <ul style="list-style-type: none"> ▪ Assistant Principals ▪ Team Leaders of Mathematics ▪ Math Coach/Data Specialist ▪ Computer Teacher: TL Fair Student Funding ▪ AIS Teachers: TL Fair Student Funding ▪ Mentor Teacher: TL Fair Student Funding ▪ ESL Teachers 	<ul style="list-style-type: none"> ▪ ELA/Math Institute Grant ▪ ELL Success Grant ▪ Counseling ▪ Parent Meetings ▪ John Hopkins Accelerated Program ▪ External and Internal Professional Development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Three Periodic Assessments ▪ Numerous Teacher Made Exams ▪ On-going Teacher Observations ▪ Morning Study Groups 	<ul style="list-style-type: none"> ▪ Weekly Focused Learning Walks with immediate feedback ▪ Analyzing and monitoring student work ▪ Progress Reports

Subject/Area (where relevant): COMMON CORE STATE STANDARDS

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the school community will implement the Common Core State Standards (CCSS) in ELA, Math, Science, Social Studies, and Technology to increase students' performance by 10% (from 35%-45%).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Use of on-going training in CCSS during the summer, fall, and spring. ▪ Analysis of Standards during common prep, departmental/faculty conferences, and morning Professional Development. ▪ Mapping Curriculum in all subject areas to create an alignment with CCSS. ▪ Monitoring of standards-based policies through learning walks, observations, one-to-one teacher conferences. ▪ Self assessment of student data
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ CFN ▪ Regular Ed Teachers ▪ Computer Teacher ▪ ESL Teacher ▪ Special Ed Teachers ▪ RR Teacher
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Administration of teacher generated assessments and departmental mid-year exam ▪ Growth in student performance on assessments and projects – past unit of study 4-6 weeks. ▪ New York State Assessment for students in ELA, Math, Science, and Technology.

Subject/Area (where relevant): INQUIRY

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, teachers’ participation in collaborative inquiry, to promote student growth, will increase by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will meet to discuss the following:</p> <ul style="list-style-type: none"> ▪ Student work using N.S.F. Harmony protocols (i.e., Collaborative Assessment Protocol) ▪ Item analyses/matrix reports from the NYS ELA and Math Assessment to look for clues and patterns or student weakness. ▪ Curriculum mapping to improve the alignment between the core standards and instructional practice.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ Math Coach ▪ Staff Developer ▪ CFN
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Monthly benchmark examinations in all content areas will guide adjustments to classroom practice and provide indicators of where differentiation is called for. ▪ Acuity results will be used to then assign review work to students in areas of critical need. ▪ Attendance at Meetings

Subject/Area (where relevant): ATTENDANCE

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, attendance will increase by 2% from 92.0% to 94.0%.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Students daily attendance will be monitored and followed up through: <ul style="list-style-type: none"> ▪ - Generated daily reports on attendance, (RCUL) <ul style="list-style-type: none"> - Working Class List - Counseling sessions - Intervention strategies - Principal's Honor Roll ▪ 8th Grade Students will be exposed to various career professionals and college fairs ▪ 8th Grade Students will attend several High School fairs throughout the year ▪ Teachers will work closely with parents to provide them with student information. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Support:</u></p> <ul style="list-style-type: none"> ▪ Assistant Principals ▪ Team Leaders of Literacy and Math ▪ Attendance Teacher ▪ Family Worker ▪ Librarian: TL Fair Student Funding ▪ AIS Teachers: TL Fair Student Funding ▪ ESL Teachers 	<ul style="list-style-type: none"> ▪ Title III ▪ ELA/Math Institute Grant ▪ Counseling ▪ Parent Meetings ▪ External and Internal Professional Development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Three Periodic Assessments ▪ 4 Report cards monitoring ▪ 4 Progress reports ▪ Working Class List ▪ Observations ▪ Weekly walkthroughs ▪ Counselor's reports ▪ Parent meetings 	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	236	237	236	236	150	40	20	30
7	228	247	228	228	150	30	15	20
8	243	228	243	243	130	30	20	30
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Services are provided to students using the following research-based programs, which will take place before school, after school, during the school day, and during the summer:</p> <p><u>The Wilson Reading System</u> Provides a step-by-step sequential system to help teachers implement a multi sensory structured language program to students who are struggling with decoding and encoding.</p> <p><u>Renzulli Learning</u> Renzulli Learning provides students with engaging individualized resources that are specifically chosen for their interest areas and learning styles. Students can explore virtual field trips where they are provided with challenging critical thinking activities.</p> <p><u>Achieve 3000</u> Achieve 3000 is a web-based reading solution that improves literacy through differentiated instruction. Their philosophy is based on teaching students, one-on-one, at their individual level, for it is one of the most effective ways to help students reach and exceed their grade level. The Achieve 3000 solutions delivery reading content that is precisely matched to each student’s individual learning profile.</p> <p>Results show that Achieve 3000 dramatically improves reading comprehension, vocabulary, writing proficiency, and high-stakes test performance.</p>
Mathematics:	<p>Service is provided to students using the following research-based program, which will take place before school, after school, during the school day, and during the summer:</p> <p><u>Study Island</u> Study Island is a web-based user-friendly learning program, with a rigorous math content, that is both fun and engaging.</p>

	<p>Study Island is also research-based with proven results. The learning program is easy to use in the lab, classroom or at home. It is comprised of instruction, practice, assessment, and reporting, which is aligned to the State's standards.</p> <p>It was designed to create a very user-friendly experience for both students and teachers.</p>
Science:	AIS Services will be given to those students who fail to meet the promotional criteria in Science. Teachers will work with small groups during the school day.
Social Studies:	AIS Services will be given to those students who fail to meet the promotional criteria in Social Studies. Teachers will work with small groups during the school day.
At-risk Services Provided by the Guidance Counselor:	At-risk services will be provided by guidance counselors. Counselors will work in small groups and individually with students. Group work and social skills are emphasized.
At-risk Services Provided by the School Psychologist:	At-risk services will be provided by the school psychologist. These services will include intervention, consultation, referral, behavior modification, and testing.
At-risk Services Provided by the Social Worker:	At-risk services will be provided by the social worker. These services will include intervention, consultation, referral, behavior modification, and testing.
At-risk Health-related Services:	At-risk students will receive health-related services.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6, 7, & 8 Number of Students to be Served: 49 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Section III. Title III Budget

School: M.S.61 BEDS Code: 331700010061

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,955.52	112hrs x 2 teachers @ 4 hrs per week for 28 weeks 224 hrs @ \$39.98 = \$8955.52
Purchased services 1. High quality staff and curriculum development contracts.	\$4,519.20	Instructional materials to support literacy and innumeracy from Heinle and Heinle; Pearson; Hampton
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,525.28	General supplies
Educational Software (Object Code 199)		
Travel		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
No Revisions
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.
No Revisions

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.
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.
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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$864,310.	\$355,347	\$1,219,657
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,643.10	\$3,553.47	\$12,196.57
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,215.50	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$86,431.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 88.4%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

District 17

Middle School 61 Parent Advisory Council

Parent Involvement Policy

Mission Statement:

The mission of Middle School 61 Parent Advisory Council is to guarantee parent participation, leadership and technical support in the formation of policies to ensure quality education for all children to develop visionary goals and standards for educational excellence for all children by holistically teaching the child. In order to accomplish our mission, we as a body will assume the following responsibilities:

Provide an environment to foster higher expectations for student growth and achievement. Promote collaborative partnerships through our professional development workshops for parents with members of our school and community connections. Act as advocates for all parents in our school. Work towards encouraging multi-cultural awareness, ethical behavior and access equality in our school. Promote better communication between parents and school personnel. Challenge our school with the support of the principal, to offer meaningful parent involvement activities.

Parent Involvement Goals:

The PAC of Middle School 61 has established the following goals to support and promote parent activities for increasing the involvement of parents. Work to increase communication between the home, school and community by offering social gatherings to forge better relationships. Implement family literacy workshops to help parents help their children at home. Provide opportunities to increase our reading and writing scores by encouraging parents to read by setting up a book club for parents.

The Principal and staff will work jointly with the parent representatives (PAC) to strengthen the voice of parents as it relates to academic excellence for all children. A process will be put in place so that parents will have an opportunity to share their concerns and gather information as it pertains to their child's education.

Definition of Parent:

The term "parent" includes in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). Section 910 (31) . ESEA

Building Capacity For School & Parent Involvement:

The PAC's will work to strengthen the parent voice on the school leadership teams and the redesign and or corrective action planning teams. The parent involvement policy must be included in the school level comprehensive educational plan. The parent's of participating students must have an opportunity to share their concerns and ideas for changes and recommendations.

The parents Advisory Council representatives must provide information to families within their respective schools regarding the Title 1 programs, activities and expenditures. They will also provide information and support to those parents who have children in Special Education ELL and Bi-Lingual programs.

The term "*parental involvement*" means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring:

- That parent's are encouraged to be actively involved in their child's education at school;
- That parent's play an integral role in assisting their child's learning;
- That parent's are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

The carrying out of other activities, such as those described in section 1118 of the ESEA. (Section 9101(32).ESEA.)

Annual Meeting:

The PAC will convene an annual meeting each year to discuss the title program and make recommendation for ratification in the reauthorization. They will prepare workshops, forums and other school events during the year. To increase parent participation and improve avenues for better communication with families and school personal.

Professional Development:

Parents of Middle School 61, including the Parent Coordinator should attend in and out of town conferences, meetings and forums to obtain additional resources and knowledge to help support and influence educational change.

Duties and Responsibilities of DPAC Representatives Include:

Incentives to foster increased attendance and participation of parents at conferences and workshops. Increase parent participation in school activities through the PA, PAC and Parent Coordinator's meetings. Build better relationships between the home and school through via phone, auto-dial, mailings, letters and flyers. Improve communication between families and school through social gatherings, our Men Empowerment Forum, conferences and workshops.

- * Provide information in a timely manner
- * Host on-going professional development training on such topics as; special education, bi-lingual, standards/assessment, strategies for increasing test scores, title I program.
- * Circle of Sisters (book club)
- * Men Empowerment Forum
- * Annual Title I Conference(s)
- * Develop a Title I newsletter (bi-annual)
- * Develop avenues for obtaining grants and outside financial support
- * Provide cultural enrichment opportunities for parents
- * Participate at various in and out of town conferences
- * Prepare notices and other documents of interest in other languages (where possible)
- * Build positive relationships between staff and parents
- * Help to expand our communication between the home and school
- * Develop family events for building cohesiveness within the family unit
- * Host opportunities for staff and parents to interact socially

The Parent Coordinator should work as a supporter on committees to help strengthen and support parent activities.

Professional Development Training Topics:

The parent workshops, forums, conferences, and events will be held at various times and day’s to accommodate parents and families.

Notification letters, flyers and mailings will be sent in advance of meetings to increase and encourage parent participation. Packets of educational and community materials will be distributed and or available at parent events. Refreshments, door prizes, books and other incentives will be provided for participants at meetings.

- Title I - NCLB
- Special Education Program
- ELL/Bi-Lingual Program
- Circle of Sisters (Book Club)
- Men Empowerment Forum
- Women Empowerment Forum
- Mother & Daughter Event
- Mother & Son Event

- Father & Daughter Event
- Title 1 Conferences
- Motivational Skills/Self Esteem
- Movie Night
- Meet and Greet (social events)

- SES-Supplemental Educational Services
- School Choice/SES
- State Standards/Curriculum
- Family Involvement – Cultural Enrichment Activities
- And other topics of interest.....

District Level Representations:

The PAC Representative or PAC Alternate will attend the (DPAC) District Parent Advisory Council meetings to represent out school.

Title I Budget:

Resources/Cost/Source: - 1% of Title I Parent Involvement budget

1% of the Title I funds for Parent Involvement is given to schools to develop meaningful parent involvement activities. The PAC will develop a budget and present it to the parents for their input before presenting the final document to the Principal.

Title I funds can be used for transportation (metro cards), stamps for mailing letters, newsletters and other notifications, hotel fees, conference registration fees, purchasing books, supplies, lending library, literary programs, refreshments, reimbursements, childcare, incentives and other items.

Annual Evaluation:

Intervals of Periodic Review

Evaluations will be distributed after each workshop to determine the effectiveness of professional development training. Attendance sheets and agendas are to be used to determine an increase in the numbers of participants and for the purpose of documentation.

The PAC will meet with the Title I school representatives to discuss/determine and review the overall effectiveness of the Title I program. Parents will have an opportunity to make recommendations for improving the program and to make sure that we meet our AYP.

Major Tasks/Activities - Participate on the School Leadership Team and its

Sub-committees. Establish regularly scheduled events such as; workshops, forums, conferences to inform parents of content area expectations. Activities will be geared towards helping parents to understand state standards and test preparation pertaining to their child/ren education.

Term of Office

All officers may serve a term of (2) two consecutive years. Elections will be held every two years. Newly elected officers will assume responsibilities starting September 1st school year. It is recommended that

during the transition period between July and October, the existing new board and former board will work together to exchange and give technical assistance for a smooth transition. For roles and responsibilities of each officer see DPAC Plan for Parent Advisory Councils.

This policy was adopted and approved on the following date: **October 23, 2007**

Committee Members:

Alisa Diallo
Antoinette Greene
Marie Lawrence
Joyce Richardson
Teresa Rodriguez
Claudette Waldman
Natalie Walker
Pearl Williams
Sandra Williams

Facilitator: Ailene Thompson, Parent Coordinator

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL - PARENT COMPACT

THE SCHOOL AGREES

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental

THE PARENT/GUARDIAN AGREES

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy and school-parent compact..
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To support his/her child(ren) by reviewing their homework assignments. Including providing time for reading.

involvement policy.

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

To provide parents with timely information about all programs.

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

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

- parent-teacher conferences at least annually
- frequent reports to parents on their children's progress
- reasonable access to staff
- opportunities to volunteer and participate in their child's class
- observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

To monitor his/her child(ren)
•attendance at school
•homework/study time
•reading

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To request information and assistance in supporting their child(ren) in the educational process.

To survey parents to find out what information or type of training of assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

----- PLEASE DETACH AND RETURN TO THE ASSISTANT PRINCIPAL-----

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

AGREED TO: SANDRA TAYLOR, PRINCIPAL

Signature of Parent/Guardian

AGREED TO: PRESIDENT P.A.

Type/Print Name of Parent/Guardian

AGREED TO: , PAC REP.

Telephone Number

Teacher's Name

Class A.M. P.M. Best time to contact

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Pages 10-13

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

As part of our support to have 100% HQT, we provide Title I Set- Aside 5% funds for tuition reimbursement. We also encourage our teachers to become HQT through the HOUSSE online certification. We check the BEDS frequently to ensure that we provide our teachers with the appropriate and timely support. 98.7% of our teachers are fully licensed and are permanently assigned to M.S. 61. Ninety two percent (92%) have obtained a Masters degree or higher. Additionally, we are recruiting graduates at specific Teacher Education Programs such as Medgar Evers College, Columbia University, and Brooklyn College.

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

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

As part of our support to have 100% HQT, we provide Title I Set- Aside 5% funds for tuition reimbursement. We also encourage our teachers to become HQT through the HOUSSE online certification. We check the BEDS frequently to ensure that we provide our teachers with the appropriate and timely support. 98.7% of our teachers are fully licensed and are permanently assigned to M.S. 61. Ninety two percent (92%) have obtained a Masters degree or higher. Additionally, we are recruiting graduates at specific Teacher Education Programs such as Medgar Evers College, Columbia University, and Brooklyn College.

6. Strategies to increase parental involvement through means such as family literacy services. The parent coordinator, the PA and PAC representatives will assist in coordinating activities to increase parental involvement. They include:
- Participation in School Leadership team and sub-committees.
 - Establishing regularly scheduled workshops to apprise families of various educational strategies.
 - Activities geared towards helping students meet the State standards as it pertains to their child's education.
 - Guest speakers and parent conferences.
 - ELA strategies: (Training on ARIS, book club etc.)
 - Math strategies
 - Review Attendance records to determine increase in parental involvement in school activities and conferences.
 - Give incentives to foster increased parent attendance and participation at conferences, workshops and at the PA/PAC meetings.
 - Increase interaction with teachers via phone, personal visits, letters, flyers and e-mail.
 - Increase communication between families and school through social gatherings, Men and Women's Empowerment Forum, Family Night activities, conferences, forum events to engage families and increase communication between the home and school.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- See page 20**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Using the information gained from the periodic assessments, teachers will differentiate instruction according to the needs of the students. They will analyze the data and create a personal plan for individual students and groups of students. Periodic assessments, used in conjunction with regular formative assessments, will aid the teacher in helping students increase in proficiency.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As a School Wide Program School, MS 61 will use funds to support student learning in all areas. Violence prevention, nutrition and housing programs will be supported with these funds.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	■			\$864,310	✓	25, 26, 30, 33, 34, 40
Title I, Part A (ARRA)	Federal	■			\$355,347	✓	25, 26, 40
Title II, Part A	Federal	■			TBD	✓	26, 33, 34, 37
Title III, Part A	Federal	■			TBD	✓	24, 43, 48, 49, 51, 53, 58
Title IV	Federal	■			TBD		
IDEA	Federal	■			\$13,752,449	✓	33, 34, 37, 13, 14
Tax Levy	Local	■			\$14,546,932		13, 14, 33, 34, 37

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.

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

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

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

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

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

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

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

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

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

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are ten students in Temporary Housing.

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

We plan to provide and pay for school supplies, uniforms, trips, and graduation fees

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 602	District 17	School Number 061	School Name M.S.61
Principal Ms. Sandra Taylor		Assistant Principal Mr. S. O'Donoghue	
Coach type here		Coach type here	
Teacher/Subject Area Doreen Marvin ESL Coordinator		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader Ms. Julia Bove		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1130	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	4.34%
------------------------------------	-------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When any student is registered and the student is a new student to the NYC public school system, the parent completes the HLIS (Home Language Survey) form in the appropriate language. If the HLIS form clearly indicates the student speaks a language other than English, the student will take the LAB-R test within ten days of admission. In addition, at the time of registration, an informal oral interview of the student also takes place. The interviewer, a pedagogue, will informally ascertain if the student is dominant in English or another language. Based on availability, the interviewer will speak the student's native language or ask another staff member to help translate. Once it is decided the student will take the LAB-R, the student's LAB-R score will decide whether or not s/he will receive ESL services. Moreover, the Lab-R results will also decide if the ELL student needs 180 or 360 minutes of ESL services per week.

At the end of April/beginning of May, parents are notified in English and their native language of the annual NYSESLAT test. This standardized test formally measures the gains all ELLs have made in the four modalities of Listening, Speaking, Reading, and Writing. The Speaking Test is given over a three-week period to individual students. In turn, The Listening, Reading, and Writing tests are given during a three-day period in early May. In conjunction with the Testing Coordinator, the ESL Coordinator, and the Testing AP, compile lists of current ELLs and former ELLs who have become proficient in the past two years are prepared; testing modifications are in place; and the school building is in "lock-down" to maximize all mandated testing conditions.

2. Since the school does not house a TBE or dual-language program, parents are approached at registration and are presented with the school options of ESL or possible transfer. Parents view DVD and learn about their various choices at registration. Staff translators are available when necessary. Parental choice letters in English and the native language are given to parents at registration. Meetings are held with parent coordinator for parents of ELLs in the first quarter of the school year. Throughout the academic year, other workshops are held for ELL parents. During these workshops, parents are introduced to their children's teachers and learn more about their upcoming test, graduation requirements, tests, content-area subject matter, etc.

3. After the initial LAB-R testing, ESL groups are formed; entitlement letters are distributed in the first quarter of the school year. Parent Selection Forms are returned to the main office, attention ESL teacher.

4. If the student is new to the NYC public school system or the English language system, a pedagogue will speak to the parent at registration in the native language and informally assess the student's English skills. As stated earlier, this child will take the LAB-R. If the student is coming from another NYC public school, an exam history is requested to ascertain if the student has a current LAB-R/LAT score. If there is a LAB-R/LAT score, the child will be placed into an appropriate class. Parents are informed there is no TBE program in place, and they are informed of their alternative choices. (See # 2, Page 3). Once the parents decide they prefer their child to remain in an ESL program, an appropriate class is chosen based on the student's age, ELA/Math scores, general linguistic proficiency, and student peers who speak the same language. After several months and if the student shows signs of great struggle, the school will request a consultation with the student's parents. At the meeting, parents, principal/AP, ESL teacher(s) meet and discuss the need for a possible transfer to TBE program. Translators are on hand if their services are required.

5. • In the past, 100% of incoming students from Haiti who have little or no English skills chose the TBE bilingual program. Effective September 2009, there is no available TBE program in Haitian-Creole.
- Except for one Spanish-speaking parent, most Spanish-speaking parents refuse to transfer to a Spanish bilingual program in another school. These parents prefer to keep their children at MS 61 because: it is nearby; the neighbors' children attend this school and can accompany these children to school; or there are siblings/cousins who already attend MS 61
 - Parents who speak other languages (Arabic, Chinese, various African languages, etc.) prefer to have their children at MS 61 because it is a nearby school, and their children easily travel or walk to school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							18	12	19					49
Total	0	0	0	0	0	0	18	12	19	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	12
SIFE	14	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	12

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	11	4	10	3	7	12	0	2	49
Total	27	11	4	10	3	7	12	0	2	49

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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							2	3	2					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	0	2					2
Haitian							15	8	15					38
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other							1	1	0				0	2
TOTAL	0	0	0	0	0	0	18	12	19	0	0	0	0	49

Part IV: ELL Programming

A. Programming and Scheduling Information	
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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. 	<p>Paste response to questions 1-4 here</p> <ol style="list-style-type: none"> 1. The Free Standing ESL program is a Push-in/Pull-out program. Whenever possible, the pull-out program is a homogeneous model based on current LAB-R/ NYSESLAT scores. The push-in model is heterogeneous. As per NYS CR Part 154, beginners and advanced students receive 360 minutes of ESL instruction/week (eight 45-minute periods). The advanced students receive 180 minutes of ESL instruction per week (four 45-minute periods). NLA instruction is not available this year, but NLA support is used in the classroom via: bilingual dictionaries and

glossaries in the content area; libraries; translated textbooks; buddy system of students who speak the same language; peer tutoring; involvement of various staff members who speak more than one language.

Extra instruction is given to newcomers and SIFE students during the school day, and in extended-day, morning/afternoon/Saturday programs. ESL instructional approaches are rigorous and systematic. They incorporate Q-TEL methods, CALLA, and scaffolding. Emphasis is placed on social and academic vocabulary in the content areas; comprehension and test-taking strategies; problem solving and critical thinking; and developing English language skills in the four modalities (Listening, Speaking, Reading and Writing). Moreover, art is incorporated into instruction as a culminating project to reflect learned academic skills. LTE's and Special Ed. Students also receive all mandated services and are invited to participate in any supplemental program.

Since MS61 only has a Free-Standing ESL program, all school-wide instruction is in English. Content area teachers of ELLs are encouraged to use five "essential key vocabulary words" and understand the ELL's the need for a rich academic vocabulary in each class. These teachers are also encouraged to attend basic and content-area Q-TEL training. ESL teachers provide support for content area within their own classrooms. Thematic units on science (volcanoes, seeds, and tsunamis) and social studies (mummies) are presented. After conferencing with content area teachers, ESL teachers provide additional scaffolding by helping ELL/former ELL students with their various projects and reports. This support is often help on finding research, formulating ideas, and organizing material.

Students who have attained proficient scores on the NYSESLAT within the past two years are invited to attend these various programs to support their growing English skills. In addition, these students take all standardized tests with NYS approved modifications. They hear the Listening section of the ELA three times; have access to translated tests; can use NYS bilingual glossaries/word-for-word bilingual dictionaries; and receive extra time on these tests (time-and-a-half). Informally, these students also know the ESL/Bilingual teachers are available to provide extra help on their various assignments/projects.

SIFE students are encouraged to attend all supplementary programs and Extended Day to reinforce skills they have learned during the school day/week. In general, these smaller groups are more effective learning environments for these SIFE students. Whenever possible, ESL teachers will work individually with the SIFE student to support reading and writing skills. A number of the SIFE students are illiterate in their own language. They are mandated to attend Wilson Reading Program during extended day.

The Free Standing ESL program reflects differentiation based on LAT scores and CR Part 154 mandates. In addition, Beginner level students are pulled out individually or in small groups to receive extra instruction. Once an ELL student is in the school system for a year, s/he must take the ELA. Since the LAT is patterned on the ELA, ESL instruction incorporates the various strategies that are found in both tests. Moreover, both tests require students to write essays. In reality, writing is the most difficult modality to master. Therefore, great focus is placed on developing ALL ELL writing skills. The greatest number of advanced students (Level A) is found in the 4-6 year group and the LT group. Again, by examining the LAT sub-scores, most students show their greatest strengths in Listening/Speaking modalities; in fact, some are even at Proficient level. On the other hand, their greatest weaknesses lie in reading and, more so, in writing. Consequently, the thrust of instruction is focused on the development of writing skills and the clear organization of ideas, supporting arguments, and the use of details. Many of the special needs ELLs are LT or 4-6 year ELLs. Like their general education counterparts, their strengths are verbal. Some have difficulty with listening skills, but all struggle with reading and writing. Most of all, these students have great difficulty with organization. Guidance from their IEPs and great stress on basic test-taking techniques are quite helpful.

All ELLs and former ELLs can participate in school-wide programs as Extended Day, Kaplan program, Newton Learning, etc. Title III Summer Program is open to students who have been in the country for less than two years. Title III after-school/morning program is available for all ELLs in which the primary focus is on developing English and Math skills. If funds become available, the school will reapply for the ELL Success Grant. This year, all ELLs are reenrolled in the Achieve 3000 Reading Program. When necessary, ELL students will attend the Wilson Reading Program. Most programs are in English, but native language support is available in Newton Learning, Title III, Achieve 3000, and the ELL Grant..

Extra services in math and English are available for all ELL's and former ELLs, and they have equal access to the following services:

- Extended day with ESL or Bilingual teachers
- Newton Learning
- SES After-School Reading/Writing programs
- Scholastic 180
- Wilson Program for newcomers and SIFE students
- Title III morning/afternoon programs
- Title III summer program for newcomers
- GGE program
- Kaplan program
- Achieve 3000 Reading Program
- Bilingual counselors
- Resource Room
- Peer Tutoring
- Music/dance/sports programs (including soccer and a girls basketball team)
- Art Program
- Chess Club
- Steel Band
- Band
- Arts and Crafts
- Theater trips
- Trips of cultural and educational interest

Moreover, the former ELLs are given all testing modifications as per NYS mandates:

- 1 ½ time (all tests)
- Word-for-Word bilingual glossaries (content areas)
- Three readings on ELA Listening section
- Availability of translated tests/Translators in the content area
- Separate testing areas (all tests)
- Three Readings of the Listening Section of this ELA

For the upcoming year, the school will re-subscribe to the Achieve3000 program. With the most recent training, teachers of ELLs will use both the reading and writing programs more effectively to improve their students' skills for the ELA, NYSESLAT, and their general course work.

In turn, the funding from Title III will reinforce students' ELA and math skills. Students will also be encouraged to participate in the variety of SES programs and other morning/after-school/ Saturday programs that become available.

Any programs that will be discontinued will be solely based on population and funding. In general, the school's programs and services work and provide valuable support to the ELL population. It will be with great regret to cut any services/programs for the upcoming year.

All ELLs can participate in all school programs These include:

- Regents classes/tests
- Title III programs
- All after school/morning/Saturday academic programs
- Drama
- Assemblies
- Music/ choir/ band/ art
- Art-and-craft programs
- Debating teams
- Spelling bees
- Sports
- Chess club
- CUNY Intensive English program
- Theater
- Writing contests
- Etc.

As a Middle school (grades 6, 7, 8) , the students' average age is 11 – 14, the “tween” years and early adolescence. As a result, the school's academic and social programs center on pushing the 6th graders from their “elementary-school mentality” and introducing them to the realities of middle school. In addition, the thrust of the 7th and 8th grades is to prepare the students for high school, college, careers, and adulthood. As a result, the ELLs:

- Meet representatives of general and specialized high schools
- Receive translated NYC high school directories
- Attend general and bilingual career fairs
- Encouraged to attend CUNY's Intensive English Program
- Participate in community outreach programs
- Are actively involved in fundraising
- Attend local poetry contests
- Participate in writing/art contests

- Take Regents
- Etc.

Heinle and Heinle Visions and Milestones; Side-by-Side series; High Point series; Achieve 3000; American Short Stories, etc. are materials and programs used to develop ELL students' English reading/writing and vocabulary skills. The goal for 20010-2011 is to focus on ELL math skills. If funding becomes available, the use of Destination Math (English, Haitian-Creole, and Spanish) will help develop ELLs' math skills and Brainchild (English, Spanish, and Haitian-Creole) will help develop both English and math skills. Achieve 3000, Destination Math, and Brainchild all have the capability to present material/information in Spanish and Haitian-Creole, the two largest language groups in the school. In turn, Achieve 3000 is an excellent leveled reading program that offers native language support. Required services and support for ELL students are geared for young adolescents. These materials are age appropriate and follow NYC standards for grades six – to-eight.

Native language support is found Free Standing ESL model. The ESL programs have bilingual dictionaries and picture dictionaries in English, Spanish, and Haitian Creole. NYS Bilingual content glossaries are also available. High beginners and intermediate ELLs can use the Longman Classics, and the Penguin abridged classic series. Milestone and Visions are leveled ESL series in which fiction, nonfiction, and ESL language reinforcement is presented to the reader. CALLA and Q-TEL methodologies are also applied in the classroom.

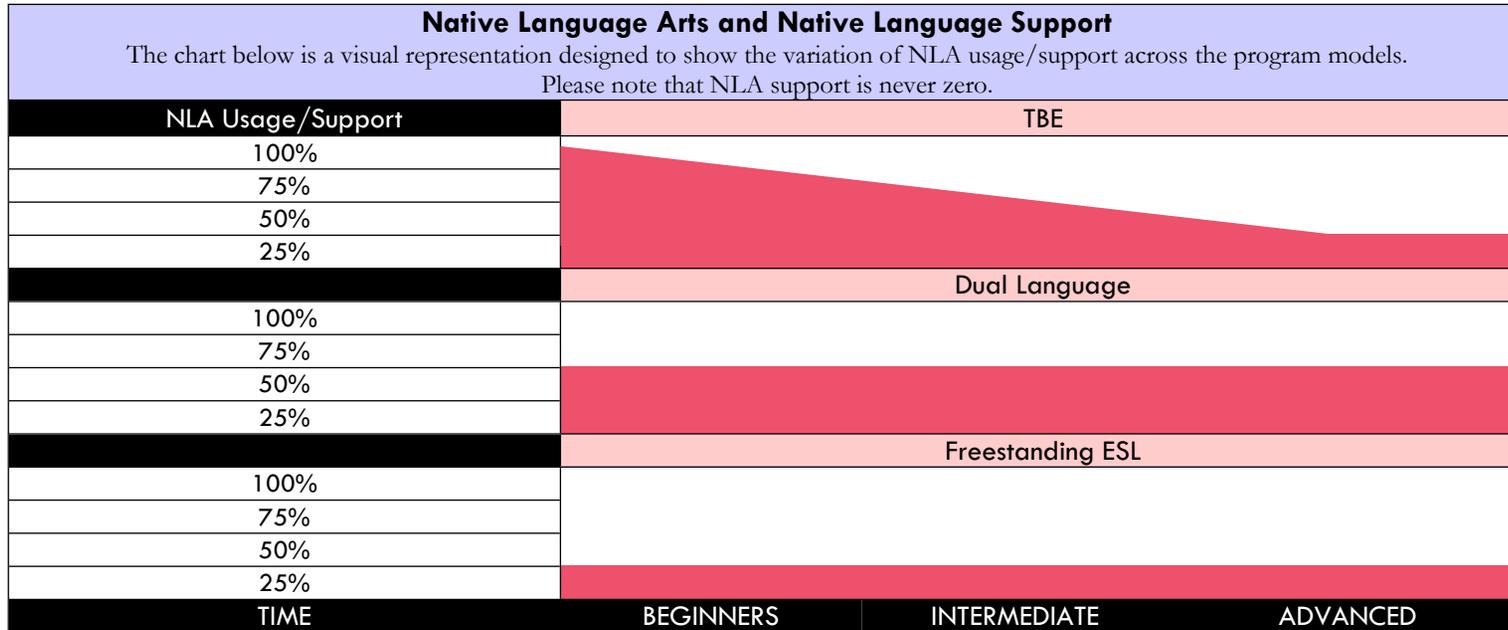
Students are also encouraged to translate for each other when the need occurs. Although ESL classroom libraries are available, bilingual classroom libraries are available in both Haitian-Creole and Spanish. If funding becomes available, the Spanish bilingual library will also reinforce the now-debunct Saturday Spanish NL program. The school library houses a variety of picture books that many newcomer ELLs enjoy, and there is currently a variety of books/picture books/dictionaries in Spanish and other languages. If funding becomes available, more age appropriate bilingual libraries in the content area will be added to the library.

In addition, all teachers of ELLs are encouraged to have bilingual dictionaries in class. Word-for-Word bilingual dictionaries are used during standardized content area testing. In turn, native language is also used as a support tool. If the teacher/classmate knows a word or phrase in the student's native language, he/she will use the translate the word or phrase to the ELL who does not comprehend the English,. As a result, the native language becomes a temporary scaffold. Moreover, the librarian has made available different bilingual dictionaries and has been encouraged to purchase translated material/libraries once funding becomes available. It is the school's goal to increase the number of translated/bilingual books in the school/classroom library(ies) and have a wider diversity of topics and reading levels of these translated/bilingual books.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. This year, teachers of ELLs will attend of reading, writing, and math workshops offered by the Network and OELL (Office of English Language Learners). "In-house" training will be also offered twice by Achieve 3000. Morning ESL workshops will be given via the Data Specialist's study groups. Professional development is open to ALL staff members. In turn, Parent Coordinator and available staff attend parent workshops that the ESL teachers provide on an ongoing basis.

ESL teachers confer with teachers of ELLs and other staff members as guidance counselors, etc. about the student's (s') academic, social, and emotional issues:

- ESL teachers confer with ELLs content- teachers about assigned reports and projects. ESL teacher will also recommend necessary modifications based on the ELL's (s') linguistic ability(ies).
- ESL teacher will work individually or in small groups to guide students, so they can produce a final product of quality that will meet the content teacher's/department's requirements.
- ESL teachers will contact the appropriate counselor or request special counseling if none is available "in house" to address ELL's (s') social/personal issues
- ESL teachers will provide necessary information to staff members to facilitate student evaluations

"Turn-key" training occurs during formal PD days and during departmental/academy meetings to teachers/staff members of ELLs.. Focus is centered on monolingual teachers/staff of ELLs; however, the goal is that ALL teachers/staff members will have the NYS mandated 7.5 hours of ESL training. Topics will include:

- Academic vocabulary
- Thematic units of instruction
- Scaffolding
- Various ESL methodologies
- Cognates in the content areas
- Testing modifications for ELLs and former ELLs
- Social and academic English (BICS and CALP)
- NYSESLAT and LAB-R
- Four Modalities of Language
- Language acquisition
- How to modify academic demands to the linguistic reality of ELLs

- Teaching writing to ELLs
- SIFE Students
- Etc.

ESL teachers assist ELL's to complete high school applications and invite school representatives and former MS 61 students from Brooklyn International HS to address ELLs who meet the school's criteria. ELLs are taken to various career workshops in which the presenters speak their native language. Students can also speak to bilingual counselors on staff.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents of ELLs are invited to participate in all parent functions and workshops. Title III Workshops are held every semester. These various workshops inform the parents of ELLs about: upcoming standardized tests (including the NYSELAT); graduation requirements; math workshops; etc. If needed, translators are available. In turn, all parent notifications are translated into several languages. The school partners with Community Based Organizations (CBO's), and the parent coordinator circulates translated information to the parents of ELLs about these diverse community organizations that will meet the parents of ELLs' specific needs. In the beginning of the year, the parent coordinator surveys parents about issues that concern them in relationship to their children in school. All surveys are translated. As of a result of these initial surveys and subsequent ones, the parent coordinator tailors her program to meet the needs of the ALL parents. When necessary, she will bring issues to the attention of the principal. Parent Coordinator works with parents to coordinate the SES programs within the school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSELAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	2	4					13
Intermediate(I)							5	3	9					17

Advanced (A)							6	7	6					19
Total	0	0	0	0	0	0	18	12	19	0	0	0	0	49

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	1	2				
	I							2	3	3				
	A							8	7	5				
	P							5	1	9				
READING/ WRITING	B							4	1	5				
	I							7	6	10				
	A							6	5	4				
	P							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	3	1	0	12
7	3	3	0	0	6
8	8	5	0	0	13
NYSAA Bilingual Spe Ed					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	7		5		2		0		14
7	2		4	1	0		0		7
8	9		3	2	3		0		17
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam		
	Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government	2			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

Paste response to questions 1-6 here

Examination of student Results

As a middle school, the LAB-R, NYSESLAT, ELA scores are used to judge students' level of literacy.

In light of the newly "cut" ELA scores, there were 16 Level 1's, and many of these students were ELLs who are mandated to take the ELA after their first year in an English-language system. Several others were Special Ed Ells. In turn, this year there are 14 SIFE students out of 49 ELLs. Consequently, the majority of the students who took the test are "newcomers" (0-3 years) and 4-6 year ELLs. Moreover, these students follow Cumming's view of BICS (social English) and (CALP). Social English is achieved within one year, but academic English is mastered in 5-7 years.

In light of the newly "cut" math scores, the number of Level 1 students (18) parallel the number of Level 1 ELA ELLs (6). The same holds true of Level 2 math ELLs (13) in comparison to the Level 2 ELA ELLs (14). However, there were five Level 3 math students in comparison to one Level 3 ELA student. The greater number of Level 3 students reflects the availability of translated tests, bilingual glossaries, and translators. This NL support certainly allows the ELL student to achieve higher scores in the content area.

In light of the NYSESLAT scores, more work is needed to reinforce/develop reading and writing skills. Test in NL are available too! When the child has literacy skills in the NL., Fourteen students are SIFE students and do not possess there skills in their NL. This means more support in the NL is needed to develop these students general literacy skills, In reality, a possibility of a bilingual program is helpful, but it must be based on population. In turn, NL support must be emphasized throughout the school.

School leadership and the Data Inquiry team have been most helpful to analyze the data and devise a "workable" plan to create effective instruction based on the information in the data.

In general, the ELLs are a population that desires to learn. Many participate in the variety of academic and extra-curriculum programs throughout the academic year and summer. A greater stress must be placed on articulation with monolingual teachers and professional development, so these teachers can readily incorporate ESL methodology into their individual lesson plans. As a result, the ELLs will have a greater chance to succeed in English-only classrooms.

Additional Information

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

Paste additional information here

*Examination of student Results

As a middle school, the LAB-R, NYSESLAT, ELA scores are used to judge students' level of literacy.

In light of the newly "cut" ELA scores, there were 16 Level 1's, and many of these students were ELLs who are mandated to take the ELA after their first year in an English-language system. Several others were Special Ed ELLs. In turn, this year there are 14 SIFE students out of 49 ELLs. Consequently, the majority of the students who took the test are "newcomers" (0-3 years) and 4-6 year ELLs. Moreover, these students follow Cumming's view of BICS (social English) and (CALP). Social English is achieved within one year, but academic English is mastered in 5-7 years.

In light of the newly "cut" math scores, the number of Level 1 students (18) parallel the number of Level 1 ELA ELLs (6). The same holds true of Level 2 math ELLs (13) in comparison to the Level 2 ELA ELLs (14). However, there were five Level 3 math students in comparison to one Level 3 ELA student. The greater number of Level 3 students reflects the availability of translated tests, bilingual glossaries, and translators. This NL support certainly allows the ELL student to achieve higher scores in the content area.

In light of the NYSESLAT scores, more work is needed to reinforce/develop reading and writing skills. Test in NL are available too! When the child has literacy skills in the NL, Fourteen students are SIFE students and do not possess there skills in their NL. This means more support in the NL is needed to develop these students general literacy skills, In reality, a possibility of a bilingual program is helpful, but it must be based on population. In turn, NL support must be emphasized throughout the school.

School leadership and the Data Inquiry team have been most helpful to analyze the data and devise a "workable" plan to create effective instruction based on the information in the data.

In general, the ELLs are a population that desires to learn. Many participate in the variety of academic and extra-curriculum programs throughout the academic year and summer. A greater stress must be placed on articulation with monolingual teachers and professional development, so these teachers can readily incorporate ESL methodology into their individual lesson plans. As a result, the ELLs will have a greater chance to succeed in English-only classrooms.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 061 Dr. Gladstone H. Atwell					
District:	17	DBN:	17K061	School		331700010061

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		90.4	92.0	90.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.4	95.6	95.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	398	403	389	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	360	377	370		90.3	81.4	81.4
Grade 8	307	369	361				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	54	26
Grade 12	0	0	0				
Ungraded	4	9	7	Recent Immigrants - Total Number:			
Total	1069	1158	1127	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					24	17	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	74	70	68	Principal Suspensions	29	20	36
# in Collaborative Team Teaching (CTT) Classes	35	34	31	Superintendent Suspensions	14	17	27
Number all others	38	37	32				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	22	0	TBD	Number of Teachers	76	76	79
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	18	10
# receiving ESL services only	45	43	TBD	Number of Educational Paraprofessionals	5	4	17
# ELLs with IEPs	3	13	TBD				
These students are included in the General and Special Education enrollment information above.							

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
	10	7	42	% fully licensed & permanently assigned to this school	98.7	100.0	100.0
				% more than 2 years teaching in this school	89.5	85.5	91.1
				% more than 5 years teaching anywhere	75.0	78.9	89.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	92.0	94.9
American Indian or Alaska Native	0.4	0.4	0.5	% core classes taught by "highly qualified" teachers	88.3	88.4	97.9
Black or African American	92.1	92.2	92.7				
Hispanic or Latino	5.7	5.7	5.3				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.5				
White	0.8	0.7	0.9				
Male	50.6	48.4	48.9				
Female	49.4	51.6	51.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year				v	
	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 Target
	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 Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
Students with Disabilities	v	v			-	
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1		0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	26.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	14.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.5		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 602	District 17	School Number 061	School Name M.S.61
Principal Ms. Sandra Taylor		Assistant Principal Mr. S. O'Donoghue	
Coach type here		Coach type here	
Teacher/Subject Area Doreen Marvin ESL Coordinator		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader Ms. Julia Bove		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1130	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	4.34%
------------------------------------	-------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

kit.)

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

1. When any student is registered and the student is a new student to the NYC public school system, the parent completes the HLIS (Home Language Survey) form in the appropriate language. If the HLIS form clearly indicates the student speaks a language other than English, the student will take the LAB-R test within ten days of admission. In addition, at the time of registration, an informal oral interview of the student also takes place. The interviewer, a pedagogue, will informally ascertain if the student is dominant in English or another language. Based on availability, the interviewer will speak the student's native language or ask another staff member to help translate. Once it is decided the student will take the LAB-R, the student's LAB-R score will decide whether or not s/he will receive ESL services. Moreover, the Lab-R results will also decide if the ELL student needs 180 or 360 minutes of ESL services per week.

At the end of April/beginning of May, parents are notified in English and their native language of the annual NYSESLAT test. This standardized test formally measures the gains all ELLs have made in the four modalities of Listening, Speaking, Reading, and Writing. The Speaking Test is given over a three-week period to individual students. In turn, The Listening, Reading, and Writing tests are given during a three-day period in early May. In conjunction with the Testing Coordinator, the ESL Coordinator, and the Testing AP, compile lists of current ELLs and former ELLs who have become proficient in the past two years are prepared; testing modifications are in place; and the school building is in "lock-down" to maximize all mandated testing conditions.

2. Since the school does not house a TBE or dual-language program, parents are approached at registration and are presented with the school options of ESL or possible transfer. Parents view DVD and learn about their various choices at registration. Staff translators are available when necessary. Parental choice letters in English and the native language are given to parents at registration. Meetings are held with parent coordinator for parents of ELLs in the first quarter of the school year. Throughout the academic year, other workshops are held for ELL parents. During these workshops, parents are introduced to their children's teachers and learn more about their upcoming test, graduation requirements, tests, content-area subject matter, etc.

3. After the initial LAB-R testing, ESL groups are formed; entitlement letters are distributed in the first quarter of the school year. Parent Selection Forms are returned to the main office, attention ESL teacher.

4. If the student is new to the NYC public school system or the English language system, a pedagogue will speak to the parent at registration in the native language and informally assess the student's English skills. As stated earlier, this child will take the LAB-R. If the student is coming from another NYC public school, an exam history is requested to ascertain if the student has a current LAB-R/LAT score. If there is a LAB-R/LAT score, the child will be placed into an appropriate class. Parents are informed there is no TBE program in place, and they are informed of their alternative choices. (See # 2, Page 3). Once the parents decide they prefer their child to remain in an ESL program, an appropriate class is chosen based on the student's age, ELA/Math scores, general linguistic proficiency, and student peers who speak the same language. After several months and if the student shows signs of great struggle, the school will request a consultation with the student's parents. At the meeting, parents, principal/AP, ESL teacher(s) meet and discuss the need for a possible transfer to TBE program. Translators are on hand if their services are required.

5. • In the past, 100% of incoming students from Haiti who have little or no English skills chose the TBE bilingual program. Effective September 2009, there is no available TBE program in Haitian-Creole.

• Except for one Spanish-speaking parent, most Spanish-speaking parents refuse to transfer to a Spanish bilingual program in another school. These parents prefer to keep their children at MS 61 because: it is nearby; the neighbors' children attend this school and can accompany these children to school; or there are siblings/cousins who already attend MS 61

• Parents who speak other languages (Arabic, Chinese, various African languages, etc.) prefer to have their children at MS 61 because it is a nearby school, and their children easily travel or walk to school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							18	12	19					49
Total	0	0	0	0	0	0	18	12	19	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	12
SIFE	14	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	12

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	11	4	10	3	7	12	0	2	49
Total	27	11	4	10	3	7	12	0	2	49

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	3	2					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	0	2					2
Haitian							15	8	15					38
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	0				0	2
TOTAL	0	0	0	0	0	0	18	12	19	0	0	0	0	49

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. The Free Standing ESL program is a Push-in/Pull-out program. Whenever possible, the pull-out program is a homogeneous model based on

current LAB-R/ NYSESLAT scores. The push-in model is heterogeneous. As per NYS CR Part 154, beginners and advanced students receive 360 minutes of ESL instruction/week (eight 45-minute periods). The advanced students receive 180 minutes of ESL instruction per week (four 45-minute periods). NLA instruction is not available this year, but NLA support is used in the classroom via: bilingual dictionaries and glossaries in the content area; libraries; translated textbooks; buddy system of students who speak the same language; peer tutoring; involvement of various staff members who speak more than one language.

Extra instruction is given to newcomers and SIFE students during the school day, and in extended-day, morning/afternoon/Saturday programs. ESL instructional approaches are rigorous and systematic. They incorporate Q-TEL methods, CALLA, and scaffolding. Emphasis is placed on social and academic vocabulary in the content areas; comprehension and test-taking strategies; problem solving and critical thinking; and developing English language skills in the four modalities (Listening, Speaking, Reading and Writing). Moreover, art is incorporated into instruction as a culminating project to reflect learned academic skills. LTE's and Special Ed. Students also receive all mandated services and are invited to participate in any supplemental program.

Since MS61 only has a Free-Standing ESL program, all school-wide instruction is in English. Content area teachers of ELLs are encouraged to use five "essential key vocabulary words" and understand the ELL's the need for a rich academic vocabulary in each class. These teachers are also encouraged to attend basic and content-area Q-TEL training. ESL teachers provide support for content area within their own classrooms. Thematic units on science (volcanoes, seeds, and tsunamis) and social studies (mummies) are presented. After conferencing with content area teachers, ESL teachers provide additional scaffolding by helping ELL/former ELL students with their various projects and reports. This support is often help on finding research, formulating ideas, and organizing material.

Students who have attained proficient scores on the NYSESLAT within the past two years are invited to attend these various programs to support their growing English skills. In addition, these students take all standardized tests with NYS approved modifications. They hear the Listening section of the ELA three times; have access to translated tests; can use NYS bilingual glossaries/word-for-word bilingual dictionaries; and receive extra time on these tests (time-and-a-half). Informally, these students also know the ESL/Bilingual teachers are available to provide extra help on their various assignments/projects.

SIFE students are encouraged to attend all supplementary programs and Extended Day to reinforce skills they have learned during the school day/week. In general, these smaller groups are more effective learning environments for these SIFE students. Whenever possible, ESL teachers will work individually with the SIFE student to support reading and writing skills. A number of the SIFE students are illiterate in their own language. They are mandated to attend Wilson Reading Program during extended day.

The Free Standing ESL program reflects differentiation based on LAT scores and CR Part 154 mandates. In addition, Beginner level students are pulled out individually or in small groups to receive extra instruction. Once an ELL student is in the school system for a year, s/he must take the ELA. Since the LAT is patterned on the ELA, ESL instruction incorporates the various strategies that are found in both tests. Moreover, both tests require students to write essays. In reality, writing is the most difficult modality to master. Therefore, great focus is placed on developing ALL ELL writing skills. The greatest number of advanced students (Level A) is found in the 4-6 year group and the LT group. Again, by examining the LAT sub-scores, most students show their greatest strengths in Listening/Speaking modalities; in fact, some are even at Proficient level. On the other hand, their greatest weaknesses lie in reading and, more so, in writing. Consequently, the thrust of instruction is focused on the development of writing skills and the clear organization of ideas, supporting arguments, and the use of details. Many of the special needs ELLs are LT or 4-6 year ELLs. Like their general education counterparts, their strengths are verbal. Some have difficulty with listening skills, but all struggle with reading and writing. Most of all, these students have great difficulty with organization. Guidance from their IEPs and great stress on basic test-taking techniques are quite helpful.

All ELLs and former ELLs can participate in school-wide programs as Extended Day, Kaplan program, Newton Learning, etc. Title III Summer Program is open to students who have been in the country for less than two years. Title III after-school/morning program is available for all ELLs in which the primary focus is on developing English and Math skills. If funds become available, the school will reapply for the ELL Success Grant. This year, all ELLs are reenrolled in the Achieve 3000 Reading Program. When necessary, ELL students will attend the Wilson Reading Program. Most programs are in English, but native language support is available in Newton Learning, Title III, Achieve 3000, and the ELL Grant..

Extra services in math and English are available for all ELL's and former ELLs, and they have equal access to the following services:

- Extended day with ESL or Bilingual teachers
- Newton Learning

- SES After-School Reading/Writing programs
- Scholastic 180
- Wilson Program for newcomers and SIFE students
- Title III morning/afternoon programs
- Title III summer program for newcomers
- GGE program
- Kaplan program
- Achieve 3000 Reading Program
- Bilingual counselors
- Resource Room
- Peer Tutoring
- Music/dance/sports programs (including soccer and a girls basketball team)
- Art Program
- Chess Club
- Steel Band
- Band
- Arts and Crafts
- Theater trips
- Trips of cultural and educational interest

Moreover, the former ELLs are given all testing modifications as per NYS mandates:

- 1 ½ time (all tests)
- Word-for-Word bilingual glossaries (content areas)
- Three readings on ELA Listening section
- Availability of translated tests/Translators in the content area
- Separate testing areas (all tests)
- Three Readings of the Listening Section of this ELA

For the upcoming year, the school will re-subscribe to the Achieve3000 program. With the most recent training, teachers of ELLs will use both the reading and writing programs more effectively to improve their students' skills for the ELA, NYSESLAT, and their general course work.

In turn, the funding from Title III will reinforce students' ELA and math skills. Students will also be encouraged to participate in the variety of SES programs and other morning/after-school/ Saturday programs that become available.

Any programs that will be discontinued will be solely based on population and funding. In general, the school's programs and services work and provide valuable support to the ELL population. It will be with great regret to cut any services/programs for the upcoming year.

All ELLs can participate in all school programs These include:

- Regents classes/tests
- Title III programs
- All after school/morning/Saturday academic programs
- Drama
- Assemblies
- Music/ choir/ band/ art
- Art-and-craft programs
- Debating teams
- Spelling bees
- Sports
- Chess club
- CUNY Intensive English program
- Theater
- Writing contests

- Etc.

As a Middle school (grades 6, 7, 8) , the students' average age is 11 – 14, the “tween” years and early adolescence. As a result, the school's academic and social programs center on pushing the 6th graders from their “elementary-school mentality” and introducing them to the realities of middle school. In addition, the thrust of the 7th and 8th grades is to prepare the students for high school, college, careers, and adulthood. As a result, the ELLS:

- Meet representatives of general and specialized high schools
- Receive translated NYC high school directories
- Attend general and bilingual career fairs
- Encouraged to attend CUNY's Intensive English Program
- Participate in community outreach programs
- Are actively involved in fundraising
- Attend local poetry contests
- Participate in writing/art contests
- Take Regents
- Etc.

Heinle and Heinle Visions and Milestones; Side-by-Side series; High Point series; Achieve 3000; American Short Stories, etc. are materials and programs used to develop ELL students' English reading/writing and vocabulary skills. The goal for 20010-2011 is to focus on ELL math skills. If funding becomes available, the use of Destination Math (English, Haitian-Creole, and Spanish) will help develop ELLs' math skills and Brainchild (English, Spanish, and Haitian-Creole) will help develop both English and math skills. Achieve 3000, Destination Math, and Brainchild all have the capability to present material/information in Spanish and Haitian-Creole, the two largest language groups in the school. In turn, Achieve 3000 is an excellent leveled reading program that offers native language support. Required services and support for ELL students are geared for young adolescents. These materials are age appropriate and follow NYC standards for grades six – to-eight.

Native language support is found Free Standing ESL model. The ESL programs have bilingual dictionaries and picture dictionaries in English, Spanish, and Haitian Creole. NYS Bilingual content glossaries are also available. High beginners and intermediate ELLs can use the Longman Classics, and the Penguin abridged classic series. Milestone and Visions are leveled ESL series in which fiction, nonfiction, and ESL language reinforcement is presented to the reader. CALLA and Q-TEL methodologies are also applied in the classroom.

Students are also encouraged to translate for each other when the need occurs. Although ESL classroom libraries are available, bilingual classroom libraries are available in both Haitian-Creole and Spanish. If funding becomes available, the Spanish bilingual library will also reinforce the now-debunct Saturday Spanish NL program. The school library houses a variety of picture books that many newcomer ELLs enjoy, and there is currently a variety of books/picture books/dictionaries in Spanish and other languages. If funding becomes available, more age appropriate bilingual libraries in the content area will be added to the library.

In addition, all teachers of ELLs are encouraged to have bilingual dictionaries in class. Word-for-Word bilingual dictionaries are used during standardized content area testing. In turn, native language is also used as a support tool. If the teacher/classmate knows a word or phrase in the student's native language, he/she will use the translate the word or phrase to the ELL who does not comprehend the English,. As a result, the native language becomes a temporary scaffold. Moreover, the librarian has made available different bilingual dictionaries and has been encouraged to purchase translated material/libraries once funding becomes available. It is the school's goal to increase the number of translated/bilingual books in the school/classroom library(ies) and have a wider diversity of topics and reading levels of these translated/bilingual books.

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

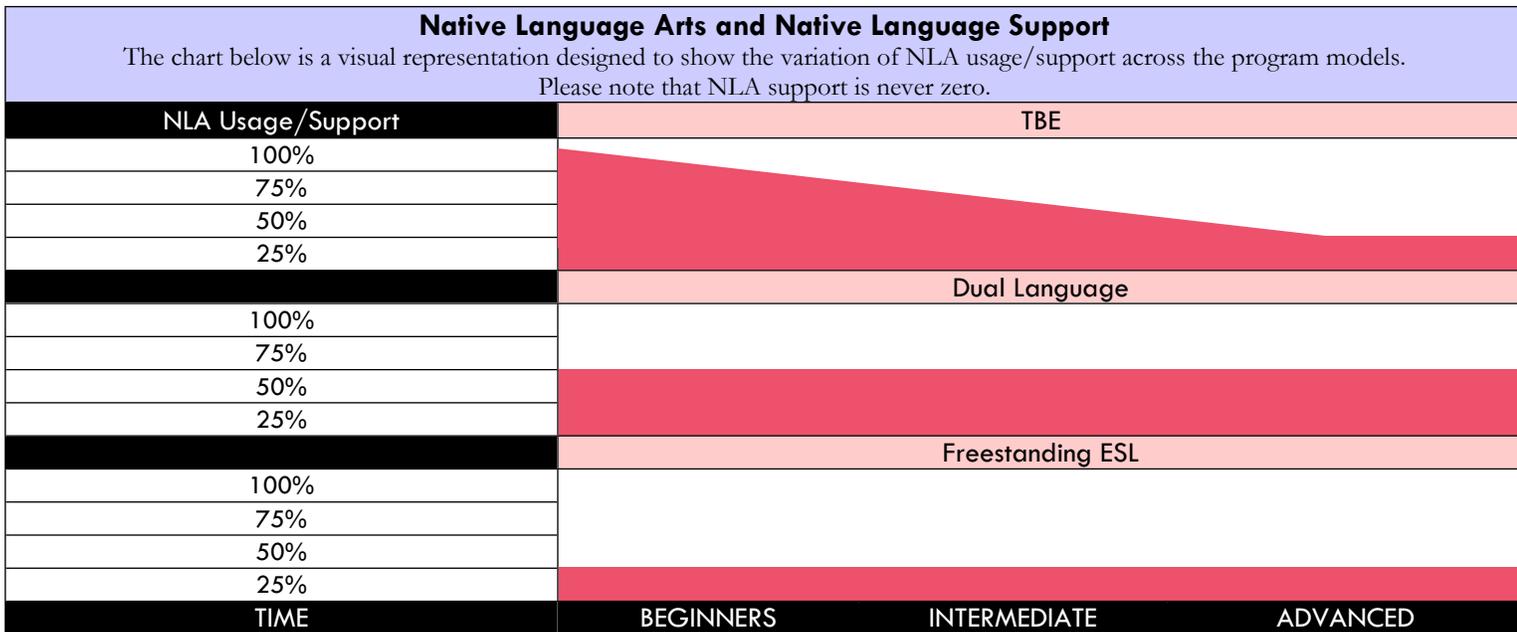
Beginning

Intermediate

Advanced

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. This year, teachers of ELLs will attend of reading, writing, and math workshops offered by the Network and OELL (Office of English Language Learners). "In-house" training will be also offered twice by Achieve 3000. Morning ESL workshops will be given via the Data Specialist's study groups. Professional development is open to ALL staff members. In turn, Parent Coordinator and available staff attend parent workshops that the ESL teachers provide on an ongoing basis.

ESL teachers confer with teachers of ELLs and other staff members as guidance counselors, etc. about the student's (s') academic, social, and emotional issues:

- ESL teachers confer with ELLs content- teachers about assigned reports and projects. ESL teacher will also recommend necessary modifications based on the ELL's (s') linguistic ability(ies).
- ESL teacher will work individually or in small groups to guide students, so they can produce a final product of quality that will meet the content teacher's/department's requirements.
- ESL teachers will contact the appropriate counselor or request special counseling if none is available "in house" to address ELL's (s') social/personal issues
- ESL teachers will provide necessary information to staff members to facilitate student evaluations

"Turn-key" training occurs during formal PD days and during departmental/academy meetings to teachers/staff members of ELLs.. Focus is

centered on monolingual teachers/staff of ELLs; however, the goal is that ALL teachers/staff members will have the NYS mandated 7.5 hours of ESL training. Topics will include:

- Academic vocabulary
- Thematic units of instruction
- Scaffolding
- Various ESL methodologies
- Cognates in the content areas
- Testing modifications for ELLs and former ELLs
- Social and academic English (BICS and CALP)
- NYSESLAT and LAB-R
- Four Modalities of Language
- Language acquisition
- How to modify academic demands to the linguistic reality of ELLs
- Teaching writing to ELLs
- SIFE Students
- Etc.

ESL teachers assist ELL's to complete high school applications and invite school representatives and former MS 61 students from Brooklyn International HS to address ELLs who meet the school's criteria. ELLs are taken to various career workshops in which the presenters speak their native language. Students can also speak to bilingual counselors on staff.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents of ELLs are invited to participate in all parent functions and workshops. Title III Workshops are held every semester. These various workshops inform the parents of ELLs about: upcoming standardized tests (including the NYSESLAT); graduation requirements; math workshops; etc. If needed, translators are available. In turn, all parent notifications are translated into several languages. The school partners with Community Based Organizations (CBO's), and the parent coordinator circulates translated information to the parents of ELLs about these diverse community organizations that will meet the parents of ELLs' specific needs. In the beginning of the year, the parent coordinator surveys parents about issues that concern them in relationship to their children in school. All surveys are translated. As of a result of these initial surveys and subsequent ones, the parent coordinator tailors her program to meet the needs of the ALL parents. When necessary, she will bring issues to the attention of the principal. Parent Coordinator works with parents to coordinate the SES programs within the school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	2	4					13
Intermediate(I)							5	3	9					17
Advanced (A)							6	7	6					19

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

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

Paste response to questions 1-6 here

Examination of student Results

As a middle school, the LAB-R, NYSESLAT, ELA scores are used to judge students' level of literacy.

In light of the newly "cut" ELA scores, there were 16 Level 1's, and many of these students were ELLs who are mandated to take the ELA after their first year in an English-language system. Several others were Special Ed ELLs. In turn, this year there are 14 SIFE students out of 49 ELLs. Consequently, the majority of the students who took the test are "newcomers" (0-3 years) and 4-6 year ELLs. Moreover, these students follow Cumming's view of BICS (social English) and (CALP). Social English is achieved within one year, but academic English is mastered in 5-7 years.

In light of the newly "cut" math scores, the number of Level 1 students (18) parallel the number of Level 1 ELA ELLs (6). The same holds true of Level 2 math ELLs (13) in comparison to the Level 2 ELA ELLs (14). However, there were five Level 3 math students in comparison to one Level 3 ELA student. The greater number of Level 3 students reflects the availability of translated tests, bilingual glossaries, and translators. This NL support certainly allows the ELL student to achieve higher scores in the content area.

In light of the NYSESLAT scores, more work is needed to reinforce/develop reading and writing skills. Test in NL are available too! When the child has literacy skills in the NL, Fourteen students are SIFE students and do not possess there skills in their NL. This means more support in the NL is needed to develop these students general literacy skills, In reality, a possibility of a bilingual program is helpful, but it must be based on population. In turn, NL support must be emphasized throughout the school.

School leadership and the Data Inquiry team have been most helpful to analyze the data and devise a "workable" plan to create effective instruction based on the information in the data.

In general, the ELLs are a population that desires to learn. Many participate in the variety of academic and extra-curriculum programs throughout the academic year and summer. A greater stress must be placed on articulation with monolingual teachers and professional development, so these teachers can readily incorporate ESL methodology into their individual lesson plans. As a result, the ELLs will have a greater chance to succeed in English-only classrooms.

Additional Information

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

Additional Information

Paste additional information here

*Examination of student Results

As a middle school, the LAB-R, NYSESLAT, ELA scores are used to judge students' level of literacy.

In light of the newly "cut" ELA scores, there were 16 Level 1's, and many of these students were ELLs who are mandated to take the ELA after their first year in an English-language system. Several others were Special Ed ELLs. In turn, this year there are 14 SIFE students out of 49 ELLs. Consequently, the majority of the students who took the test are "newcomers" (0-3 years) and 4-6 year ELLs. Moreover, these students follow Cumming's view of BICS (social English) and (CALP). Social English is achieved within one year, but academic English is mastered in 5-7 years.

In light of the newly "cut" math scores, the number of Level 1 students (18) parallel the number of Level 1 ELA ELLs (6). The same holds true of Level 2 math ELLs (13) in comparison to the Level 2 ELA ELLs (14). However, there were five Level 3 math students in comparison to one Level 3 ELA student. The greater number of Level 3 students reflects the availability of translated tests, bilingual glossaries, and translators. This NL support certainly allows the ELL student to achieve higher scores in the content area.

In light of the NYSESLAT scores, more work is needed to reinforce/develop reading and writing skills. Test in NL are available too! When the child has literacy skills in the NL, Fourteen students are SIFE students and do not possess there skills in their NL. This means more support in the NL is needed to develop these students general literacy skills, In reality, a possibility of a bilingual program is helpful, but it must be based on population. In turn, NL support must be emphasized throughout the school.

School leadership and the Data Inquiry team have been most helpful to analyze the data and devise a "workable" plan to create effective instruction based on the information in the data.

In general, the ELLs are a population that desires to learn. Many participate in the variety of academic and extra-curriculum programs throughout the academic year and summer. A greater stress must be placed on articulation with monolingual teachers and professional development, so these teachers can readily incorporate ESL methodology into their individual lesson plans. As a result, the ELLs will have a greater chance to succeed in English-only classrooms.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		