



MIDDLE SCHOOL 313

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 13K313
ADDRESS: 209 YORK ST 3FL
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 313 **SCHOOL NAME:** Middle School 313

SCHOOL ADDRESS: 209 York Street 3FL

SCHOOL TELEPHONE: (718) 834-6774 **FAX:** (718) 834-2979

SCHOOL CONTACT PERSON: Suzane Joseph **EMAIL ADDRESS:** Sjoseph6@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kendra Smith

PRINCIPAL: Suzane Joseph

UFT CHAPTER LEADER: Pearlina Boucher

PARENTS' ASSOCIATION PRESIDENT: Larry McKinney

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 5

NETWORK LEADER: Lucile Lewis

SUPERINTENDENT: Dr. James Machen

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Suzane Joseph	*Principal or Designee	
Pearlina Boucher	*UFT Chapter Chairperson or Designee	
Larry McKinney	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
James Frederick	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	
Kendra Smith	Member/	
Charrise Rivera	Member/	
Craig McKenzie	Member/	
Ms. McKenzie	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

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

Our school began two decades ago as an Academy for then District 13's best and brightest incoming 6th and 7th graders. The school roster was always below 200 students and usually less than 175. Students were selected based on State test scores and elementary school academic performance. For budgeting, data generation and reporting the school was attached to a larger, more traditional middle school. The instructional leader of *Satellite West Academy for the Gifted and Talented* was always a teacher director, coordinator and possibly an Assistant Principal. The school sent numerous graduates to New York's Specialized High Schools and onward to higher education. In 2002-2003 when the New York City Department of Education became centralized under the Mayor's control, Satellite West became a self standing, independent school.

The school now remains on the third floor of PS 307. The students now reflect the academic diversity of most New York City middle schools. Despite being a relatively young self-standing, independent school, I am proud of the strides we have made. Middle School 313 is currently doing a wonderful job as a freestanding school to ensure that our mission of providing a rigorous and relevant education for all students is successfully achieved. We acknowledge that our standards based school-wide curriculum prepares each student for higher learning and success in the high school of their choice. We are committed to the development of the "whole" child: academically, artistically, socially and physically. Our students should demonstrate academic proficiency, quality character traits, and positive social skills. Furthermore, our alumni should be equipped to gain admission to and graduate from an accredited college/university. We have since created and continue to maintain a wonderful partnership with P.S. 307. Middle School 313 will continue to welcome some of the students from P.S. 307. By no means is Middle School 313 overlooked or alone being a freestanding school, but have received the support of the CLSO and Integrated Service Center staff.

Now, our school has made great strides in establishing an infrastructure, returning (and/or maintaining) the instructional program to its original foundation of accelerated study and high expectations while doing its best (albeit gradually) to support the struggling learners that now populate the current configuration of the school. Middle School 313 is aiming to be as successful as Satellite West, in terms of student achievement, accelerated curricula, school tone and maintaining a positive community.

Middle School 313 effectively monitors student learning and uses formative and summative results, as well as, informal and formal observations from classroom visits, and a review of all relevant documents and data, to ensure that students' needs are well supported, from the lowest to the highest achievers, and that teacher pedagogy is at a high standard. To that end we survey teachers quarterly to assess their professional development needs. We engage teachers in site-based meetings with lead teachers during PLC's. We arrange for classroom inter-visitation to enable staff to share and learn best practices and also, support teacher participation in off-site meetings and workshops that will enable them to hone their

skills. We hold content specific meetings with the Principal and AP, Lunch and Learns, weekly PLC meetings, and learning walks by the Quality Review Team. We also promote parental involvement through Student-Led Conferences.

Our ELA Coach spent her sabbatical researching curriculum instruction with a focus on visual literacy and discovered the positive impact that visual literacy/media have had on student achievement based on current research. Visual literacy is the new wave of class instruction of meeting students where they are and enhancing delivery of instruction in the classroom. It is interactive and engages students in their learning. Because we live in such a visual society, this mode of instruction is a necessity and for low performing students, visual literacy reinforces past topics and is a great motivator to inspire student learning. Therefore, we created a curriculum revolving around visual literacy to address the different learning styles and thereby, enhancing differentiated instruction here at M.S. 313.

In order to further support the teachers, we created an In-House Professional Development Plan that focused on differentiated instruction, specifically through incorporating more technology into the classroom. The In-House Professional Development Plan was created based on formal and informal observations, teacher surveys and personal professional goals. Through this initiative, we will be able to improve classroom instruction, which will in turn move our students performing in the bottom third population in the area of ELA and Mathematics. Common Preps/Inquiry Team Meetings have become an extension of our Professional Learning Communities, where there is a specific area of focus; to plan, revise and reflect on data, to look for trends on mastery and deficiency of skills among grade levels, and to brainstorm next steps for instruction.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Middle School 313				
District:	13	DBN #:	13k313	School BEDS Code:	331300010313

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						91.65	90.28		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6		73	55	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		85	63						
Grade 8		111	97						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11						4	6		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes			24	Principal Suspensions	40	12	29		
No. in Collaborative Team Teaching (CTT) Classes			12	Superintendent Suspensions	7	4	6		
Number all others			171						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only		4	3	Number of Staff: Includes all full-time staff			
# ELLs with IEPs		2	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers		24	19
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals		2	8
(As of October 31)	2007-08	2008-09				5	3
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		56%	
American Indian or Alaska Native		0	2	Percent more than two years teaching in this school		52%	
Black or African American		205	147	Percent more than five years teaching anywhere		4%	
Hispanic or Latino		61	61				
Asian or Native Hawaiian/Other Pacific Isl.		0	2	Percent Masters Degree or higher		95%	
White		3	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		56%	
Multi-racial		0	2				
Male		129	98				
Female		140	117				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	64.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	5.7	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	20.6	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	35.8	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends:

Based on the 2008-2009 New York State exams, the students of Satellite West M.S. 313 have been making steady strides in the subject of ELA and Mathematics. School-wide, our students have demonstrated a 16 point growth in ELA from the previous year's test results. We are currently at a 54% proficiency rate and we are working to bridge the achievement gap in ELA. In the 2008-2009 school year, we had a 67% school-wide proficiency level in Mathematics. This number has remained consistent to the 2007-2008 school performance in Math.

Academically:

Since my arrival in 2007 as the Principal, I recognized that my grade 8 population has never attained a proficiency level higher than 50% in ELA or Math. I found that our difficulty in finding highly qualified and experienced grade 8 teachers in ELA and Math had a critical impact on student academic performance. Based on the 2008-2009 ELA performance data pulled from ARIS, we have also recognized that our females have consistently outperformed our male students in attaining a level 3 in ELA. However, our female students have been unable to attain a level 4 in ELA. From the 2008-2009 Math performance data on ARIS, we recognized that the female students outperformed our male students in Math as well.

Attendance:

After assessing the data and attendance, we recognized that our grade 6 has low attendance out of all the grades. The subgroup of Special Education students within grade 6 and grade 8 have the lowest attendance rate within the school. However, in grade 7, our general education students are the ones showing low attendance. We also recognized that based on the data, our lowest attendance rate, school-wide, fell in the month of December and our highest month in April.

Parent Involvement:

An ongoing challenge that we face at Middle School 313 is that our parental community needs to become more involved with the school and their child's education. This partnership is paramount to ensure the success of the individual and for the school. Due to the economic challenges that our parents face, they are unable to consistently participate in school events, parental workshops, and PTA meetings, which inevitably affects the child and his/her yearly

progress. This is an area of weakness we are continuously trying to bridge through the offerings of study hall and life skills classes.

Greatest Accomplishments:

We have made some great accomplishments over the last couple of years. We have maintained consistent high expectations and created school-wide awareness of school goals. We have made significant changes in the organization by hiring qualified and experienced teachers, modifying student schedules and continually outlining teachers' roles to accelerate the progress of students in greatest need through the use of data binders. We have become much more strategic in identifying our students who fall in the bottom third and creating a curriculum that addresses their specific areas of weakness. It was important that we addressed these students' areas of weakness in Math and ELA and we further subdivided the students by grade. We recognized that the larger population of our bottom third students consisted of Grade 8. We then identified students who fell into the bottom third in both subject areas. These students became our focus group, where they will take part in our Destination Math and Read 180 Intervention Programs. These students were also strategically placed in Intervention Programs, After School Programs with strong, content-area teachers to ensure academic growth.

We have also targeted our top performing students and have offered electives and enrichment classes. Another great accomplishment for this school year is the development of our In-house professional development series. We have increased dialogue amongst the administration, teachers, parents and students through Inquiry Team meetings, Faculty conferences, goal setting for both teachers and students, Common Prep, etc. And through the establishment of more focused and structured INQUIRY teams, we have been using data extensively and strategically to create coherency amongst our different programs, such as Acuity, AIS, Intervention, After School and In-class instruction and constantly reviewing its effectiveness.

We have created more Inquiry Teams this year, each with a specific focus, in order to create more Professional Learning Communities. Additionally, the In-House Professional Development Plan was created based on data, teacher performance from observations, teacher surveys, teacher professional goals, and the advancement of technology use at M.S. 313. We know that by empowering and building capacity amongst teachers, we will achieve student success here at M.S. 313.

Lastly, we successfully launched a new initiative at M.S. 313 - Student Led Conferences. Our goal is for students to have a voice and to have students develop ownership of their learning process. Also, this will be interactive and engaging for parents to become involved in their children's educational progress.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Smart Goal	Description
By June 2011, 90% of teachers will attend professional development on and will implement Professional Teaching Standards (PTS).	Based on informal and formal observations, the learning environment survey, and the quality of teacher prepared assessments, it was determined that more emphasis must be placed on a holistic, developmental view of teaching to lead to more prompt reflection about student learning and teaching practice, development professional goals, and to guide, monitor and assess progress of teacher’s practice.
By June 2011, 80% of the staff will play a more meaningful role in setting goals and making important decisions for the school through participation in grade meetings, cabinet meetings, School Leadership Team and/or the Inquiry Team.	After reviewing this year’s Learning Environment Survey and last year’s report card, it was determined that more emphasis should be placed on the inclusion and engagement of teachers in important decision-making processes for the school.
By June 2011, 75% of our parental community will be informed on students’ progress bi-monthly based on in-house benchmark/interim assessments to show whether students are meeting state and city standards for promotion.	After reviewing this year’s Learning Environment Survey and review of attendance records for P.T.A meetings, it was deemed necessary to continue focusing on solidifying the school’s partnership with parents and keeping parents readily informed on their child’s education.
By June 2011, 20% of the Special Education population will show growth in ELA and Mathematics.	After reviewing the data received from ATS indicating students’ scores and student data binders, it is necessary that more emphasis be placed on aligning curriculum and instruction with this subgroup.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Quality Teaching

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 90% of teachers will attend professional development on and will implement Professional Teaching Standards (PTS).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • One-on-one teacher conferences at the beginning of the year to reflect on teaching practices and to plan professional goals • Implementation of Individual Teacher Plans • Work with outside community to improve professional practice • Increase teacher collaboration and communication through Grade Level meetings • Provide workshops on establishing learning goals for all students • Implementation of technology in the classroom • Assist teachers in modifying instructional plans for student needs • Increase teacher inter-visitations • Organizing and aligning curriculum to support student understanding • Informal and formal observations to see instructional time is being used effectively
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • To provide Professional Development - Title 1 ARRA • To provide Professional Development to 5% of highly qualified staff - Title 1 Targeted Assistance • To provide teachers/coaches support to facilitate in-house professional development workshops - Contract for Excellence • To enhance differentiated instruction in the classroom – Contract for Excellence • To provide adequate instructional supplies – TL Student Fair Funding • To provide resources such as PTS support texts for staff – TL Student Fair Funding

<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"> • One-on-one conferencing with teachers • Review of Professional Goals • Administrative Informal and Formal Observations • Review of monthly data with teachers • Review of student data binders • Feedback from teachers, students and parents through informal conferences and surveys
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Subject/Area (where relevant): Teacher Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 80% of the staff will play a more meaningful role in setting goals and making important decisions for the school through participation in grade meetings, cabinet meetings, School Leadership Team and/or the Inquiry Team.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Introduce all the avenues of involvement in school-wide decision making processes to the staff within the first month of school. • Increase the number of teachers involved in the cabinet • Implement Grade meetings • Teachers will play more meaningful roles as facilitators of in-house Professional Development workshops. • Create various subgroups within the Inquiry Team and designate staff members as subgroup committee leaders • Hold weekly Department meetings facilitated by teachers to increase teacher input in regards to alignment of curriculum, instruction, assessment and materials
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Offering Professional Development on school leadership - Title 1ARRA/ Title 1 Targeted Assistance • Purchasing resources to promote book studies on school leadership for all cabinet members - Title 1 Fair Student Funding • Selective staff will attend at least one national conference on school leadership. • Extensive In-house professional development for all staff Title 1 Fair Student Funding

<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"> • Online survey results • Quarterly surveys • Sign-in sheets kept in the Main Office • Parent Coordinator contact list • Feedback from parents
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Subject/Area (where relevant): Special Education/ELA and Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 20% of the Special Education population will show growth in ELA and Mathematics.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Alignment of curriculum, instruction, material and assessment • Providing teachers with all resources needed • Providing in-house professional development • Implementation of technology in the classroom • Providing workshops on Differentiated Instruction • Implementation of inter-visitations • Monthly Assessments for writing and math • Teachers incorporate four point rubric reflecting state and city standards to improve student writing in Math and ELA
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • To provide Professional Development - Title 1 ARRA • To provide Professional Development to 5% of highly qualified staff - Title 1 Targeted Assistance • To provide teachers/coaches support to facilitate in-house professional development workshops - Contract for Excellence • To enhance differentiated instruction in the classroom – Contract for Excellence • To provide adequate instructional supplies – TL Student Fair Funding • To provide resources such as PTS support texts for staff – TL Student Fair Funding

Indicators of Interim Progress and/or Accomplishment

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

- One-on-one conferencing with teachers
- Review of Teacher Professional Goals
- Administrative Informal and Formal Observations
- Review of monthly data and assessments with teachers
- Review of student data binders
- Feedback from teachers, students and parents through informal conferences and surveys
- Review data from ATS, NYSTART and ARIS Reports
- School-wide benchmark and interim assessments

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	19	13			7			0
7	30	19			5			0
8	34	17			8			1
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:	All students were placed into a class based on their 2009-2010 scores. Through dialogue with the Inquiry team members and the ELA department we focus on the bottom third students. These students were identified based on the scores posted in ATS and on ARIS. All these students attended Academic Intervention Services (AIS) classes for 37.5 minutes as well as after school programs. Administration was mindful due to various academic deficiencies that our students faced that content was delivered using different mediums. Workbooks were purchased that are aligned to State and City Standards in ELA. Also a pacing calendar was created to ensure students and teachers are on task. It was beneficial to both teachers and students based on their AIS results they were able to provide and receive with the appropriate supports and extensions.
Mathematics:	All students were placed into a class based on their 2009-2010 scores. Through dialogue with the Inquiry team members and the Mathematics department we focus on the bottom third students. These students were identified based on the scores posted in ATS and on ARIS. All these students attended Academic Intervention Services (AIS) classes for 37.5 minutes as well as after school programs. Administration was mindful due to various academic deficiencies that our students faced that content was delivered using different mediums. Workbooks were purchased that are aligned to State and City Standards in Mathematics. Also a pacing calendar was created to ensure students and teachers are on task. It was beneficial to both teachers and students based on their AIS results they were able to provide and receive with the appropriate supports and extensions.
Science:	The Science department would dedicate one period a week to focus on Literacy skills that the Inquiry Team and ELA teachers has determined that the class need. The teacher will use the class text for Science and teach all the strategies for reading non-fiction text throughout the school year. It will be discusses in cabinet the enactment of the Science teacher tutoring student failing Science during AIS.
Social Studies:	The Social Studies department will identify the bottom third students in the subject area. They will focus on writing and create strategies to teach students to become better readers and writers using historical concept, analyzing the different types of sources (primary, secondary) and best way to respond to constructed questions using DBQ's.

<p>At-risk Services Provided by the School Psychologist:</p>	<p>Through our monthly Pupil Personal Team (PPT) meetings, students are identified as at risk the guidance counselor will provide services. This determination will be made based on teacher referrals, on line occurrences system RISA reports and or student observations. The attendance teacher will also be involved in this process since we can look at individual student's attendance and provide concrete follow up strategies. An action plan will be created for each student and this plan will be reviewed every four to six weeks to discuss resolutions and or next steps.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Through our monthly Pupil Personal Team (PPT) meetings, students are identified as at risk the guidance counselor will provide services. This determination will be made based on teacher referrals, on line occurrences system RISA reports and or student observations. The attendance teacher will also be involved in this process since we can look at individual student's attendance and provide concrete follow up strategies. An action plan will be created for each student and this plan will be reviewed every four to six weeks to discuss resolutions and or next steps.</p>

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.

1. Language Allocation Policy Team Composition:

- **Principal:** Suzane Joseph
- **Assistant Principal:** Glenda Esperance
- **Guidance Counselor:** Theresa Thomas
- **Content Area Teacher:** Ms. Sargeant 6th grade ELA
- **Content Area Teacher:** Ms. Boucher 6th grade Math
- **Content Area Teacher:** Mr. Goldstein- 7th/ grade ELA- Special Education
- **Content Area Teacher:** Ms. Perez Bashier – 7th grade ELA- CTT
- **Content Area Teacher:** Mr. Joseph – 7th grade Mathematics Teacher
- **Content Area Teacher:** Ms. Wame- ESL Teacher

Part II: ELL Identification Process

The initial screening procedure is as follows: When ELLs come in the school to register, the Pupil Accounting secretary provides parents with a Home Language Identification Survey form (HLIS) to identify the child's language proficiency. Either the ESL teacher or another pedagogue then evaluates the HLIS form. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment revised (LAB-R) is given to identify the child as an English Language Learner or English Proficient. If students are Spanish speakers, the Spanish LAB is equally administered. Based on the students' LAB-R scores, parents receive an Entitlement letter which informs them of their child's proficiency level. They are also invited to attend a Parent Orientation Session to ensure that they understand all three program choices. At the orientation meeting various programs are described. The child is enrolled in the appropriate program within ten days.

Furthermore, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. The ESL teacher, the Assistant Principal, Parent Coordinator, and necessary translators meet with the parents to inform them of program options. During the meeting, parents are assisted in filling out the Program Selection form if necessary. They are also provided with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection as well as information about the core curriculum, learning standards, expectations for students, and assessments.

Parents receive an Entitlement Letter in their home languages via mail. In case parents fail to return the Program Selection forms, the ESL teacher and parent coordinator through a translator consistently contact the parents at home. However, should parents require assistance in filling out the Parent Survey and Program Selection forms, they can obtain assistance from a school personnel, i.e. the ESL Teacher/Coordinator and/or Parent Coordinator with the aid of a translator.

Once parents complete the Parent Survey and Program Selection form, students are placed in the chosen program. MS 313 offers the freestanding ESL program, and students receive the mandated hours of ESL services as determined by their level of English proficiency.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is a Freestanding ESL Pull-Out program. **We have a small group of ELLs in our building and consistently register approximately two to four students annually.** [Please provide appropriate data.]

Yes the program model is aligned according to the parents' requests.

Part III: ELL Demographics

[Please provide appropriate data.]

MS 313, is located in the DUMBO area of Brooklyn, New York. The school has a population of 177 students from culturally diverse backgrounds with English as their first language. Our English Language Learner population is about 6% of the total population at MS 313. We offer ESL services to entitled general education and special education students. The sixth grade population consists of four students, one of whom has an IEP and one of whom is a designated SIFE student. All four sixth graders participate in the Freestanding ESL pull-out program. The seventh grade ELL population consists of six students, four of whom have an IEP. All six seventh graders participate in the Freestanding ESL pull-out program.

The following represents the number of ELLs by grade in each language group: for 6th grade, we have Spanish (3) and Arabic (1). For the 7th grade, we have Spanish (6).

Part D. Programming and Scheduling Information

The organizational model is a Freestanding English Pull-Out program. The program model is Ungraded and Heterogeneous. Regarding the Freestanding ESL program, beginning and intermediate ELLs receive 360 minutes per week and advanced ELLs, 180 minutes per week. MS 313 does not offer a Transitional Bilingual Program or Dual Language.

We currently have a Freestanding ESL Pull-Out program, and instruction is solely provided in English with ESL methodology and scaffolding techniques to support second language acquisition. Our students speak Spanish and Arabic. These students receive support in their native languages as needed or necessary. Our staff members are always available to reach out to these students to help them overcome problems stemming from a language barrier. In addition, most of our Spanish speakers are taking Spanish as a foreign language to support their native language literacy.

All of our students are scheduled to receive ten periods of ELA classes per week in addition to meeting their CR Part 154 mandates in ESL.

The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and to enrich language development, MS 313 has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented, and students are knowledgeable about the writing process. Students maintain a writing journal.

Furthermore, scaffolding is an essential part of the instructional delivery, such as Modeling, Graphic Organizers, Bridging/Building Background Knowledge, Schema Building, Contextualization, Text Representation and Metacognition. Students are also assisted during work periods and conference with their teachers in and out of class. Informal assessments are administered, as well. Additional small group AIS sessions for each grade prior to all state assessments are offered to focus on literacy and academic language.

Regarding the SIFE population, there is an urgency to provide academic intervention services as an extension to the regular school program on both push-in and pull-out services. The following interventions are also implemented:

- Making an individualized student needs assessment.
- Grade and age appropriate instructional support materials.
- Differentiation of instruction in all areas to help students achieve their IEP goals, in addition to meeting NYS ESL standards.

The school provides the following resources to facilitate the transition of Newcomers:

- An orientation session for incoming new students.
- A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.
- Utilization of the Wilson Reading Program.
- Encourage students to participate in Academic Intervention programs such as AIS, afterschool programs, peer tutoring programs, and the Wilson Reading Program.

The instructional plan implemented for ELLs receiving service 4 to 6 years is one that will allow them to demonstrate growth in the acquisition of the second language and, make annual progress in their state ELA and math exams, and achieve academically in all their content area classes. That is, beyond explicit ESL instruction, collaboration between teachers will ensure that the language needs of the ELLs are taken into consideration. Some aspects of this policy include:

- ELA and other content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers support students in understanding difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Although we do not currently have any long-term ELLs (those ELLs having completed 6 years of ESL), the plan for them is to analyze their NYSESLSAT scores, as well as those of their ELA and Math assessments, to identify their problem areas. Past analysis has revealed a deficiency in both reading and writing. Our action plan for this subgroup involves:

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

--An individualized intervention plan based on students' areas of weakness is implemented in addition to students' assisting early morning intervention and afterschool programs.

The plan for ELLs identified as having special needs is to:

--Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

--Collaboration between the ESL teacher and IEP contact person.

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?

The school has various support services for the parents/guardians of ELLs. These include services provided by the Guidance Counselor, Dean of Students, Social Worker, SAPIS Worker, School Psychologist, Speech Teacher, SETTS teacher, Nurse, and a Bilingual Paraprofessional.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

All ELLs are afforded equal access to all school programs such as AIS, after-school programs, and extra-curricular activities.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials); list ELL subgroups if necessary?

We are in the process of ordering age and grade appropriate ESL instructional materials and NYSESLAT preparation texts. We will be setting up a computer center and a listening center for ELLs to access both visual and audio support.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

In addition, at MS 313, the language electives offered to ELLs are foreign language instruction in Spanish and French classes.

Part F. Professional Development and Support for School Staff

Professional development at MS 313 is provided by school staff and community learning support personnel organization:

- School Staff: MS 313 has developed an in-house Professional Development series that provide a variety of monthly workshops and sessions on topics of need and interest. Focus sessions are held on Classroom Management, Differentiated Instruction, and ESL teaching methodologies and strategies, Data Binders, ARIS, the school's Online Grade book, Collaborative Team Teaching, and using SMART boards.

Part G- Parental Involvement

To encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. At the beginning of the school year, the parents of newly enrolled ELLs are invited to attend a Parent Orientation Session conducted by either the ESL teacher or the parent-coordinator. The purpose of this meeting is to provide information on the ESL program, state standards, assessments, school expectations, and general program requirements. In addition, the ESL teacher meets with the parents/guardians of ELLs during parent/teacher conferences to discuss the students' progress. Parents/guardians are also

notified about upcoming events and assessments. The Student Handbook and other memos are sent to the Office of Translation and Interpretation to be translated into the ELLs' Home Language. The role of parents in the academic success of their children is of great importance and MS 313 makes every effort to build that key partnership with the parent community. As part of our effort to strengthen the parental involvement, some members of our school community are bilingual and ensure communication between the school and the home.

Assessment

Assessment Part B

Interim assessment results are used to examine trends across the grades and progress in each individual student. M.S. 313 used assessments from Discovery Education website where students are tested on skills and standards based on our curriculum. We used the assessment results to revisit and revise instructional practices that will lead to all students performing on or above proficiency level. There is a consistent trend based on the assessment results that the students are having trouble with Word Recognition/ Context Clues, Determine Meaning and Capitalization. The implication is that we must focus instruction on reading strategies to help with comprehension.

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

After reviewing the NYSESLAT data, the patterns were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are a challenge and are holding them back from the proficiency level. This is especially the case in the ELLs who are at the advanced level of proficiency.

Implications for Instruction

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

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening and speaking for beginner students.
- Additional support in reading and writing for intermediate and advanced students.
- Small group ESL classes to target language modalities according to their needs.

Implications for LAP in English Language Arts Area

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

- Increase collaboration between content area and ESL teacher to create a learning community that is knowledgeable about this population.
- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions and journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs.
- Implement a print rich environment.
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

Implications for LAP in Mathematics Content Area

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

- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Provide opportunities to convey to others problem solving strategies and the justification of their answers.
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction,
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

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

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

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

Section I. Student and School Information

Grade Level(s) 6 &7 Number of Students to be served: 10 LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

The ESL teacher attends workshops hosted my CFN network as well as working closely with our ESL network leader. Our ESL teacher has created a schedule where she provides informational session to parents, administration as well as content area teachers. She has also created a plan where the content area teacher indicates the student's strengths and weaknesses based on classroom level assessments as well classroom observations. She will continue to speak to the teachers about the importance in Scaffolding and Differentiated instruction. It is our ultimate goal to inform all ESL parents every four weeks on their student's progress in their native language as well as providing all teachers with materials on supporting the ESL student.

Section III. Title III Budget

School 13k313

BEDS Code: 331300010313

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
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.
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.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	240,472	28,532	269,004
2. Enter the anticipated 1% set-aside for Parent Involvement:	2405		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,024	*	
4. Enter the anticipated 10% set-aside for Professional Development:	10,000	*	

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 strategies that Ms. 313 will use in order to have 100% highly qualified teachers is by: providing teachers with professional development during and outside of school hours; I will also rely on my CFN network to provide workshops and inter- visitations within and outside the school community. New to my school this year we will incorporate Grade meetings and study groups and also the continued use of common planning periods in the content area subjects.

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

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

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

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

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

Title 1 Parental Involvement Policy and Parent- School Compact for Middle School 313

Middle School 313 is constantly encouraging professionalism of all of its teaching and non- teaching staff, parents, and administration. We believe that students learn best by using various modalities. Teachers are strategically placed with students to ensure there is support and accountability. The school has made strides in creating outside partnerships and After School programs that are geared to encourage youth development. Through the enactment of a Life Skills Program, we are confident that these students will develop socially. We are constantly mindful that through the medium of Student Government and Peer Mediation our students will become leaders as they continue on their educational journey. They are constantly encouraged to be reflective on their daily decisions. MS 313 will continue to support parents and families of Title 1 students by ensuring that all its constituents are responsible for the continued growth of all students by:

- Providing materials through the Inquiry Team Newsletter to help parents work with their child which should in turn lead to higher student achievement
- Providing parents with interim assessment report so they can become more involved with the school and create dialogue to help with their children's decision making process

- Continue to provide professional development to all teaching and non-teaching staff members
- Continue to offer parental workshops on a monthly basis
- Providing assistance to parents in understanding City, State and Federal standards and assessments through various workshop and meetings
- Launch our first ESL parental meeting and will continue to encourage parents to become involved in the decision making process of the school through PTA and SLT meetings
- Established a school based website at www.ms313.org
- School messenger service used daily to inform parents in upcoming events and or child's attendance
- Periodic communication with parents/guardians using our monthly progress reports
- Establishment of an online grade book
- Continue to share information with the parents about all programs including after school, meetings in a language that they can understand

SCHOOL-PARENT COMPACT

The school and parents, working cooperatively to provide for the successful education of the children, agree to the following:

The School Agrees to:

- Convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their rights to be involved.
- Offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- Actively involve parents in planning, reviewing and improvement the Title 1 programs and the parental involvement policy.
- Provide parents with timely information about all programs.
- Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- Provide high quality curriculum and instruction.
- Deal with communication issues between teachers and parents through:
 1. Semi-annual parent-teacher conferences

Tuesday, November 16, 2010 – Day 1:00pm to 3:00pm and Night 5:00pm to 7:30pm

Wednesday, February 16, 2011 Day 1:00pm to 3:00pm and Night 5:00pm to 7:30pm
 2. Frequent reports to parents on their children's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in school activities

- Assure that parents may participate in professional development activities of the school determine that is appropriate; for example, literacy, math, and technology classes and/or workshops.

The Parent/Guardian Agrees to:

- Become involved in developing, implementing, evaluation and revising the school parent involvement policy.
- Use or ask for technical assistance training that the local education authority of school may have to offer on child rearing practices and teaching and learning strategies.
- Work with our child/children on their schoolwork. (Read with the child/children for at least 30 minutes per day)
- Monitor our child's/children's
 1. attendance at school
 2. homework
 3. television watching
 4. behavior in school
- Share the responsibility for improved student achievement
- Communicate with our child's/children's teacher about their educational needs.
- Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the education process

The Student Agrees to:

At M.S 313 we expect our students to make the appropriate choices that will ensure success in all areas. Individuals are responsible for their own success and failure, which is determined by your daily choices. Please observe the following behavior and adhere to the more specific rules outlined in the Department of Education's Citywide Standards of Discipline.

- Be polite to everyone and observe good manners
- Be alert and attentive to learning opportunities
- Be prepared for class by bringing all necessary books and materials with you
- Arrive on time and ready to learn
- Move around the school in an orderly and respectful manner
- Be considerate of the school, its classrooms and the school community by keeping our space clean. Organized and quite
- Welcome visitors and show them why our school is a special place for learning

Our school has reasonable rules that help you to learn, Courteous, cooperative and respectful behavior will insure a safe environment where students can excel academically. We all must maintain these standards of behavior in order to achieve our goal of becoming smart and getting smarter.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

3. Instruction by highly qualified staff.

The teachers at M.S. 313 would continue to receive on- going professional development. Their needs outlined will be a direct correlation of the teachers professional, classroom goals and the needs of the school. All teachers will receive an Individualized Teachers plan which will outline their strengths and weaknesses and next steps. All teachers will continue to receive professional development from my CFN network as well. I strongly believe that supporting teachers will yield positive results for all the students at M.S. 313.

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

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Work closely with our Human Resources Partner
 - Conduct interviews with a committee for first time candidates
 - Maintaining our school web page, and attend various fairs seeking potential candidates

6. Strategies to increase parental involvement through means such as family literacy services.
 - Continued upgrade of our school website
 - Monthly meetings with our Executive Board
 - Easy access to the school's online grade book
 - Implementation of social events
 - Maintaining an open door policy
 - Academic Support Parent Workshops
 - Reward ceremonies at PTA meetings
 - Inviting guest speakers to speak on topics relevant to parents
 - Launch of quarterly surveys
 - Parent Appreciation Dinner

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Teacher will meet once a week at Common Planning Periods looking at curriculum, instruction and assessments
 - Teachers will meet month by month by grade to discuss data by class and by grade and brainstorm next steps
 - The continued use of the inquiry team project keeping track of various focus groups

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.
Providing teachers with all resources needed

- Providing in-house professional development
- Implementation of technology in the classroom
- Providing workshops on Differentiated Instruction
- Implementation of intervisitations
- Implementation of Junior Great Books
- Implementation of the Destination Math Program
- Alignment of AIS and Intervention curriculum
- Monthly Assessments
- Demanding quality instruction in all classrooms
- Demanding quality instruction in all classrooms

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.

All funding that M.S 313 receives will be utilized in the capacity it was allocated for. It is my intent that all teachers receive adequate professional development and all students receive the best education that would allow them for succeed in high school, college and beyond.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
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;

-
- 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.

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

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:	Satellite West Middle School					
District:	13	DBN:	13K313	School		331300010313

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.6	90.6	90.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.8	95.8	95.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	73	56	51	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	85	67	52		79.3	92.2	95.8
Grade 8	111	94	73				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	2	5
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	269	217	176	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	23	25	Principal Suspensions	40	20	29
# in Collaborative Team Teaching (CTT) Classes	8	5	6	Superintendent Suspensions	7	9	6
Number all others	26	15	23				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	23	24	18
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	4
# receiving ESL services only	4	3	TBD				
# ELLs with IEPs	0	5	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	1	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	1	5	% fully licensed & permanently assigned to this school	95.7	100.0	90.0
				% more than 2 years teaching in this school	39.1	29.2	50.0
				% more than 5 years teaching anywhere	43.5	37.5	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	61.0	63.0	77.8
American Indian or Alaska Native	0.0	0.9	0.6	% core classes taught by "highly qualified" teachers	68.2	95.8	90.0
Black or African American	76.2	67.7	65.9				
Hispanic or Latino	22.7	29.0	31.8				
Asian or Native Hawaiian/Other Pacific	0.0	0.9	1.1				
White	1.1	0.5	0.6				
Male	48.0	46.1	51.7				
Female	52.0	53.9	48.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native		-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander						
White	-	-				
Multiracial		-				
Students with Disabilities	vsh	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			P	
Overall Score:	53.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data			P	
School Environment:	6.1	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:	8.5	Quality Statement 4: Align Capacity Building to Goals			P	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise			P	
Student Progress:	37.8					
<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 5	District 13	School Number 313	School Name Middle School 313
Principal Suzane Joseph		Assistant Principal Glenda Esperance	
Coach type here		Coach type here	
Teacher/Subject Area Jacqueline Walme/ESL		Guidance Counselor Theresa Thomas	
Teacher/Subject Area Pearlina Boucher/Math		Parent type here	
Teacher/Subject Area Kendra Smith/Math		Parent Coordinator Alethea Mebane	
Related Service Provider Deborah Phillips		Other type here	
Network Leader Lucile Lewis		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	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	177	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	5.65%
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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.

Paste response to questions 1-6 here

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	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

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

Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	1	0	6	0	5	0	0	0	10
Total	4	1	0	6	0	5	0	0	0	10

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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

Part IV: ELL Programming

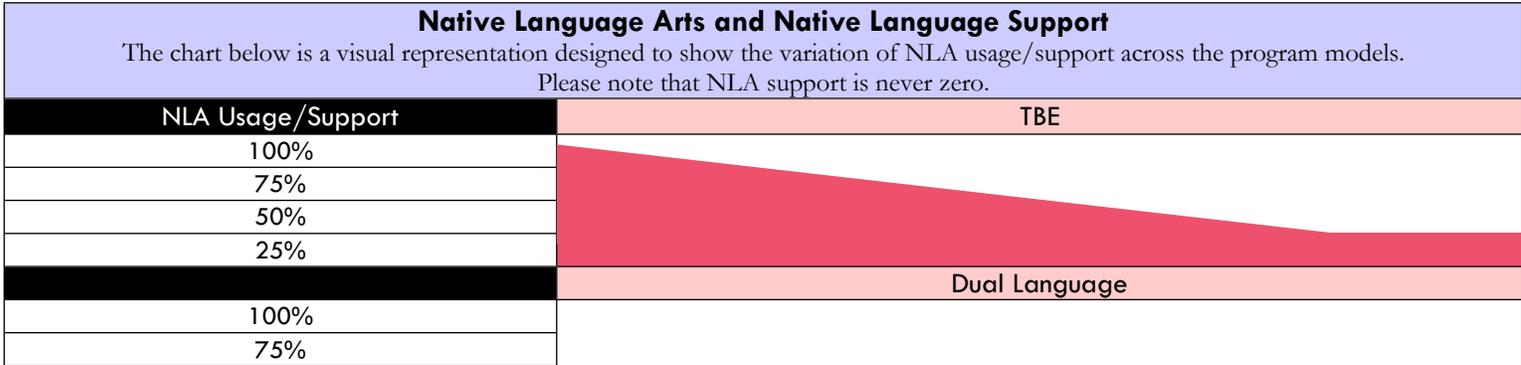
A. Programming and Scheduling Information

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.

Paste response to questions 1-4 here

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



50%			
25%			
	Freestanding ESL		
100%			
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?

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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)								2						2
Intermediate(I)							1	1						2
Advanced (A)							3	3						6
Total	0	0	0	0	0	0	4	6	0	0	0	0	0	10

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

	A							2	2				
	P							1	1				

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		