



**IS 311
THE ESSENCE SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (19/ BROOKLYN/ 311 THE ESSENCE SCHOOL)
ADDRESS: 590 SHEFFIELD AVENUE, NEW YORK 11207
TELEPHONE: (718)272-8371
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS311 **SCHOOL NAME:** The Essence School

SCHOOL ADDRESS: 590 Sheffield Avenue, New York, 11207

SCHOOL TELEPHONE: (718)272-8371 **FAX:** (718)272-8372

SCHOOL CONTACT PERSON: Claudy Makelele **EMAIL ADDRESS:** cmakelele@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Ms Claudy Makelele

UFT CHAPTER LEADER: Mr. Joseph Usatch

PARENTS' ASSOCIATION PRESIDENT: Ms Denise Rutherford-Gill

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 408

NETWORK LEADER: Mr. Lucas Young

SUPERINTENDENT: Rose Marie Mills

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: 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/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Name	Position and Constituent Group Represented	Signature
Claudy Makelele	*Principal or Designee	
Joseph Usatch	*UFT Chapter Chairperson or Designee	
Denise Rutherford Gill	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jeanette Williams	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	
Charlene Oseni	Member/Grade 6	
Janet Watson	Member/Grade 7	
Pamela Diaz	Member/Grade 8	
Elaine DeLisi	Member/	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Vision

The Essence School strives to nurture and expand the essence of each student, celebrating and embracing the uniqueness and potential of all members of our school community. We are committed to providing a supportive and caring community dedicated to non-violence and tolerance. We empower students to explore, take risks, cultivate interests and flourish both as students and human beings. We believe that this can only happen in a community that involves the entire family.

Mission

The school has three major beliefs: children will learn best in an interactive learning community that develops and expands all of their human potential; school is a place for the entire family; and all students have the potential to learn in an inclusive model that contains general and special education populations.

SCHOOL PROFILE

The Essence School, a public middle school for grades 6-8, is a *School for the Citizens of a Global Community*, opened by New Visions in 1997. Presently we serve 254 students. The school's beliefs and practices are based on the most recent educational reform research.

The Family Lodge is the hub of our school whose focus is to provide resources and support to develop healthy thriving students and families. The activities conducted in *The Family Lodge* are designed to actively engage families as partners in the educational process and are modeled on the concepts of therapeutic education: mutual respect, a sense of community, and hope for the future. This concept is promoted by a family contract, which all families are asked to sign. We are developing new ways to increase family participation by engaging families in storytelling sessions, Broadway shows and Parent Leadership workshops.

Our governing structure is composed of interdisciplinary grade team leaders and representatives from the school community (including parents), The Family Lodge, union, and the outside community are our educational partners. A student council helps students learn how to become involved and take leadership in their school community. A peer mediation program (Project Stop) with The Family Lodge Coordinator and the Social Worker/Guidance Counselor as the advisors provides comprehensive peer mediation and conflict resolution training for the students and staff.

Our partner, Depository Trust Clearing Corporation (DTCC) provides our students with examples of career opportunities.

Core subject areas are taught during block periods. Some classes have two teachers who team-teach in order to maximize each other's strengths and allow for extra adult support. Research, art, gym, advisory, community gathering meetings and individual/small group instruction (special ed., ELLS, Title One Reading and Math) are scheduled on a regular basis. Frequent trips provide the background information needed for academic success.

English, Social Studies, Science, Math, and Exploratory/Cluster teachers work in grade teams to share curriculum, review student progress, and plan grade events. Students' portfolios and assessment binders are kept in the classroom in order for the team members to record student information.

Ongoing professional development opportunities provide the continued personal and professional growth vital to insure effective and productive work with students, families and the community.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Essence School						
District:	19	DBN:	19K311	School BEDS Code:	331900010311		

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:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.1	93.5	TBD
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 2	0	0	0		98.4	95.7	TBD
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		74.3	65.3	88.9
Grade 6	93	83	62	Students in Temporary Housing - Total Number:			
Grade 7	83	93	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 8	72	78	93		0	19	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	0	2
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Total	248	254	240				

Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	6	5	Principal Suspensions	21	7	TBD
# in Collaborative Team Teaching (CTT) Classes	0	11	10	Superintendent Suspensions	4	5	TBD
Number all others	22	16	18	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
				CTE Program Participants	0	0	0

English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	20	20	TBD
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	6	9	8				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	2	Number of Administrators and Other Professionals	5	5	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	55.0	60.0	TBD
				% more than 5 years teaching anywhere	45.0	55.0	TBD
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85.0	100.0	TBD
American Indian or Alaska Native	0.4	0.4	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED	100.0	88.2	TBD
Black or African American	75.8	80.7	82.5				
Hispanic or Latino	21.4	16.9	15.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.6	1.7				
White	0.8	0.4	0.4				
Male	43.6	45.3	45.0				
Female	56.4	54.7	55.0				
2009-10 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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level

ELA:	√
Math:	√
Science:	√

Secondary Level

ELA:	
Math:	
Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
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	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

Overall Letter Grade:	B
Overall Score:	62.4
Category Scores:	
School Environment: <i>(Comprises 15% of the Overall Score)</i>	9
School Performance: <i>(Comprises 25% of the Overall Score)</i>	18.8
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	34.6
Additional Credit:	NR

Quality Review Results – 2008-09

Overall Evaluation:	NR
Quality Statement Scores:	
Quality Statement 1: Gather Data	
Quality Statement 2: Plan and Set Goals	
Quality Statement 3: Align Instructional Strategy to Goals	
Quality Statement 4: Align Capacity Building to Goals	
Quality Statement 5: Monitor and Revise	

KEY: AYP STATUS

√ = Made AYP
√ ^{SH} = Made AYP Using Safe Harbor Target
X = Did Not Make AYP
- = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
▶ = Underdeveloped with Proficient Features
√ = Proficient
W = Well Developed
◇ = Outstanding
NR = No Review Required

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

Student Progress represents 60% of the overall score in the School Progress Report and as we scored 32.0 out of 60 our grade is a 'B'. In Student Performance our score this year was 4.6 out of 25 giving us a 'D' grade and in terms of School Environment we scored 6.5 out of 15 and a 'B' grade. The overall score for 2009-10 is 43.9 and placing us above 43% of all Middle schools citywide and giving IS 311 a Progress Report grade of 'B'.

Our School Quality Review rating was 'Proficient' in 2009-10. In terms of Federal Accountability Status, IS 311 is a School 'In Good Standing'.

Our SLT team investigated the data and will target improvements for all students at IS 311.

The following sections are outlined below:

1. ELA Trends
2. Mathematics Trends
3. Implications
4. Accomplishments
5. Challenges

1. ELA Trends

PROGRESS REPORT 2009-10

STUDENT PERFORMANCE

- 19.0% students taking NYSELA 2009 achieved 3 & 4
- 2.61 Median Student Proficiency for all students tests (or 10.7% on the continuum between the lowest and highest in our peer group of schools)

STUDENT PROGRESS

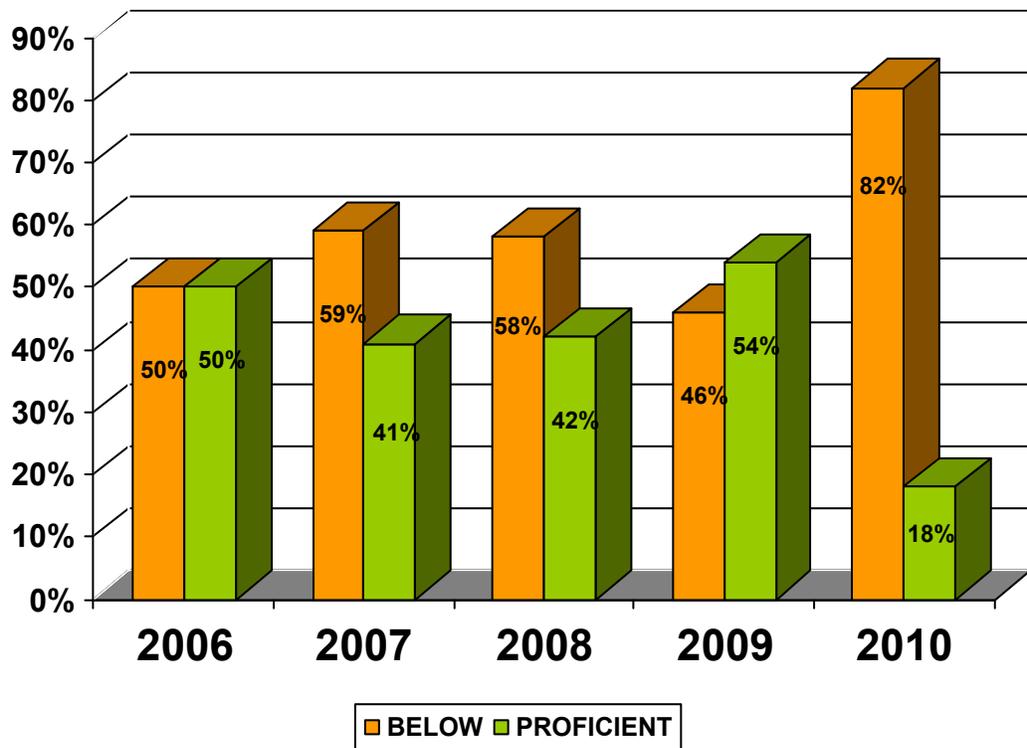
- 71.0 Median Growth Percentile
- 78.0 Median Growth Percentile for school's lowest third
- +0.75 Credit for Exemplary Proficiency Gains of 53.2% for Lowest Third Citywide at this school making gains

NYSELA TEST RESULTS ALL STUDENTS 2006-2010

				Level 1		Level 2		Level 3		Level 4		Level 3+4	
19K311	6	2006	81	1	1.2	37	45.7	42	51.9	1	1.2	43	53.1
19K311	6	2007	72	1	1.4	48	66.7	23	31.9	0	0	23	31.9
19K311	6	2008	91	1	1.1	55	60.4	35	38.5	0	0	35	38.5
19K311	6	2009	80	0	0	24	30	53	66.3	3	3.8	56	70
19K311	6	2010	61	15	24.6	35	57.4	11	18	0	0	11	18
19K311	7	2006	73	3	4.1	31	42.5	36	49.3	3	4.1	39	53.4

19K311	7	2007	86	2	2.3	56	65.1	27	31.4	1	1.2	28	32.6
19K311	7	2008	79	1	1.3	39	49.4	39	49.4	0	0	39	49.4
19K311	7	2009	92	0	0	38	41.3	54	58.7	0	0	54	58.7
19K311	7	2010	83	11	13.3	57	68.7	14	16.9	1	1.2	15	18.1
19K311	8	2006	103	1	1	56	54.4	45	43.7	1	1	46	44.7
19K311	8	2007	67	1	1.5	25	37.3	41	61.2	0	0	41	61.2
19K311	8	2008	72	0	0	44	61.1	28	38.9	0	0	28	38.9
19K311	8	2009	79	1	1.3	52	65.8	24	30.4	2	2.5	26	32.9
19K311	8	2010	93	4	4.3	71	76.3	18	19.4	0	0	18	19.4
19K311	All	2006	257	5	1.9	124	48.2	123	47.9	5	1.9	128	49.8
19K311	All	2007	225	4	1.8	129	57.3	91	40.4	1	0.4	92	40.9
19K311	All	2008	242	2	0.8	138	57	102	42.1	0	0	102	42.1
19K311	All	2009	251	1	0.4	114	45.4	131	52.2	5	2	136	54.2
19K311	All	2010	237	30	12.7	163	68.8	43	18.1	1	0.4	44	18.6

IS 311 NYSELA TEST PERFORMANCE 2006-2010



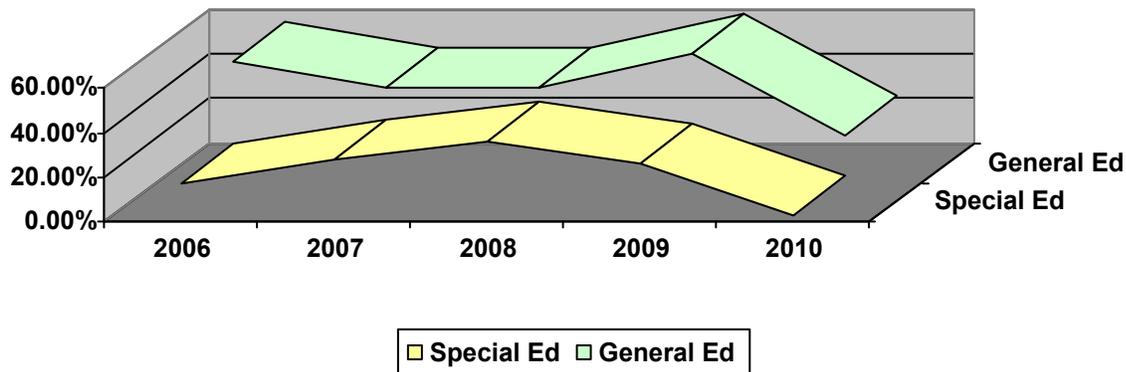
	2006 - 257	2007 - 225	2008 - 242	2009 - 251	2010 - 237
Level 1 & 2	50% - 129	59% - 133	58% - 140	46% - 115	82% - 193
Level 3& 4	50% - 128	41% - 92	42% - 102	54% - 136	18% - 44

Trends:

At IS 311 we have been working to improve student proficiency rates over this period. However the 'tougher academic standards' in the NYSELA 2010 showed in our drop in proficiency rates.

NYSELA TEST RESULTS SPECIAL EDUCATION STUDENTS 2006-2010

School	Grade	Year	Category	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
19K311	All	2006	General Ed	228	1	0.4	104	45.6	118	51.8	5	2.2	123	53.9
19K311	All	2006	Special Ed	29	4	13.8	20	69	5	17.2	0	0	5	17.2
19K311	All	2007	General Ed	204	3	1.5	115	56.4	85	41.7	1	0.5	86	42.2
19K311	All	2007	Special Ed	21	1	4.8	14	66.7	6	28.6	0	0	6	28.6
19K311	All	2008	General Ed	220	2	0.9	124	56.4	94	42.7	0	0	94	42.7
19K311	All	2008	Special Ed	22	0	0	14	63.6	8	36.4	0	0	8	36.4
19K311	All	2009	General Ed	221	1	0.5	92	41.6	123	55.7	5	2.3	128	57.9
19K311	All	2009	Special Ed	30	0	0	22	73.3	8	26.7	0	0	8	26.7
19K311	All	2010	General Ed	207	18	8.7	146	70.5	42	20.3	1	0.5	43	20.8
19K311	All	2010	Special Ed	30	12	40	17	56.7	1	3.3	0	0	1	3.3



Trends:

Our Special Education students' achievement has lagged behind that of the General Education students' achievement overtime. Whilst in 2010 when the 'tougher academic standards' in the NYSELA 2010 showed in our drop in proficiency rates for both General Education and Special Education students.

2. MATH Trends

PROGRESS REPORT 2009-10

STUDENT PERFORMANCE

- 31.8% students at Proficiency Level 3 & 4
- 2.71 Median Student Proficiency for all students tested (or 31.8% on the continuum between the lowest and highest in our peer group of schools)

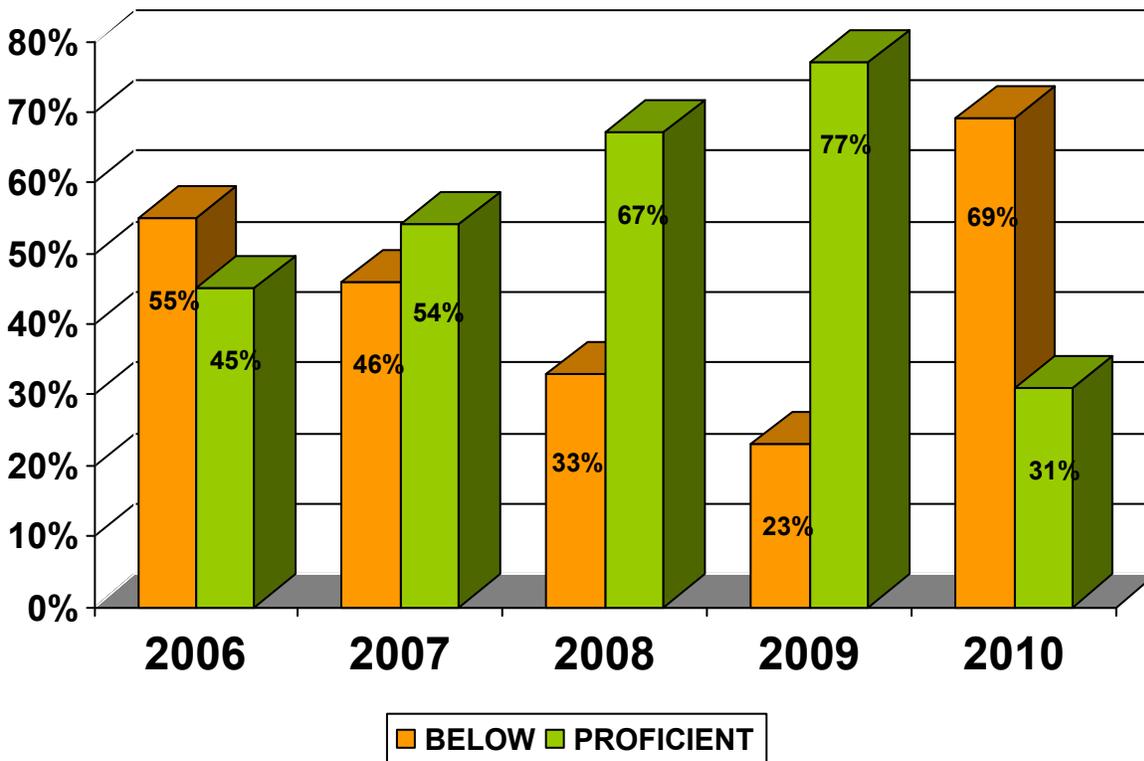
STUDENT PROGRESS

- 57.0 Median Growth Percentile
- 64.0 Median Growth Percentile for school's lowest third

NYS MATH TEST RESULTS ALL STUDENTS 2006-2010

School	Grade	Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
				#	%	#	%	#	%	#	%	#	%
19K311	6	2006	81	10	12.3	32	39.5	30	37	9	11.1	39	48.1
19K311	6	2007	71	5	7	30	42.3	36	50.7	0	0	36	50.7
19K311	6	2008	91	2	2.2	15	16.5	71	78	3	3.3	74	81.3
19K311	6	2009	80	0	0	11	13.8	59	73.8	10	12.5	69	86.3
19K311	6	2010	60	7	11.7	31	51.7	17	28.3	5	8.3	22	36.7
19K311	7	2006	72	9	12.5	27	37.5	35	48.6	1	1.4	36	50
19K311	7	2007	82	7	8.5	28	34.1	38	46.3	9	11	47	57.3
19K311	7	2008	80	2	2.5	39	48.8	37	46.3	2	2.5	39	48.8
19K311	7	2009	93	1	1.1	19	20.4	71	76.3	2	2.2	73	78.5
19K311	7	2010	83	14	16.9	48	57.8	19	22.9	2	2.4	21	25.3
19K311	8	2006	99	17	17.2	44	44.4	33	33.3	5	5.1	38	38.4
19K311	8	2007	68	7	10.3	24	35.3	32	47.1	5	7.4	37	54.4
19K311	8	2008	72	2	2.8	20	27.8	37	51.4	13	18.1	50	69.4
19K311	8	2009	78	2	2.6	25	32.1	47	60.3	4	5.1	51	65.4
19K311	8	2010	91	9	9.9	52	57.1	21	23.1	9	9.9	30	33
19K311	ALL	2006	252	36	14.3	103	40.9	98	38.9	15	6	113	44.8
19K311	ALL	2007	221	19	8.6	82	37.1	106	48	14	6.3	120	54.3
19K311	ALL	2008	243	6	2.5	74	30.5	145	59.7	18	7.4	163	67.1
19K311	ALL	2009	251	3	1.2	55	21.9	177	70.5	16	6.4	193	76.9
19K311	ALL	2010	234	30	12.8	131	56	57	24.4	16	6.8	73	31.2

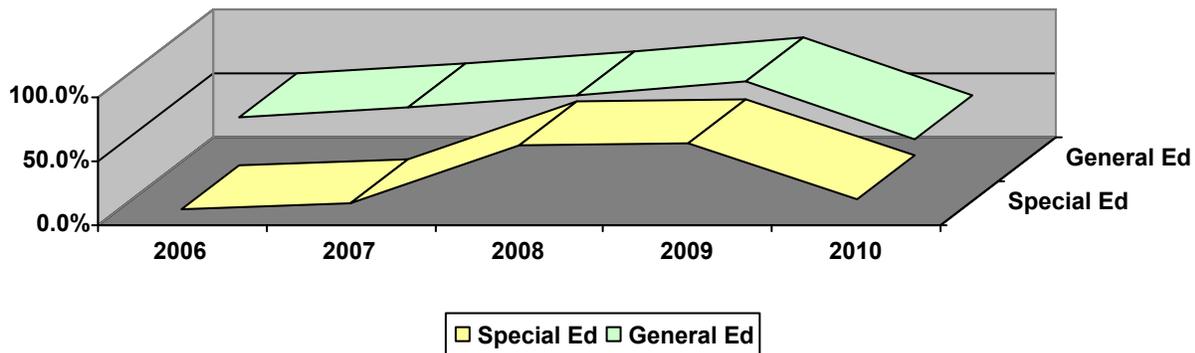
IS 311 NYS MATH TEST PERFORMANCE 2006-2010



	2006 - 252	2007 - 221	2008 - 243	2009 - 251	2010 - 234
Level 1 & 2	55% - 139	46% - 101	33% - 80	23% - 58	69% - 161
Level 3 & 4	45% - 113	54% - 120	67% - 163	77% - 193	31% - 73

NYS MATH TEST RESULTS SPECIAL EDUCATION STUDENTS 2006-2010

School	Grade	Year	Category	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
19K311	All	2006	General Ed	221	19	8.6	93	42.1	94	42.5	15	6.8	109	49.3
19K311	All	2006	Special Ed	31	17	54.8	10	32.3	4	12.9	0	0	4	12.9
19K311	All	2007	General Ed	203	17	8.4	69	34	103	50.7	14	6.9	117	57.6
19K311	All	2007	Special Ed	18	2	11.1	13	72.2	3	16.7	0	0	3	16.7
19K311	All	2008	General Ed	222	6	2.7	66	29.7	132	59.5	18	8.1	150	67.6
19K311	All	2008	Special Ed	21	0	0	8	38.1	13	61.9	0	0	13	61.9
19K311	All	2009	General Ed	223	2	0.9	46	20.6	160	71.7	15	6.7	175	78.5
19K311	All	2009	Special Ed	28	1	3.6	9	32.1	17	60.7	1	3.6	18	64.3
19K311	All	2010	General Ed	205	20	9.8	118	57.6	51	24.9	16	7.8	67	32.7
19K311	All	2010	Special Ed	29	10	34.5	13	44.8	6	20.7	0	0	6	20.7



Trends:

At IS 311 we have been working to improve student proficiency rates over this period with success. However, due to the ‘tougher academic standards’ in the NYS MATH 2010 we experienced a drop in our proficiency rates in our proficiency rate

3. IMPLICATIONS

WHY OUR RESULTS DIPPED

This year, New York State held students to tougher academic standards...The tougher grading system resulted in a significant drop in overall ratings across the City and the entire State. Chancellor’s Report Progress Report Overview 2009-10, p. 2

This dip is reflected in the achievement levels for all students and in each grade when compared with previous year’s percentage gain.

4. ACCOMPLISHMENTS

- New principal and staff use a wide range of data to provide a complete picture of students' progress
- IS 311 administers a wide range of baseline assessments, collects and analyzes a wide variety of data including ITA & Predictive, student portfolios and teacher assessments to identify trends in student performance.
- This year the Inquiry process involved the whole school in professional development that led to professional discussions and planning for improved outcomes, especially by identifying the lowest 1/3 students (as identified by achievement in New York State ELA & Math Tests).
- All Staff now have data binders and track both individual and sub group progress toward meeting goals.
- Thoughtful scheduling allows the school to provide one period a week for targeted small group instruction.
- After School tutorials and Saturday School complement the school day interventions.
- Scheduling is specifically designed to allow for common grade planning meetings to develop and support instructional goals.
- Overall progress in ELA and Math is evident when comparing 2009 to 2008 using State Test data.
- Within constraints of size, venue and budget the school strives to provide a rounded education for students to include highly successful Art, Music and Language programs.
- All core subjects there is an effort made to provide an enriching curriculum especially using technology and trips to broaden the experiences available to the student population at the school.

5. CHALLENGES

- In the 2009-10 Progress Report IS 311 we achieved a "B" due for the most part, to our Student Progress (32.0 out of 60) which means that our focus on using data to drive our instruction and specifically to support differentiation is on track. We need to continue our focus on improving Student Performance as well as Student Progress in both ELA and Mathematics.
- Academic rigor across all core subject areas requires an increased focus at IS 311. All schools in New York State are required to implement the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, therefore we need to review all units to assure alignment and to improve rigor.
- From Mathematics state test achievement rates from 2008 to 2009, the trend had been a movement upward to level 2 and level 3 and a small gain in level 4. However this year we experienced a significant dip in our overall results in Mathematics and for our major sub group Special Education students.
- An ongoing issue at IS 311 has been in supporting the learning needs of struggling learners and we need to review our strategies in order to refocus on this as a goal in 2010-2011.
- Even though we received +0.75 credit for 53.2% Exemplary Proficiency Gains for the Lowest Third Citywide in ELA our Student Performance continues to be a significant challenge. We need to ensure academic rigor and focus on using student achievement data as a basis for planning and specifically to differentiate according to student's learning needs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment, 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, 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.

Goal 1: To improve academic rigor across all subjects with the implementation of Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, by all teachers.

By June 2011:

- 100% of teachers will have engaged in professional development around the Common Core Curriculum.
- All teachers will have participated in planning curriculum that are rigorous, clear and specific, coherent, and internationally benchmarked, producing up to 2 integrated units of study per grade.
- All core subject teachers will have implemented the revised units and reviewed the changes made to their teaching programs.

Goal 2: To improve our instruction based on assessment information of specific student sub groups, specifically students with an IEP status in ELA and Mathematics.

By June 2011:

- Percentage of Self-Contained/CTT or SETTS students in 75th growth percentile in ELA will improve (from 48.1%).
- Percentage of Self-Contained/CTT or SETTS students in 75th growth percentile in Mathematics will improve (from 24.0%).

Goal 3: To increase Student Growth Percentile in Mathematics

By June 2011:

- Increase Median Proficiency in Mathematics (up from 2.71), as indicated in the Progress Report.
- Increase Student Median Growth Percentile in Mathematics (up from 57.0), as indicated in the Progress Report.
- To increase Student Median Growth Percentile in lowest third in Mathematics (up from 64.0), as indicated in the Progress Report.

Goal 4: To increase Student Growth Percentile in ELA.

By June 2011:

- Increase Median Proficiency in ELA (up from 2.61), as indicated in the Progress Report.
- Increase Student Median Growth Percentile in ELA (up from 71.0), as indicated in the Progress Report.
- To increase Student Median Growth Percentile in lowest third in ELA (up from 78.0), as indicated in the Progress Report.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): ELA & Literacy in Social Studies & Science

<p>Annual Goal 1. <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL 1: To improve academic rigor across all subjects with the implementation of Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, by all teachers. By June 2011:</p> <ul style="list-style-type: none"> • 100% of teachers will have engaged in professional development around the Common Core Curriculum. • All teachers will have participated in planning curriculum that are rigorous, clear and specific, coherent, and internationally benchmarked, producing up to 2 integrated units of study per grade. • All core subject teachers will have implemented the revised units and reviewed the changes made to their teaching programs.
<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"> • Principal, assistant principals, coach and consultants will provide a range of professional development opportunities for all staff, on an ‘as needs’ basis • Units will be revised to include relevant components of the Common Core State Standards wherever relevant • Teachers will collaborate on their grade teams to review their integrated units & incorporate or continue to update the units to include the Common Core State Standards. • Unit plans and teacher lesson plan outlines will align these standards within this framework • Grade teams will review the units as they trial them and make revisions to support implementation of the Common Core State Standards framework in school 2011-12. • All unit plans will identify specific section on the language conventions, effective use, and vocabulary targets for all students as indicated in the framework.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>The funding sources allocated to fund each aspect are:</i> <i>IDEA,</i> <i>Title 1 Part A (Basic),</i> <i>Title 1 Part A (ARRA),</i> <i>Title III Part A,</i> <i>Title II Part A,</i> <i><u>Tax Levy Fair School Funding.</u></i></p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Professional development agendas and schedules, introducing and working with the Common Core State Standards. • Agendas/minutes of planning meetings to write and/or adapt the units of study in core curriculum areas • Units of study that show the integration of the relevant Common Core State Standards • Curriculum Map/Scope & Sequence for core subjects that have been adjusted to support the implementation of the Common Core State Standards in 2010-2011.
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Subject/Area (where relevant): Special Education in ELA and Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL 2: To improve our instruction based on assessment information of specific student sub groups, specifically students with an IEP status in ELA and Mathematics. By June 2011:</p> <ul style="list-style-type: none"> • Percentage of <u>Self-Contained/CTT or SETTS students</u> in 75th growth percentile in ELA will improve (from 48.1%). • Percentage of <u>Self-Contained/CTT or SETTS students</u> in 75th growth percentile in Mathematics will improve (from 24.0%).
<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"> • Professional development will be provided to assist teachers to analyze student learning needs, prioritize and set learning goals, for & with students, and track growth accordingly. • Data Specialist will update all class spreadsheets to include assessment information. Status of each IEP, ELL (including former ELL) and gender will be indicated on grade spreadsheet sorted alphabetically by class. • The class spreadsheets will also include recent NYSELAT data by strand. • Common planning meetings scheduled on weekly basis and attended by principal, assistant principal and facilitated by Literacy Coach and Consultants, with agendas. • As State and city data becomes available, grade teams are provided with item analysis and they will examine these in detail to create 2-3 overall grade goals. • Follow up meetings will be scheduled whereby grade teams will examine item analysis by student sub group to ascertain 1-3 short term goals to support improved learning • Grade teams will work closely with Literacy Coach, Assistant Principal and/or Consultants, during weekly common planning meetings, to develop a short list of strategies that are clearly articulated and immediately

	<p>useful for teachers to use in small group strategy lessons or guided practice groups.</p> <ul style="list-style-type: none"> • Special Education and ELL students who achieved in the lowest 1/3 of students in the 2010 NYSELA and NYS Math will be provided with intervention support as well as be provided with extended day support.. • Specific PD will be available to all teachers on differentiation for struggling students, particularly around helping their students in reading text books and non fiction texts. • Extended Day and push in teachers will be provided with the strategy outlines to be used in their instructional plans.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities.</i></p>	<p><i>The funding sources allocated to fund each aspect are:</i> IDEA, Title 1 Part A (Basic), Title 1 Part A (ARRA), Title III Part A, Title II Part A, <u>Tax Levy Fair School Funding.</u></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Ongoing assessment data based on WRAP, Baseline/Midline/Endline writing and ITA's Predictive (Acuity), analysis of 2011 NYSELA and NYSELAT outcomes. • Data binders, regularly updated spreadsheets showing the subgroups highlighted or color-coded and presented by grade and class. • Agenda and minutes of grade meetings – showing evidence of planning based on the data and the formulation of goals. • Agenda and minutes of grade meetings when teachers share their goals and work on short list of strategies to support students in the designated sub groups. • Lesson plans and curriculum planning notes of teachers and support teachers, showing their implementation of agreed strategies to support the short term grade goals for specific groups of students. • Logs from AUSSIE consultant. • Units of study developed by teams of teachers that have the Common Core Standards integrated to support higher standards of reading and writing across subject areas. • Evidence of tracking of student sub groups by class and grade based on school, state and city standardized assessments including NYSELAT. • 2010-2011 Progress Report.

Mathematics

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 3: To increase Student Growth Percentile in Mathematics By June 2011:</p> <ul style="list-style-type: none"> • Increase Median Proficiency in Mathematics (up from 2.71), as indicated in the Progress Report. • Increase Student Median Growth Percentile in Mathematics (up from 57.0), as indicated in the Progress Report. • To increase Student Median Growth Percentile in lowest third in Mathematics (up from 64.0), as indicated in the Progress Report.
<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"> • Grade & Subject Team Agendas (focused on mathematics) • Teachers will receive math spreadsheets showing all students by grade & class with their mathematics achievement data in baseline, interim and unit assessments. • The mathematics spreadsheets will highlight the targeted lowest 1/3 to assist with identification and planning. • Mathematics teachers will review the spreadsheets and research weaknesses by investigating the item analysis capability in Acuity, ARIS, NYStart. • A plan will be created for these students and addressed during the period scheduled for this purpose. • Targeted classes will be split to form smaller groups in Mathematics to meet learning needs. • Teachers will be supported by the Principal and Assistant Principal to identify specific skills to be targeted for each student in the class. • Assistant Principal will provide ongoing support to the math teachers to model small group strategy lessons designed to target specific mathematical skills and strategies. • Math spreadsheets will be updated (quarterly) to support ongoing monitoring of targeted students' progress in baseline, interim and unit assessments. • Cabinet will monitor overall progress based on reports of the targeted students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</p>	<p><i>The funding sources allocated to fund each aspect are:</i> <i>IDEA,</i> <i>Title 1 Part A (Basic),</i> <i>Title 1 Part A (ARRA),</i> <i>Title III Part A,</i> <i>Title II Part A,</i></p>

support the actions/strategies/ activities.	<u>Tax Levy Fair School Funding.</u>
Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains	<ul style="list-style-type: none"> • Agendas, Minutes including Mathematics Teachers goals. • Spreadsheets including regular assessment data for each grade showing progress of the lowest 1/3 over time, using grade appropriate Math Baseline, Midline, End line, Interim ITA and Predictive data and item analysis • Data binder held by <u>all</u> teachers. • 2 x year formal observation. • Regular informal observations. • Regular walkthroughs. • Cabinet meeting agendas and minutes; focus on refining intervention, Extended Day and monitoring progress of bottom 1/3 in Math. • 2010-2011 Progress Report.

Subject/Area (where relevant): ELA

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	GOAL 4: To increase Student Growth Percentile in ELA. By June 2011: <ul style="list-style-type: none"> • Increase Median Proficiency in ELA (up from 2.61), as indicated in the Progress Report. • Increase Student Median Growth Percentile in ELA (up from 71.0), as indicated in the Progress Report. • To increase Student Median Growth Percentile in lowest third in ELA (up from 78.0), as indicated in the Progress Report.
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<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"> • Literacy Coach will provide ELA spreadsheets, identifying assessment information by grade & class. • Class spreadsheets will indicate all students performing less than 3.25 Proficiency Rating on the 2010 NYSELA Test for teachers to use for planning. • Bottom performing 1/3 as indicated on the class spreadsheets will be assessed for a baseline, midline and endline reading assessment to ascertain the Fountas & Pinnel Reading Level. This will assist teachers to plan initial reading engagement lessons, small group instruction and to track progress over time. • ELA teachers will collaboratively review the ELA data spreadsheets and workshop instructional strategies. • Teachers will plan literacy lessons based on NYS ELA Standards and Performance Indicators appropriate for their grade level. • Literacy Coach and Literacy Consultant will support ELA teaching planning based on their research of the item analysis presented in the ACUITY Predictive & ITA interim assessments, for specific weaknesses across the grade and individual classes. • ELA Teachers will target specific ELA NYS Performance Indicators that the ITA interim assessments reveal which students have achieved <i>Below Proficiency Level</i>. • A plan will be created for these students and addressed during the periods scheduled for this purpose. • Teachers will be supported by the Literacy Coach & Literacy Consultant to identify specific strategies and texts to support skills and Performance Indicators to be targeted. • Literacy Coach and Literacy Consultant will provide ongoing support to the ELA teachers to model small group strategy lessons designed to target specific ELA Performance Indicators. • Literacy Coach will distribute updated ELA spreadsheets (quarterly) to support ongoing monitoring of student progress by teachers. • Cabinet will monitor progress overall based on reports from Data Specialist, ELA Coach and assistant principal, and using student assessment information. • All subject area teams review their practices with a focus to supporting ELL and Special Education students and PD will be provided to support this.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The funding sources allocated to fund each aspect are: IDEA, Title 1 Part A (Basic), Title 1 Part A (ARRA), Title III Part A, Title II Part A, <u>Tax Levy</u> Fair School Funding.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas, Minutes including ELA teachers goals • Literacy Coach will maintain a data binder for each grade indicating progress using the full range of assessments. • Spreadsheets including regular assessment data including; NYSELA, ELA Predictive and ITA, Regular Unit assessments, for each student x subgroup x class x grade • Data binder held by <u>all</u> teachers • Daily logs of the AUSSIE Literacy Consultant. • Record of professional and in class support provided by the Literacy Coach • 2 x year formal observation. • Regular informal observations. • Regular walkthroughs. • Cabinet meeting agendas and minutes; focus on refining intervention, Extended Day and monitoring progress of bottom 1/3 in ELA. • 2010-2011 Progress Report.
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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	23	10	n/a	n/a	3	n/a	25	n/a
7	24	11	n/a	n/a	8	n/a	30	n/a
8	42	24	n/a	n/a	10	n/a	35	n/a
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:	In ELA, students are given support in their particular areas of weakness as identified through standardized test scores, WRAP assessments, classroom observations, and classroom tests. Balanced Literacy is used throughout the day which lends itself to guided reading where students work with the teacher on their instructional level. Ability groups meet during tutorial periods, and on Saturdays. Special Needs and ESL staff push in during the school day to support and modify the lessons to meet the needs of the students. AUSSIE Consultant also mentor teachers on specific ELA strategies i.e., differentiated instruction.
Mathematics:	The Impact Math Program is used for instruction and The Connected Math Program is used to supplement. Connected Math emphasizes hands on experiences and the use of manipulative which help the struggling students with new concepts. Ability groups meet after school, during lunch, during tutorial periods, and on Saturdays. Special Needs and ESL staff push in during the school day to support and modify the lessons to meet the needs of the students
Science:	n/a
Social Studies:	n/a
At-risk Services Provided by the Guidance Counselor:	1 on 1 counseling, small group counseling, family sessions, and home visits are provided by our Guidance Counselor/Social Worker.
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	Small group activities for example drug awareness, workshops on bullying and bereavement along with community service projects
At-risk Health-related Services:	n/a

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6-8 Number of Students to be Served: 11 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.

Language Allocation Policy (LAP) 2010-2011

When students enter our school as a new admits we immediately give the parent a Home Language Identification Survey to complete. The pupil accounting secretary reviews the form. If a language other than English is checked as the preferred language, the Assistant Principal is immediately notified. After the parent and child are interviewed, a referral is made to the testing coordinator to schedule the testing of the LAB-R. This exam is administered within the first two weeks of being admitted. It is explained to the parent during the interview process that we don't have a bilingual program and all of our services are the push-in model. Based on the result of the exam, services will begin. Our school psychologist and bilingual social worker are consulted in the final decision making process. A second meeting is held with the parent and child to discuss proper placement.

At the start of school, the Assistant Principal checks the ATS system and runs the ELL reports and checks the NYSESLAT scores to determine which students are still in need of services. Parents are sent letters to determine if they still are interested in their child receiving services at the Essence School or receiving a different type of program at a different school. Our annual open house is usually held the last Thursday of September. At this event, parents are given a survey to determine if they are still interested in our Freestanding ESL Program or participating in another program. Our grade 8 students meet with the Guidance Counselor to determine which program students will continue at the high school level.

To enter the Essence School all parents and students must be interviewed before acceptance. Parents are informed during the initial interview that The Essence School only has a Free Standing ESL Program and the services are a push-in model. During the first two weeks of school, Entitlement letters, parent surveys, and the Program Selection forms are mailed, a copy is also given to students to take home, and the letters are given out again during our open house.

Students who scored below the 40th percentile on the NYSESLAT are identified in the beginning of the school year. . The LAP Team meets to determine if the student is LEP or is in need of other services. Assessment is done using student exam scores, portfolios, student work (both oral and written), informal teacher assessments/observations, anecdotal records, and school history reports. At all times, parents are kept informed about all decisions made. Parents are also invited to meet with the team members to discuss decisions made. Parents are also invited to attend workshops that are given throughout the city. Our ESL teacher also keeps parents informed throughout the year about the progress of the ELL students.

After reviewing the Parent Selection Form, it has been noticed that 100% of our parents select for their children to remain in the Essence School in our Free Standing Program. Parents don't request different program offerings. They are given the opportunity to select a different program at a different school once they are interviewed before the initial enrollment.

All of our intervention services are offered in English. We offer after school classes in ELA and Math. We also offer Saturday classes in both ELA and Math. All of ELL's are invited to participate in both programs.

Students reaching proficiency, receive support from our ESL teacher as well as our SETTS teacher. Students are encouraged to attend the after-school program.

We are implementing a "Lunch and Learn" program, where students will meet twice a week to enhance their reading, writing, and listening skills in both ELA and Math. We will not discontinue any services offered to our ELL's. All students are invited to participate in our extended day services. To ensure that our ELL's attend, contact is made with parents to ensure that they are aware of the program. We send home letters and try to contact parents via phone.

In all of our ELA classes we use novels, and grade level materials that are high-interest with lower vocabulary levels, books on audio tapes as well as videos/DVD's to support novels read. For our Math program, we use Impact Math and Connect Math. Trade books are used to support the science and social studies classroom. We also purchase additional supplementary materials throughout the year to help students with understanding of content areas, such as magazines. Students also have access to computers. Our entire staff uses instructional strategies that will enable students to progress in listening, speaking, reading and writing skills. Students are also advised to keep a journal to help monitor their academic progress.

We have a total of six ELL's, all but one are Spanish speaking. Our ESL teacher translates assignments when necessary.

We provide all of our ELL students with grade level, age appropriate materials. All ELL students are invited to participate in grade level activities.

Students who are enrolled in our school are invited to attend our two day orientation session during the last two days of June. Parents and students are introduced to the policies and procedures of the Essence School so that they will be better prepared for the fall semester. Students, who are enrolled after school opens, meet with our bilingual social worker to ensure that they understand the expectations of the Essence School. We also use peer assistance whenever possible.

The administration in the school explores problems and develops strategic plans and timelines to ensure that our students are successful. Teachers work in collaboration with one another to ensure that our students achieve proficiency in the English Language. Our professional development for the year includes: Meta-cognitive Strategies, Differentiated Instruction, Using technology in the classroom, Project Based Learning, and Portfolio Assessment. Throughout the year our Assistant Principal and ESL teacher attend workshops and turnkey that information to the staff.

Throughout the school year, parents are invited to attend all school meetings and workshops held at the school and within the Department of Education. Whenever possible, notifications are sent in their native language. Families in need of outside services work closely with our parent coordinator and/or our social worker. Parents are invited to participate in all school activities.

Students seem to have difficulty expressing themselves in both verbal and written form; also with reading comprehension and vocabulary. Students also seem to have difficulty applying strategies needed to perform on grade level. All assessments are offered in the English Language only. Staff members review this data from these assessments to help with the planning of daily instruction. Strategies are infused in all classes to help students to achieve academic success. The results of periodic assessments are used when planning for extended day and Saturday programs. Writing is done daily across all curriculum areas. Curriculum maps are reviewed to ensure that they are aligned with the ELL learning standards and performance indicators. All students are engaged in long term projects that will require them to apply various strategies that will allow them to interpret information for all content areas. Baseline writings samples and class work will be collected from ELL students throughout the year and review by staff to ensure that the students are using strategies needed for improvement. Small group discussions between the students, ESL teacher, ELA teacher, and the SETTS teacher will be ongoing to provide support for the ELL student. In June, portfolios from each student will be reviewed to determine if students have improved academically.

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.

Our Network Support Organization and consultants will provide our teachers further support in Literacy, and other instructional strategies that will enhance the learning for all our students. We will engage in study groups in the areas dictated by our data. We must deepen our work in differentiated instruction and in the use of data to inform our instruction.

Teachers will be sent to outside professional development and will visit other schools in order to share best practices. Study groups and planning (curriculum) groups also will support our teachers’ understanding of their work. Morning and afternoon professional development will further our work.

Section III. Title III Budget

School: The Essence School **BEDS Code:** _____

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	\$4,989	100 hours of per-session for ESL and General Education for Saturday program and extended day
Purchased services - High quality staff and curriculum development contracts.	\$21,228	Certified ESL teacher part-time
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$500	Library books and Dictionaries
Educational Software (Object Code 199)	\$500	Computer software for translation
Travel		
Other		
TOTAL		

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.

Upon entering The Essence School parents are required to complete a home language survey to determine the preferred language. Spanish translations are done by the ESL teacher and or the social worker. French translations are done by the French teacher, principal and or a classroom teacher who speaks Haitian Creole. Surveys are also used to help us assess our translation needs. Translation needs are discussed within the School Leadership Meetings, and Parent Association.

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

Our parent meetings are conducted in English translation is provided as necessary. All memos from the school are sent out in English. Personnel have been identified for oral and written translation. The information gathered at these meetings is disseminated during Parent Association Meetings, Parent Workshops, the school's Calendar and memos sent home. The parent coordinator also assures that parents' translation needs are met.

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.

School generated documents are sent out in the three primary languages (English, Spanish and Haitian Cerole) representative of our population. School staff, such as the school principal, and teachers, will take turns translating letters to be sent home. Teachers will submit parent letters to be translated, these letters will first be reviewed and approved by administrators and then are passed on to one of the identified staff members that will handle the translation. This process will take no more than forty eight hours. These staff members will also translate any key information distributed at parent development workshops.

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.

The administrative staff in conjunction with our UFT Chair, the Parent Coordinator and the Parent Association President, met to discuss issues regarding oral translations. Each person represented their constituencies. The result of this discussion was that during parent teacher conferences both formal and informal there will be an in house translator at hand to help the communication between parents and teachers. We have identified key in house personnel that will be used to translate in any and all occasions.

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

The Essence School will continue to foster a close relationship with the parents of ESL students communicating academic information about their children in the language that they comprehend. Both oral and written translation services will be provided by in-house staff, or by the Board of Education's translation services to meet the language needs of the parents of ELL's.

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:	2302	950	
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		5564	
4. Enter the anticipated 10% set-aside for Professional Development:	15806	4823	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
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.
- The teacher who is considered not highly qualified is currently enrolled in a masters program.
 - Teachers are encouraged to attend professional development workshops given both in house and facilitated by the BOE

* 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**.

The Essence School/IS 311K, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2008-09

TEMPLATE - MAY 2010

School Responsibilities

The Essence School/IS311K will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- provide students with qualified teachers and personnel
- provide a student centered and safe environment
- provide measurable standards to determine which extent students are achieving the academic standards
- prepare students to use critical thinking skills
- provide challenging experiences both in school and outside (i.e. out of state shows, cultural events, and Broadway shows)
- address the needs of our AIS and intellectually gifted population

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent-Teacher conferences will be held:
- November and February

3. Provide parents with frequent reports on their children's progress.

Specifically, the school will provide reports as follows:

- Parents will be provided with four progress reports yearly with two including written narratives which will include statements outlining
- Students' successes, concerns and action plans.
- ARIS training for parents

3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents can make appointments anytime to see their child's teacher. Also, parents can be able to see teachers who are on preps. Teachers will contact parents in between parent-teacher conferences on a regular basis.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents sign a contract asking them to volunteer the equivalent of three school days per year. Parents are asked to volunteer in the office, in the classroom, for special projects and for class trips.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

Parental Involvement Guidance

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Invite parents to participate in all school activities

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Attend school events

Parental Involvement Guidance

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Contact parent coordinator

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Attend tutorial/extended and or sat classes
- Achieve at least 95% attendance

The Essence School/ IS 311K will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, The Essence School/IS 311K will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
- Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:

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

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

Tutorial from 2:30-3:30

- Extended Day for Mandated Students
- Summer School for mandated students
- Help provide an enriched and accelerated curriculum.

- Classical Literature in Grade 8
 - Trips
 - Art and Drama
 - Meet the educational needs of historically underserved populations.
 - Small class size
 - Hire experienced teachers
 - Cooperative Learning
 - Student centered instruction
3. Instruction by highly qualified staff.
 - Ongoing professional development both onsite and out of the building
 - Weekly grade level meetings
 - Weekly discipline (subject) meetings
 - Mentors provided for new teachers
 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.
 - Weekly discipline and subject meetings
 - Professional book club
 - Videos on best practice
 - Consultants
 - PD on site and out of building based on interest and need
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Collaborative Community
 - Support for new teachers
 - Opportunities to grow Professional books and resources
 6. Strategies to increase parental involvement through means such as family literacy services.
 - Parent volunteer contracts
 - Events such as the Family Day Picnic and Thanksgiving Feast
 - Broadway shows
 - Trips with students
 - Invited to share in Community gatherings
 - Parent Coordinator
 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.

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.
 - PD training sessions in ACUITY and ARIS
 - We do data analysis during out Monday meetings and during weekly team meetings
 - DRAs and WRAPS
 - Inquiry Team was opened up to include the entire staff
 - Teachers write and share Narratives on each student

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. Academic progress or lack there of for particular students are discussed regularly during team meetings where information is shared among the team and plans of action are put in place.
 - Special needs teachers push into the classrooms
 - ELL teacher offers 1:1 assistance
 - Extended day, tutorial, Saturday program, Lunch tutorial,
 - Guidance Counselor, ICL counseling services, and Social Worker

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

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

Explanation/Background:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving 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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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.)
 - 11 students
2. Please describe the services you are planning to provide to the STH population.
Students in STH will be provided with extra support academically in our extended day program and/or with a small group tutorial program. Our social worker will also meet with the students to address social/emotional needs. Our parent coordinator will work closely with the family to address other needs.

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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Essence School						
District:	19	DBN:	19K31	School		331900010311	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		93.1	93.5	93.1
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-	2008-	2009-
Grade 3	0	0	0		98.4	95.7	92.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	83	62	66	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	93	85	77		74.3	88.9	94.2
Grade 8	78	93	78				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		0	19	10
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	254	240	221	<i>(As of October 31)</i>	2007-	2008-	2009-
					1	0	2
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	6	5	0	Principal Suspensions	21	7	7
# in Collaborative Team Teaching (CTT)	11	10	1	Superintendent Suspensions	4	5	2
Number all others	16	18	26				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	9	8	TBD		20	20	18
# ELLs with IEPs	0	2	TBD	Number of Teachers			
				Number of Administrators and Other Professionals	5	5	4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	1	0	1

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	1	5	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	55.0	60.0	77.8
				% more than 5 years teaching anywhere	45.0	55.0	72.2
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		85.0	100.0	94.4
American Indian or Alaska Native	0.4	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	88.2	93.8
Black or African American	80.7	82.5	78.7				
Hispanic or Latino	16.9	15.4	19.9				
Asian or Native Hawaiian/Other Pacific	1.6	1.7	0.9				
White	0.4	0.4	0.5				
Male	45.3	45.0	40.3				
Female	54.7	55.0	59.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	43.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.5	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:	4.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	32		
<i>(Comprises 60% of the</i>			
Additional Credit:	0.8		

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 CFN #3	District 19	School Number 311	School Name type here
Principal Claudy Makelele		Assistant Principal Sekinah Smith	
Coach ELA, Robyn Lonesome		Coach Math, Pamela Diaz	
Teacher/Subject Area Rosalind Seguro/ESL		Guidance Counselor Ada Gonzalez	
Teacher/Subject Area French/Charlene Oseni		Parent type here	
Teacher/Subject Area Romi Clements/ELA		Parent Coordinator Patricia Davenport	
Related Service Provider Rosalind Seguro		Other Rose Bokoler-Cutler	
Network Leader Lucius Young		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	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	11

C. School Demographics

Total Number of Students in School	225	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	4.44%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When students enter our new school as a new admit we immediately give the parent a Home Language Identification Survey to complete. The pupil accounting secretary, Ms. Delisisi, reviews this form. If a language other than English is checked as the preferred language, the Assistant Principal, Ms. Smith, is immediately notified. After the parent and child is interviewed by the Assistant Principal, a referral is made to the testing coordinator, Ms. R. Lonesome, and the ESL teacher, Ms. R. Seguro, to schedule the LAB-R. This exam is administered during the first ten days after the child is admitted. Our school social worker, Ada Gonzalez speaks Spanish and Ms. Charlene Oseni, speaks French, they both assist the assistant principal, in the interview process. If the parent speaks another language, translated materials are obtained from the office of ELLSIt is also explained to the parent during the interview process that we don't have a bilingual program and all of our services are the push-in model. ESL services will begin usually within the first week that student is enrolled. Our school psychologist, Rose Bokoler and school social worker, Ada Gonzalez, are also consulted in the final decision making process. A second meeting is held with the parent and child to discuss proper placement. The assistant principal and the ESL teacher meets with the parent and child. If additional support is needed the school social worker and the school psychologist joins the meeting. If services are needed, parents are given an entitlement letter and a program selection form and placement letter. Our parent coordinator, Patricia Davenport also offers parent support when needed. All documentation is kept on file until the child graduates or leaves the school. It is also the parent coordinators responsibility to ensure that the parent of the ELL student to receive all materials in the preferred language of the parent.

At the start of the school year, the Assistant Principal, Ms. Smith, checks the ATS system and runs the ELL reports and checks the NYSELAT scores to determine which students are still in need of services. Parents are sent letters to determine if they are still interested in their child receiving services at the Essence school or in a different type of program at a different school. Our annual open house is usually held the last Thursday in September. At this event, parents are given a survey to determine if they are still interested in our Freestanding ESL program or participating in another program. Our grade 8 students meet with the Guidance Counselor to determine which program students will continue at the high school level. Our parent coordinator and school social worker reaches out to all ELL parents to ensure that parents are still interested in the school's free standing program. Our parent coordinator also notifies parents of all upcoming workshops. Parents and students are informed about the NYSELAT test scores. Our ESL teacher, Ms. Seguro, assist parents and students with making academic goals for the school year. All forms and records of parent feedback are stored in the assistant principal's office To enter the Essence School, all parents and students must be interviewed before acceptance. Parents are informed during the interview process that the Essence School only has a Free Standing ESL program and the services are a push-in model. All three programs are explained to the parents at the time of the interview process. During the first two weeks of school, entitlement letters, parent surveys, and the program selection forms are mailed. These forms are also distributed again at our annual open house. the assistant principal, school social worker and the ESL teacher reaches out to all parents of students enrolled in our school. the school social worker and the parent coordinator makes home visits for parents who are unable to come to the school. An out reach is done at the beginning of the school year and at our Open House in late September.

The assistant principal and the ESL teacher meets during the second week of school to make academic plans for the ELL students. These plans are then reviewed with the other teachers of the ELL students. Plans are made based on the choices of parents on the selection forms and surveys. Students are taught strategies on how to become successful in the classroom. These strategies are also shared with parents.

After reviewing the Parent Selection Form, it has been noted that 100% of our parents select for their children to remain in the Essence School. Every out reach attempt is done by the assistant principal, school social worker, ESL teacher and parent coordinator to reach ELL parents and to collect these selection forms. Parents usually choose to have their child remain in our Free Standing Program During the course of the school term, parents are always welcome to revisit their decisions. they can meet with the Assistant Principal, ESL teacher and or the Parent Coordinator. Parents are ensured that their child will have access to a standards based curriculum. Our parent coordinator reaches out to ELL parents throughout the school year so that they can become involved in our school activities. Our ESL teacher has an informal information meeting with parents every year usually in December. At this meeting, parents are invited to visit classrooms and talk about services that are available.

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							5	4	1					10
Total	0	0	0	0	0	0	5	4	1	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	5	Special Education
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years) 3

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
Dual Language											0
ESL	5			2			3				10
Total	5	0	0	2	0	0	3	0	0		10

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

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

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.

Our school program is an intergrated model. All of our classes are mixed with general ed, special ed, and our ELL students. All students are in their appropriate grades. Each class is an hour long, tutorial classes are 40 minutes long. All students are group heterogeneous. All students follow a regular schedule, with academic classes a hour each. All services are a push-in model. Our related service provider, Joan Dash and our ESL teacher R. Seguro, push-in. The ESL teacher pushes in during the ELA class, Math class, and the Social Studies class. All of

our intervention services are offered in English and all class instruction is in English. All of our ELA classes use a balanced literacy approach. We also offer after school tutorial classes in ELA and in Math. Saturday classes are offered mid-year in ELA and Math. All classes are offered in English..Our ESL teacher collaborates weekly with the ELA teachers to ensure academic progress is being made. ESL strategies are infused into content area classes and all students are given vocabulary enrichment activities to support the content area classes. For all new ELL students, extra support is provided by our ELA teachers. Students use the computer to translate class lesson. Our French teacher, Charlene Oseni and ELA teacher, Romi Clements uses the Rosetta Stone program for all students to practice their English. Long term ELL's also receive additional support from the ELA teachers. We try to purchase as many books that we can on audio tapes. Teachers in content areas are instructed to use as many visual aids as possible and to provide students with intensive vocabulary. Teachers use DVD's , magazines, high -interest, low reading level materials. Our entire staff uses instructional strategies that will enable students to progress in listening, speaking, reading and writing skills. trade books are also used to support the science and social studies classroom. Our long term ELL's receive small group instruction by our math coach, Pamela Diaz and french teacher, Charlene Oseni. Joan Dash , special needs teacher works one on one with our one special needs student. We also purchase additional supplementary materials that will assist students throughout the year to help students with the understanding of content areas. Our ELL teacher uses Impact math in spanish, Glenco text books in both social studeis and science in spanish, and for our students who speak French and Arabic she uses picture dictionaries and English exercise books. Students are also advised to keep a journal to help monitor their own academic progress. Our ESL teacher reviews the needs of all ELL's making sure that they receive the required amount of minutes for their services. We don't have any SIFE students and only one special needs student at this time. Our special needs teacher, Joan Dash, reviews study skills and organizational skills with our long term ELL's.

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

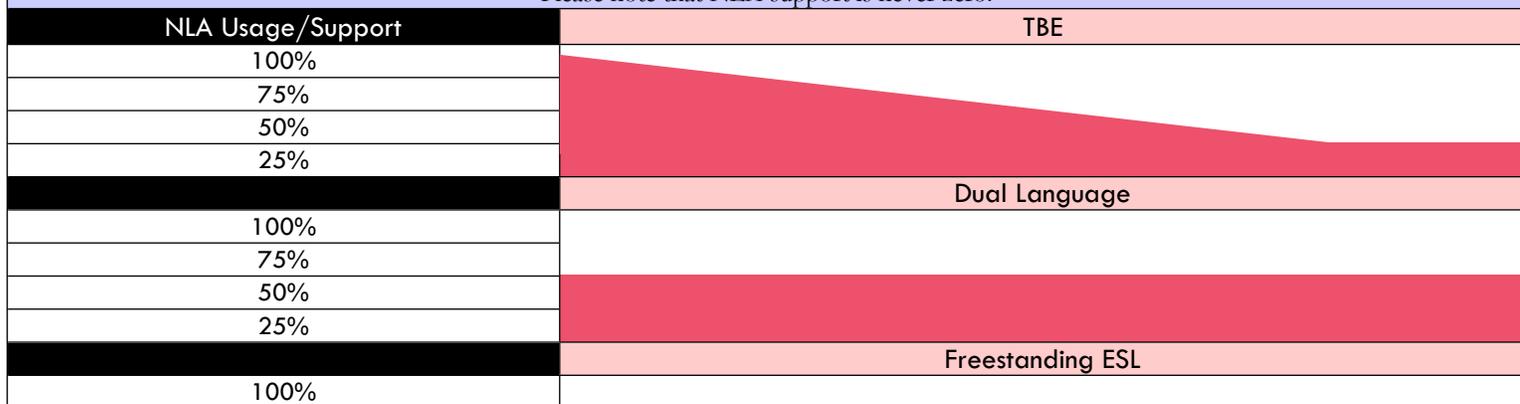
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

All ELL's are offered tutorial classes, Saturday classes and Summer classes. All instructional programs are in English. ELL students meet with the guidance counselor bi-weekly to ensure that they are adjusting to their English classes. ELL students aren't exempt from any school program. They are invited to attend any program that is being offered in the school. At the beginning of the school year, the ESL teacher sets goals with each student. These goals are shared with members of the LAP team and plans are made to provide support for each student to assist them in meeting their goals. New students are assigned a buddy to assist them in adjusting to our school. Our ESL teacher recommends materials needed to help the ESL students in the classroom. Because our school is so small, we only offer French to our grade 8 students. We have one ELL student in grade 8. the French teacher supports this student by meeting with her after school for one to one sessions and student has access to using a computer in the classroom. The LAP team meets on a regular basis to explore problems and to develop strategic plans and timelines to ensure that all of our ELL's are successful especially those who have met proficiency level.. Teachers work in collaboration with one another to ensure that our students achieve proficiency in English Language. Our special ed teacher and the ELL teacher works with students who have reach proficiency to provide transitional support. Students who pass the NYSESLAT are met with once a week to ensure that they are progressing in their academic classes.All ELL students have access to the internet to assist them with the translation of materials The Rosetta Stone program is used to reinforce the English language as well picture dictionaries in student's home language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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 Our professional development for the year includes : Using Metacognitive Strategies, Differentiated Instruction, Using technology in the classroom, and Portfolio Assessment. Staff will attend staff development throughout the year for a total of 7.5 hours to learn about strategies for teaching ELL students. Our ELL teacher collaborates weekly with the ELA and Math teaches to discuss language skills to implement in their daily lessons. Records of meetings and all handouts are maintained in a file to use as a reference. Throughout the year the Assistant Principal and the ESL teacher attends workshops and turnkey that information to the 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 Throughout the year parents are invited to attend all school meetings and workshops held at the school and within the Department of Education Our parent coordinator, P.Davenport, invites parents to attend PTA meetings, DOE workshops, and all school parental activities. She also welcomes parents to make classroom visits. Parents are also welcomed to do volunteer work at the school. Whenever possible notifications are sent in their native language. Families in need of outside services work closely with our Parent Coordinator and/or our social worker

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)								1						1
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	1	0	0	0	0	0	1

NYSESLAT Modality Analysis

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

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

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

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

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

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

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

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 Our school uses WRAPS and DRA for initial assessments. these assessments gives the staff insights on the reading levels. Each content area teacher uses baseline assessments to determine the level of basic content knowledge of each student. Writing samples are also collected for review. Collected data from ARIS and NYSESLAT shows that students seems to have difficulty expressing themselves in both verbal and written form. There is also weakness in vocabulary and in reading comprehension. Students also seem to have difficulty applying strategies needed to perform on grade level. All assessments are offered in English Language only. Staff members review this data to plan daily instruction. We also noticed that in reviewing the NYSESLAT, students strength is in speaking but score low in reading and writing And in reviewing the state exams, most of our ELL's are scoring level 2 in both reading and math. Using data from the NYSESLAT, students don't seem to progress much until after their fourth year and writing scores are always the lowest. We therefore are infusing strategies, especially in writing, in all classes to help students to achieve academic success. The results of periodic assessment are used when planning for extended day and Saturday classes. Students are grouped according to their academic needs. Writing is done daily across all curriculum areas. All students are engaged in long term projects that will require them to apply various strategies that will allow them to interpret information for all content areas. Baseline writings samples and classwork will be collected from ELL students throughout the school year and reviewed by staff to ensure that students are using strategies needed for improvement. Small group discussions between students, ESL teacher, and the special needs teacher will be ongoing to provide support. All student work is done in English. Students used the internet to assist them with work that has to be translated. In June, portfolios from each student will be reviewed to determine if students have met their academic goals.

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.

We use the data obtain by reviewing the final June portfolio to determine if plans throughout the year were successful. The portfolio also is used to help with planning for the next school term. Students are encouraged to take their portfolios with them to use as a tool if they donot plan on returning to the Essence School. Throughout the school year the administration and the LAP team explores problems and helps to develop strategic plans and timelines to ensure that students achieve proficiency in the English Language.

Part VI: LAP Assurances

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

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