



MIDDLE SCHOOL FOR ACADEMIC AND SOCIAL EXCELLENCE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: MIDDLE SCHOOL FOR ACADEMIC AND SOCIAL EXCELLENCE

ADDRESS: 1224 PARK PLACE

TELEPHONE: 718-774-0105

FAX: 718-774-0298

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331700010334 **SCHOOL NAME:** Middle School for Academic and Social Excellence

SCHOOL ADDRESS: 1224 PARK PLACE, BROOKLYN, NY, 11213

SCHOOL TELEPHONE: 718-774-0105 **FAX:** 718-774-0298

SCHOOL CONTACT PERSON: Andrea Whitehurst **EMAIL ADDRESS:** Awhiteh@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lillian Jennas

PRINCIPAL: Andrea Whitehurst

UFT CHAPTER LEADER: John Chiaravalloti

PARENTS' ASSOCIATION PRESIDENT: Lillian Jennas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: CHARLENE SMITH/Martha Frans

SUPERINTENDENT: RHONDA HURDLETAYLOR

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
Alison Bruschi	UFT Member	Electronic Signature Approved. Comments: Yes
Nicole Campbell	Parent	Electronic Signature Approved.
Andrea Whitehurst	Principal	Electronic Signature Approved.
Ritalorin Appah	UFT Member	Electronic Signature Approved.
Jason Varon	UFT Chapter Leader	Electronic Signature Approved.
Margaret Williams	UFT Member	Electronic Signature Approved.
Daniel Frett	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Byron Thorne	Parent	Electronic Signature Approved.
Jennifer Gilkes	Parent	Electronic Signature Approved.

* 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.

□

The Middle School for Academic and Social Excellence (MSASE) MS334 is located in a residential section of Crown Heights, Brooklyn. We are a nurturing school that proudly serves 237 students in grades 6-8. MSASE is not only a place where everyone knows your name, but we have also built an educational program that caters to the individual learning needs of the whole child. By recognizing their individual abilities, interests and talents, our educational program balances and promotes the physical, intellectual, emotional and social (PIES) growth of each student. We immerse our students in a rigorous academic curriculum as well as a strong supportive, caring social environment. The combination of the two allows each student to graduate with confidence, courage, and the skills to meet any challenges faced in high school and the world beyond.

Founded six years ago the Middle School for Academic and Social Excellence (MSASE)-#334 continues to work at maintaining an engaging school environment that offers our students new and innovative programs.

The MSASE community consists of the following components:

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Extracurricular Activities

- MSASE Jewel – Sisterhood
- MSASE Gents – Brotherhood
- Artistic Dance
- Health and Fitness Club
- Art Gallery
- College tours
- Cultural Trips/Activities

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Course and Program

- English and Humanities courses
- Theme-based science labs
- Saxon Mathematics
- Spanish Fluency Courses
- ESL pull-out
- Extended Morning
- AIS pull-out

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Partnerships

- Albany Senior Citizen Homes
- Highly Favored Event Planners
- NY Cares
- Amer-I-Can

Sports

- Boys Basket Ball
- Co-Ed Flag Football
- Girls Track and Field

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MSASE observes a uniform dress code policy. Each grade wears a distinct colored Polo shirt. White - 6th grade, Gray 7th grade, seniors wear a gray and black Jersey designed by the 1st graduating class.

- Instructional Time – The school day is organized to maximize instructional time for all students. ELA and Math are scheduled in 90 minute blocks. Science lab is offered weekly for students in grades six, seven and eight.
- Engaging school environment – MSASE is an academically enriching environment that promotes academic achievement by providing literacy and cultural activities, a technology center, an engaging and warm visual and physical environment, and a range of opportunities

through clubs and extra curricula experiences that allow students to be engaged in learning and achievement within and outside of the classroom.

- Adequate planning time- The master schedule provides common prep for grade and department meetings, allowing adequate planning time for teachers to develop curriculum, examine student work and progress, collaborate with each other, and construct instructional frameworks and practices to support student achievement.
- Warm and open environment for parents – MSASE has created a culture that invites parents to participate in the school's activities, open communication with administration and teachers allows parents active involvement in their child's education.
- Access to technology, classroom libraries, and instructional materials - The campus is equipped with wireless capacity so the teachers can integrate technology into the curriculum and the classrooms. The school's budget provides adequate resources for teachers to purchase books, curriculum materials, and classroom libraries. A UFT teacher resource center is available to all teachers.
- Strong system of academic support – There is a coherent system to identify students who are struggling both academically and behaviorally. By working with parents, teachers, guidance counselors, and administration, problems are identified and solutions are developed and implemented to provide the appropriate academic and social and interventions.
- Safe and orderly learning environment - As MSASE has grown physically from one grade to three grades, we continue to create a safe and orderly school environment. MSASE supports the learning of the whole child by supporting teachers to address students' physical, social, and emotional well being as well as their other needs so that all students are active participants in their learning.

Administrative support for innovation - Administration supports innovation and collaboration by providing teachers resources and time to develop teacher-driven projects and try new and creative ideas. The administration and teachers work together to identify outside partners that can support the school's instructional program

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Middle School for Academic and Social Excellence								
District:		17	DBN #:		17K334	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			88.1	89.5	TBD	
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			86.6	89.02	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		69	76	74	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		91	75	76			72	77.8	88.8	
Grade 8		92	92	83						
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			7	24	TBD	
Grade 12		0	0	0						
Ungraded		0	0	1	Recent Immigrants - Total Number:					
Total		252	243	234	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							5	2	3	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		33	35	35	Principal Suspensions		51	17	TBD	
# in Collaborative Team Teaching (CTT) Classes		8	15	21	Superintendent Suspensions		27	11	TBD	
Number all others		12	16	18						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	14	9	14	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	8	Number of Teachers	24	24	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	5	TBD
				Number of Educational Paraprofessionals	0	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	5	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	8.3	20.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	33.3	41.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	50	75	TBD
American Indian or Alaska Native	0.8	0.4	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.5	90	TBD
Black or African American	87.7	88.9	88.9				
Hispanic or Latino	9.9	8.6	10.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.8	0				
White	0.8	0.8	0				
Multi-racial							
Male	59.9	57.2	52.1				
Female	40.1	42.8	47.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1 Basic <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input checked="" type="checkbox"/> Focused <input type="checkbox"/>							
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			

Math:	Y	Math:	
Science:	X	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	X	√	X				
Ethnicity							
American Indian or Alaska Native							
Black or African American	X	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	X	√					
Student groups making AYP in each subject	1	4	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	C	Overall Evaluation:	▶
Overall Score	53.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶
School Environment (Comprises 15% of the Overall Score)	7.9	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	16.4	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	28.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	NR	Quality Statement 5: Monitor and Revise	▶

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

We utilized the most current assessment data from multiple sources which include the Progress Reports, School Report Cards, Quality Reviews, periodic assessments, the findings of the Inquiry Team, the data available on ARIS, and the Demographics and Accountability Snapshot to conduct a comprehensive review of K334's educational program. A summary of K334's strengths, accomplishments and challenges follows.

Student Performance Trends

The number of students meeting standards (levels 3 and 4) in Mathematics has steadily increased. Our proficiency rate has increased 17 percentage points over a three year period from 2006-2007 (21.7%) to 2008-2009 (39%). There has been a corresponding decrease in the number of students not meeting standards (level 1's). Our level 1's have decreased 16 points over the same three year period from 27% to 11%. One area that has remained constant over this period is the percentage of students partially meeting standards (level 2's). Each year approximately 50% of our students fall into this category. Another area that has remained relatively constant over this 3 year period is the percentage of students making at least 1 year growth or progress. On average 55% of our students make at least 1 year growth in Math each year. Overall, our school has met its math AYP state targets each year.

The number of students meeting standards (levels 3 and 4) in ELA has increased. Our proficiency rate has increased 9.6 percentage points over a three year period from 2006-2007 (20.1%) to 2008-2009 (29.7%). There has been a corresponding decrease in the number of students not meeting standards (level 1's). Our level 1's have decreased 7 points over the same three year period from 9% to 2%. One area that has remained constant over this period is the percentage of students partially meeting standards (level 2's). Each year approximately 71% of our students fall into this category but we did experience a small decrease of 5 percentage points this year from 74% to 69%. Another area that has remained relatively constant over this 3 year period is the percentage of students making at

least 1 year growth or progress. On average 60% of our students make at least 1 year growth in ELA each year. Unfortunately, while the number of students meeting standards has increased each of the last 3 years, the increase was not sufficient for our school to meet its ELA AYP targets. We have not met the target for two consecutive years and we have been identified by the state as a School in Need of Improvement (Year 1).

In addition, the results on the 2008-2009 administration of the NYS Science Test indicate that our school did not meet its AYP targets in Science for the first time. As a result, addressing the needs of our students for additional support in Science will be a major goal and priority for this school year.

While we have been successful in raising student attendance rates 1.4 percentage points this past year from 88.1% (2007-2008) to 89.5% (2008-2009), our school does not yet meet the citywide target for middle school attendance. Clearly student attendance can adversely impact student performance.

Overall, our school's evaluation was underdeveloped with proficient features on last year's Quality Review. Through a careful analysis of the findings from this review, we expect to improve our Quality

Review evaluation for the current year. Several trends emerged from K334's Quality Reviews over the past three years. Professional Development and collaboration have been consistently valued. A positive and supportive environment for both students and staff has always existed. Progress has been made in the use of data but more work is to be done. For attendance and school safety, data has been used to set goals, develop plans, monitor progress and adapt strategies to improve student's performance. For achievement, data is used primarily to assess the needs of groups of students and less to focus on particular subgroups or individuals. As a result, more rigorous use of achievement data to address students' instructional needs will be another major goal and priority for this school year.

Accomplishments

- Number of students meeting standards in mathematics has increased every year
- Number of students not meeting standards in mathematics has decreased every year
- School has met its AYP in mathematics every year
- Number of students not meeting standards in ELA has decreased every year
- Professional Development is valued part of school fabric:
 - PD is focused on classroom instruction and behavior management
 - All teachers have been provided with professional development, in-class support and suitable instructional materials to gather and maintain individual student assessment information

- Teachers attend out of school Professional Development and turn-key learning outcomes and strategies at team meetings and faculty meetings
- Coaches work closely with the Principal, Assistant Principal and Team Leaders to support grade teams with their instructional focus.
- Collaboration is a valued part of school fabric:
 - Content area and grade level common prep meetings
 - Development of ELA curriculum maps that are standards based and allow for increasing complexity from grade 6 to grade 8
- Grade teams collect available State, City and in-school assessment data to target struggling students by pin-pointing major learning needs
 - Coaches provide support for teams to plan using the NYS Standards and performance indicators in developing the units of study and in utilizing the information provided by the Acuity analysis
 - Our Inquiry Team is focuses on lowest achieving Grade 7 in ELA – reading Comprehension
- Exemplary middle school practices:
 - Implemented a 90 minute period to support project based units of study
- Instituted a weekly 45 minute period on Wednesdays to teach critical thinking skills.
- Implemented Renzulli program using technology to develop individual learning and interest styles
 - 100% of the 8th graders participating in Integrated Algebra program passed the Regents
- Special Character development program for 8 grade – Amer-I-Can
 - Enrichment game strategy program for 7th grade.- Mind Labs
- Continued purchases of an ever growing and rich supply of texts for targeting student comprehension at all reading levels and specific reading skills, in a range of fiction and non-fiction texts.
- Academic interventions for students in grades 6 and 8 and all 7th graders performing at level one, are provided with extended day instruction three times per week in 50 minute small group classes. An item skill analysis identifies the specific areas of need for each student so that small group instruction and one-to-one conferences are designed to meet specific learning needs.
- Teachers meet monthly with Principal to discuss student performance (Class Review)
- Increased Promotion rates:
 - 98% Grade 8 graduation rate

- 95% Grade 7 students
- 100% Grade 6 students
- School removed from 'consistently dangerous' list

Challenges

- School has not met its AYP in ELA for All students, Black or African American, and Economically Disadvantaged
- Percentage of students partially meeting standards in ELA has shown little or no movement over 3 year period
- Percentage of students making 1 year's progress in ELA has shown little or no movement over 3 year period
- Percentage of students partially meeting standards in Math has shown little or no movement over 3 year period
- Percentage of students making 1 year's progress in Math has shown little or no movement over 3 year period
- School has not met its AYP in Science
- Use of data to track student progress and differentiate instruction to address the needs of individual student and subgroups (including content areas)
- School does not meet citywide middle school target for attendance
- Establishing partnerships with Community Based Organizations, Local Business and Colleges

Barriers

- Teacher Turnover Rate
- Teachers needing classroom management support
- "Teachers have not made a practice of analyzing data for every student and do not consistently set individual learning goals nor do they regularly differentiate their instruction to address specific needs across the spectrum of learners." (Quality Review)
- Discrepancies between Period Assessment data and student performance
- Poor student attendance and tardiness
- Limited technology equipment
- Limited parent participation
- Budget reductions

Aids

- Committed Staff
- Eager students
- Committed Parents
- Extra curricula student activities
- School-wide cultural events
- Children's First Network Team
- Early identification of students in need and development of action plan

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 the number of special needs scholars who make one year progress in ELA will increase by 5% as measured by NYS ELA exam.	<input type="checkbox"/> To ensure that special education scholars in grades 7 and 8 make one year's progress in English Language Arts
<input type="checkbox"/> By June 2011 the number of general education scholars who make one year progress in ELA will increase by 5% as measured by the NYS ELA exam.	<input type="checkbox"/> To ensure that general education scholars in grades 6 and 7 make one year's progress in English Language Arts
<input type="checkbox"/> By June 2011 the number of general education scholars in grades 6 and 7 who make one year progress will increase by 5% as measured by NYS Mathematics exam.	<input type="checkbox"/> To ensure that general education scholars in grades 6 and 7 make one year's progress in Mathematics.
<input type="checkbox"/> By April 2011 100% of the English Language Arts teachers will be able to independently and consistently create innovative and engaging lessons.	<input type="checkbox"/> To provide professional development to support English Language Arts teachers in creating innovative and engaging lessons.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐</p> <ul style="list-style-type: none"> • C4E funding used to support smaller class sizes. • Title 1 funding used to support Professional Development • Title 1 funding used to support Parent Involvement Events (Family Engagement Nights) • Title 1 funding used to purchase instructional materials • Title 1 ARRA funding to support Coach • Title 1 funding used to support outside consultants • Children First Funding used to support staff per session (after school, holiday school, Saturday school)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐</p> <p><!--[if !supportLists]-->· <!--[endif]-->Monthly Instructional Data Binders review</p> <p><!--[if !supportLists]-->· <!--[endif]-->Weekly meeting agendas</p> <p><!--[if !supportLists]-->· <!--[endif]-->Extended Morning rosters</p> <p><!--[if !supportLists]-->· <!--[endif]-->Classroom word walls and Student workbooks</p> <p><!--[if !supportLists]-->· <!--[endif]-->Department goal review mid-year</p>

Subject Area
 (where relevant) :

English language Arts General Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>☐</p> <p>By June 2011 the number of general education scholars who make one year progress in ELA will increase by 5% as measured by the NYS ELA exam.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Purchase MacDougal – Littel for general education scholars. Implementation of Achieve 3000 during Extended Morning and after-school. Assistant principals and teachers will develop goals and action plans to support this work. Scholars will be assessed weekly to monitor progress. Learning Walks will be conducted weekly. Data-Folios will be maintained for all scholars. Teacher Teams will discuss scholar work. Provide differentiated professional development opportunities for administration and teachers to engage in studying best instructional practices. Adequate resources are provided in the form of people, materials and time to support teachers and scholars. Formal and informal observations will be conducted.</p> <p><input type="checkbox"/></p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • FSF and S.I.N.I. funding used to purchase instructional resources • Title 1 funding used to purchase instructional materials and for professional development • Title 1 funding to support Coaches
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Weekly agendas and sign-in sheet of the ELA Collaborative Team • Achieve 3000 usage • Participation in intra-school ELA competitions • Formal /informal classroom observations to monitor implementation of interventions • Scores on the D.Y.O. periodic assessments • Scores on 2011 New York State ELA Exams

**Subject Area
(where relevant) :**

Mathematics General Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011 the number of general education scholars in grades 6 and 7 who make one year progress will increase by 5% as measured by NYS Mathematics exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>After-school Extended Morning Scholars will be assessed weekly to monitor progress Learning Walks conducted weekly. Teacher Teams discuss scholar work (Inquiry Model). Provide differentiated professional development opportunities for administration and teachers to engage in studying best instructional practices. Formal and informal observations will be conducted. Assistant principals and teachers will develop goals and action plans to support this work. Adequate resources are provided in the form of people, materials and time to support teachers and scholars.</p> <p><input type="checkbox"/></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • FSF and S.I.N.I. funding used to purchase instructional materials and academic interventions. • Title 1 funding used to support relevant and ongoing professional development • Title 1 funding used to purchase instructional materials • Title 1 funding to support Coaches
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • N.Y.S. Math 2010 test data in A.R.I.S. • N.Y.C. Periodic Assessments • Saxon baseline test and three benchmark assessments and final and teacher-created assessments • Agendas, minutes and sign-in sheets for Teacher Team Meetings

	<ul style="list-style-type: none"> • Administrator's observations, conferences and evaluations <input type="checkbox"/>
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**Subject Area
(where relevant) :**

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> By April 2011 100% of the English Language Arts teachers will be able to independently and consistently create innovative and engaging lessons.
<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>	<input type="checkbox"/> <ul style="list-style-type: none"> Purchase McDougal – Littel Curriculum Mapping Connecting curriculum to the real world Monitor implementation of professional development On-going weekly teacher team meetings Pilot a Project Based Learning initiative
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	

Indicators of Interim Progress and/or Accomplishment

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

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Students are given Achieve 3000 is a web based Reading program with built in assessments to chart student progress and increase academic achievement. After school Program In ELA to build basic skills and build stamina. Saturday schools in science, ELA to increase academic performance in grades 6, 7, and 8.</p>

Mathematics:	<input type="checkbox"/> After School Program In Math to build basic skills and increase academic performance in grades 6, 7, and 8. Early morning program in Mathematics to reinforce student problem solving skill.
Science:	<input type="checkbox"/> N/A <input type="checkbox"/>
Social Studies:	<input type="checkbox"/> N/A
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Services for students with social and emotional needs. Guidance counselor meets students at least 3 times per week or as needed.

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

0

Number of Students to be Served:

LEP 0

Non-LEP 0

Number of Teachers 0

Other Staff (Specify) 0

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.

N/A

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.

N/A

Section III. Title III Budget

—

School: 17K334

BEDS Code: 331700010334

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	\$0	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$0	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	\$0	<input type="checkbox"/> N/A
Travel	\$0	<input type="checkbox"/> N/A
Other	\$0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

MS 334 utilizes the services of the Spanish and ESL teachers, the guidance counselor, a paraprofessional and school aide to communicate orally to parents. We will also communicate to those parents who are bilingual in English. Written communication is translated and sent home based on the importance of the information.

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.

Owing to the small ESL population, very little written translation of information is practiced. Instead the focus is on oral translation via telephone conversations. In the event that there are materials which must be signed and returned, they are translated by in-house staff. Also, pertinent information which the school deems necessary for parents to have handy are translated, again by in-house staff, and then back-packed home.

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.

MS 334 utilizes the services of the Spanish and ESL teachers, the guidance counselor, a paraprofessional and school aide to communicate orally to parents. We will also communicate to those parents who are bilingual in English. Written communication is translated and sent home based the on importance of the information.

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.

Owing to the small ESL population, very little written translation of information is practiced. Instead the focus is on oral translation via telephone conversations. In the event that there are materials which must be signed and returned, they are translated by in-house staff. Also, pertinent information which the school deems necessary for parents to have handy are translated, again by in-house staff, and then back packed home.

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>.

See Above

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$246,965	\$234.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,470.		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,349.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$25,697.	*	

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

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

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

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

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

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

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2010_2011 MSASE Parent/Family Involvement Policy

The Administrators, Teachers and Staff at MSASE promote and encourage Parental Involvement to assist in meeting student needs in all phases of the educational process. This policy has been jointly developed with parents to establish the expectations for parent involvement described below. Ongoing opportunities for involvement will arise throughout the school year for interested parties to participate and/or be informed. The Parent Involvement Policy will be reviewed annually and revised as necessary. We appreciate any suggestions that you may have to better our Parental Involvement and Communication processes.

Policy I - Communication

- Provide all communications in a way parents can understand it, including appropriate language
- Provide monthly newsletters with school activities
- Communicate by mail or postcards as needed
- Offer parenting workshops
- Celebrate parents with a Parent Appreciation Day (May)
- Use the Autodial to communicate with parents
- Provide clear information on policies, plans, procedures

- Post signage in language parents can understand
- Make parent training comfortable, fun, social
- Communicate with parents early on in a positive way—before problems arise, so that the first communication is positive
- Have a parent resource center/room 116
- Have weekend parent breakfasts
- Have school calendars with parent events
- Hold technology workshops on using e-mail and ARIS Link
- Have workshops for ELL parents
- Have parents pick up report cards at parents/teacher conference
- Send home progress reports
- Use positive letters and phone calls to establish connections with parents
- Use family surveys
- Encourage parents to visit classrooms
- Use welcome letters/post cards for new parents and students
- Have someone designated to welcome parents (Parent Coordinator)
- Train all staff on welcoming and working with parents
- Have pamphlets on the importance of parental involvement
- Implement the parent involvement in education (PIE) Incentive activity

Policy II - Parent Involvement

- Conduct surveys, both pre and post for the school year
- Have brochures on parenting tips
- Have special activities for fathers/mothers
- Have special activities for grandparents
- Use fun and interesting activities to bring parents to the school, and then also set aside time to train parents on student learning and the importance of parental involvement
- Link single parents to support services and resources
- Hold a parenting fair
- Have a parent Board/PA
- Have a parent/volunteer resource room 116
- Link parents to family support services in the community
- Send home monthly newsletter full of parenting skills/information
- Hold quarterly effective parenting classes/workshops
- Meet with parents periodically to emphasize “Parents as Partners” role
- Have summer parent involvement activities
- Train parents on the importance of establishing a positive relationship with their child
- Work with PA to conduct meetings

- Give parents tips on homework, discipline, and parent-teacher conferences
- Make parents welcome in their child's classroom

Policy III - Student Learning

- Encourage parents to play an integral role in assisting in student learning
- Assign reading logs to students, then parents would sign after completion of their child's reading
- Utilize ESL teachers or other persons who speak foreign languages
- Have parents on school committees to improve student achievement
- Hold individual parent meetings
- Hold parent meetings to discuss what, when, where, and how the different assessments are given throughout the year
- Assemble parent packets addressing objectives such as how: to help a child with homework, to help a child become a better reader, to understand math, etc.
- Set an expectation that teachers should regularly assign homework that requires interaction with parents about what they are learning
- Hold Lunch and Learn sessions with parents
- Have make and take family nights/Arts and Craft
- Hold Open House for parents at the beginning of the year and have teachers establish clear information on expectations for students

Policy IV - Volunteering

- Have volunteer surveys for parents to choose areas for volunteering
- Have a parent volunteer coordinator for various projects
- Make sure volunteers feel valued and welcome
- Use parent volunteers for a phone tree/class cohorts
- Use volunteers in ways that they are comfortable—matching interests to needs
- Track volunteer hours and give awards
- Recognize parent volunteers
- Have signs outside about volunteering
- Hold training sessions for volunteers
- Have volunteer sign-up sheets showing name, activity, time in and time out
- Have a photo display of parents volunteering
- Establish a volunteer committee
- Create a wall of fame
- Publicize contributions of volunteers
- Give out awards and certificates
- Have students do thank you notes to volunteers
- Hold appreciation dinners or luncheons

- Offer volunteer opportunities at different times
- Use volunteer checklists

Policy V - School Decision Making and Advocacy

- Treat parent ideas and concerns with respect and demonstrate genuine interest
- Have flexible meeting times
- Solicit a genuine commitment from principal to using to parents as partners
- Have an Open Door policy
- Provide feedback to parents
- Involve parents in all steps of decision-making processes
- Have a training session for parents on how to have an effective parent-teacher conference
- Encourage the formation of parent groups/committees that respond to issues of interest to parents
- Train teachers on how to have an effective parent-teacher conference
- Communicate to parents who their representatives are on decision-making committees

Policy VI - Collaborating With the Community

- Involve representatives from various community agencies in a parent training day

- Use community resources for family support services as well as adult learning opportunities
- Send letters to businesses inviting partnerships on specific projects
- Establish personal contact in local community agencies and businesses
- Communicate needs to agencies and businesses
- Encourage student service in the community
- Engage students in partnering with the community
- Have awards/recognition for local business partnerships/contributions

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

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

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Middle School for Academic and Social Excellence Parental Involvement Compact (MS~334)

School Year 2010-2011

The Parent Involvement compact at MSASE is developed jointly with our parents. The policy is written in a language that is simple, concise and jargon-free. It is updated as needed. A copy of our policy will be kept on file in the Parent Resource Center in room 116, in the parent coordinator room and a copy is also given to the Principal.

MSASE is committed to the goal of providing quality education to every student. To this end, MSASE intends to include parents in all aspects of the school Title 1 Program.

GENERAL EXPECTATIONS:

Annual Meeting

Our annual meeting will be held in September each year, to plan the school year activities sponsored by the Parent Association. We will give a copy of our Parent Involvement Plan to parents. We will discuss the plan and ask for comments, questions, and/or suggestions.

Parent Meetings: PA, SLT and Title 1

Most parent meetings are scheduled in the evenings in order to eliminate parent involvement barriers, as much as possible. However, during the 2009-10 school year, we will offer parent workshops/activities during the day, as well as night, and weekends to provide more flexibility.

Involvement of Parents in Planning

All parents are invited to participate in PA meetings. The dates and times are listed in our monthly newsletter, MSASE Parent's Chronicles. Planning takes place during our school cabinet meetings, as well as, PA executive officers meetings. During these meetings, school improvement issues are discussed and plans are made in order to improve the education and social environment of our students. Many of the topics are brought up during our "Professional Development" meetings, which include teachers from each grade level and administrators. These items up for discussion are then taken to the school cabinet meetings, PA executive officers meetings, and the rest of the faculty/staff.

Providing Parents with Information, Assistance with Understanding, and Training

Parents are provided with information in a timely manner in the following ways:

- “MSASE Parent Chronicles,” our school newsletter that goes out monthly (with weekly reminders when needed): We use our Parent Chronicle as a way to “teach,” “train,” and “advise” parents on topics such as test data, school activities, discipline, the importance of reading, trips, meetings reminders, etc.
- Parent~Student Handbook given to each family at the beginning of the school year.
- Parent Association meetings, which parents are always invited and encouraged to attend.
- Parent~Teacher Conferences (assessments are discussed with parents)
- Individual student assessment results with conferences offered for interpretation of the results.
- CEC and District 17 Council Meetings
- Parent Survey (Spring of each year)
- Other surveys as needed
- Parent Resource Center has a tremendous amount of resources for parents to help their children learn.
- School Web Page: links to “family sites” that are an extension of their child’s school curriculum

Educating How To Reach Out To, Communicate With, and Work With Parents

We hold regular Parent Association meetings, many times with students performing for their parents at the meetings. This not only helps with attendance, but it also gives us more time to interact with our parents.

- A Guidance counselor who works closely with our families making sure their basic needs are met.
- A Parent Coordinator who will work collaboratively with administrators, teachers and parents to bring a truly united approach to education.

Community-based Organizations/Partnership with Middle School

<!--[if !supportLists]-->· <!--[endif]-->We will create a Partnership Program with The Crown Heights Community Mediation Center who will keep us informed about events in our community. We will seek business partners who are willing to work with and support our students.

<!--[if !supportLists]-->· <!--[endif]-->Crown Heights Mediation Center

Parent Resource Center

Parent Resource Center is in room 116, with materials and information that will help parents to communicate better with their children. We will purchase materials based on what assessments show as weaknesses in our student's academic areas. We will also have valuable information from our community partners.

End of Year Assessment

- A parent survey is sent home in the spring highlighting for parents the activities offered during the year. Feedback on the effectiveness is encouraged. Parents are also given an opportunity to make suggestions for the next school year.
- Assessment data is also used to guide our School Improvement Plan.

Training Parents

We will have a parent volunteer committee. Our Assistant Principal and Parent Coordinator will train parents (and they train other parents) on routines and procedures.

Parent Involvement Activities Calendar

PTA/SLT meetings are held every Even Month of the year on the second Wednesday prior to activities scheduled for that night.

Parents are actively encouraged to get involved in MSASE's Parent Association (PA), which meets monthly in the evening on the second Wednesday. MSASE's PA coordinates various school volunteer efforts, sponsors and raise funds to support school wide and individual classroom programs and activities. Parents are key planners and help with school events including classroom activities, orientation, pizza night; field trips, school wide picnic, school dances, school beautification days, weekend activities, afterschool programs, Career Day, the end-of-year award ceremonies and 8th grade graduation/prom. MSASE parent volunteers serve on district and school committees: PA, SLT, TITLE I.

MSASE Middle School promotes different communication ways to keeping families informed about school issues. The MSASE Parent Chronicles newsletter is mailed to keep families well informed. Auto-dial through school messenger is done when there is a event taken place. ARIS Parent Link will be another way of communication. Parents are encouraged to check their student's 'backpack/organizer, each day. School to home communication also occurs regularly via mid quarter progress reports, report cards and class grade homework sheets.

MSASE MIDDLE SCHOOL TITLE 1 PARENT INVOLVEMENT

The MSASE Middle School agrees to implement the following statutory requirements:

The school will jointly develop with parents, distribute to parents of participating students, a School Parental Involvement Policy that the school and parents of participating students agree on.

The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, will distribute this policy to parents in a language the parents can understand.

The school will make the School Parental Involvement Policy available to the local community.

The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance to this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring—

- (A) Parents play an integral role in assisting their child’s learning;
- (B) Parents are encouraged to be actively involved in their child’s education at school;
- (C) Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

1. MSASE will meet the standard of the NCLB by implementing an action plan along with the SLT members to meet the needs of our students.

<!--[if !supportLists]--> <!--[endif]-->Responsibilities will be shared among the school and the parents.

<!--[if !supportLists]--> <!--[endif]-->The Parent Coordinator will provide workshops as per parental SLT consultation

<!--[if !supportLists]--> <!--[endif]-->The Parent will read, sign and adhere to the Family Pledge/Contract

2. The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that parents play an integral role in assisting their child’s learning.

The School will provide:

<!--[if !supportLists]--> <!--[endif]-->Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement.

<!--[if !supportLists]--> <!--[endif]-->Researching the best practices for instruction in all subject areas.

- <!--[if !supportLists]--> <!--[endif]-->Provide consultants to facilitate professional development workshops/training to model best strategies and skills to help students to meet academic achievement standards.
- <!--[if !supportLists]--> <!--[endif]-->Building on strengths and weaknesses of students by using results from formal and informal assessments.
- <!--[if !supportLists]--> <!--[endif]-->Create a supportive learning environment for language acquisition by English Language Learners.
- <!--[if !supportLists]--> <!--[endif]-->Provide Tutoring through SES Providers.

The Parents Responsibilities are defined in the Family Pledge /Contract

MSASE Parent's Pledge/Contract

I, _____

Parent/Guardian of _____

I am committed to the success of my child and MSASE. I recognized that my child's success is my success and I will do whatever it takes to ensure his/her growth and education, including:

1. I will make sure my child attends school everyday on time prepared to learn. I will make sure he/she has the proper supplies and has eaten a healthy breakfast or is on time for school breakfast. On rare occasions when my child is absent, I will notify the school, supply proper written documentation and make sure he/she makes up all missed assignments.
2. I will always help my child in the best way I know how, by providing a quiet space for my child to study; checking homework, and ensuring that he/she reads at least for 15 minutes every night. If I have any questions about the effective ways for my child to learn at home, I will endeavor to find support, through the teachers or school workshops.
3. I will make myself available to my child, the school, and any concerns they may have.

I will return phone calls from the school by the end of the next school day. If I am asked to attend a meeting regarding my child's education or behavior, I will make every effort to be there.

4. I will make sure that my child wears the MSASE uniform and follows the dress code.

I understand that my child will not be allowed to start the day unless he/she is wearing the proper attire. I understand that if my child comes to school without uniform a phone call will be made for you to bring it to them; or they will be sent to the citizenship room.

(Chancellor's Regulation A-665).

5. I have read and understand the MSASE Student-Parent Handbook, and I will make sure that my child adheres to the rules. I understand that my child must follow these rules and regulations, and other rules of the school campus, to protect the safety, interest, and rights of all individuals.

I also understand that my child may lose privileges or have other disciplinary consequences if these rules and regulations are violated.

6. I will support the school in its effort to reinforce high standards for behavior and citizenship.

7. I will help my child appreciate and enjoy the excitement in learning and the thrill of an inquiring mind, by building a small but meaningful home library. ("Reading is fundamental.")

8. I want my child to have the best possible education and I realize that strong school systems are essential. I will attend parent/teacher conferences and at least four Parent Association meetings or workshops.

Parent/Guardian signature: _____ Date: _____

"A Total Quality Educational Environment"

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.

□□

Predetermined dates will be set by administration to administer school practice testing rounds of previous state exams, , in-house school exam, and Predictive Assessments. By administering practice NYS Exams from prior years in a six week cycle format, we will be able to determine students' strengths and weaknesses based on the results obtained from the exams. As a result, students will be grouped for instruction based upon their specific learning needs. After administering and analyzing, Predictive Assessments, and in-house exams, teachers will be able to develop and create class goals and individual learning goals for students. Students will be taught strategies and techniques to help them respond to and understand questions. Students will receive instruction that will help them build stamina and to become proficient and advanced readers. Given that these assessments will be given in cycles in accordance with the Department of Education's Testing Calendar, interim goals will be created, modified and adjusted as students' develop mastery in content subject areas.

All classroom teachers will be required to maintain an instructional /data binder for students in their class. Conferencing notes, a sample of student work, learning goals, and all information pertaining to individual students' performance will be maintained in the binder. By maintaining this data, teachers will be able to determine if students are successfully meeting all benchmark standards and performance indicators for their grade.

All staff members will be aware of the school goals that have been established for the school year. Teachers will meet during grade conferences and common planning time to receive support in meeting the needs of all learners and creating and fulfilling the school, class, grade and individual student goals.

2. Schoolwide reform strategies that:

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

□□ All children will be given the opportunity to meet the State's proficient and advanced levels of student academic achievement. Students will be able to participate in -after school academic intervention programs, extended day, enrichment clubs, and an extended day programs..

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.

□□

a. Extended Day – three 50 minute sessions per week. Students receive academic support in small group instructional format. Students receive strategies and techniques that help them to build and increase academic rigor.

b. Inquiry Team –To ensure our school becomes literate in data and assessment, focused professional development will be provided throughout the school year. After analyzing and interpreting data from various sources, teachers will be able to implement new strategies, techniques and programs with their students based on what they learn from the data. Thereby, the focus will be on the educational needs of English Language Learners, Special Education, Black/Hispanic and Title I eligible populations plus many other sub groups will be created.

c. Literature based ELA, Saxon Math Programs, At-Risk Guidance Counseling, and SBST Services will be provided to address the needs of all children in the school. In particular, the needs of low academic achieving students who are at risk of not meeting the State content standards will be serviced.

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

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.

N/A

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

N/A

3. Instruction by highly qualified staff.

N/A

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.

Teachers will register for courses through Protraxx. Staff members will present and/or turn key trainings. Teachers receive high-quality and on-going professional development throughout the school year. During grade conferences, established Chancellors' Professional Development Days, and inter/intra – school visitations, staff members engage in professional development opportunities. Throughout the school year, professional development will also be provided in Technology, differentiated instruction curriculum mapping, 6+1 Writing process, Special Education Collaborative Team Teaching, presented by in-house coaches, Aussie consultant, UFT –Teacher Center Coordinator, former DOE Administrators, and CFN team members.

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

Recruiting at colleges, universities, educational conferences and through professional networks

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

Our Parent Coordinator will provide workshops for parents , at least three Family Education Night events to address academic achievement, annual Family awards ceremony, Monthly Parent Newsletter. A trained ESL teacher will teach newly arrived immigrants how to speak English. The school guidance counselor will also provide parents with referrals and interventions.

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.

Monthly class review conference These monthly meetings allow for teachers, and administration to discuss and review curriculum and instruction. Teachers are given the opportunity to participate in weekly grade level meetings. Administration allows all staff members to contribute their ideas and suggestions. Decisions regarding the use of academic assessments are made once all contributing parties have been given the opportunity to share their thoughts, ideas, and expertise. Teachers are given opportunities to engage in decisions about the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Teachers will maintain up-to date instructional data binders to monitor student progress. Monthly class review meetings with administration to review data. Weekly cabinet meetings with Coaches, Adm., IEP coor., GC, and Parent Coordinator to discuss student progress and issues. By identifying students through ARIS, we are able to determine students who are having difficulty mastering proficient or advanced levels of

the academic achievement standards. When this information is obtained decisions are made about Intervention services the child will receive.

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 Federal, State, and local services and programs such as nutrition programs, housing programs, and violence prevention programs are coordinated under the direction of administration and support staff such as the school guidance counselors , IEP coordinator, CFN team members and parent coordinator.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

N/A

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

N/A

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

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Improvement (year 2) - Comprehensive **SURR 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. School has not made the Annual Year Progress in 2 consecutive years.
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. Intensive and remedial academic programs in English Language Arts to student of grades 6, 7, and 8. Matching teacher academic strength with student needs. Extended Day and Saturday Programs.

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.
 Hire experts in ELA to di PD in differentiated instruction. Purchase books for students in ELA and Math.

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

Mentoring for our first year Special Education (Self Contained) teacher of the seventh grade.

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.

Parent Teacher Association Meeting is the avenue we choose to speak to parent about the school's identification for school improvement. the administrators will share the information in a parent friendly language.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

There are currently 11 students in this category.

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

Extended Day Program will be provided to to strengthen the Academic performance of STH. Saturday school is available in ELA, Math and Science. Guidance Counselor is available to provide counseling to students who need advise as required.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 Food will be made available to students in the cafeteria when needed. Bus passes will be distributed to the students for travel when needed. General supplies will be made available to provide pencils, books etc for students to do assignments. Students will receive extended day program in ELA and Math.
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.
N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_17K334_111610-172953.doc

17K334 – Ms. Andrea Whitehurst, Principal

Describe how you identify ELL in your school? Describe the steps followed for initial identification of those students who may possible be Ells? These steps must include Administering the Home Language Identification Survey (HLIS) which include the informal, oral interview in English and in the Native Language and the formal initial Assessment. Identifying the persons responsible, including their qualification for conduction the initial screening, administering the HLIS, (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 Second Language Achievement Test (NYSESLAT)

Part II: ELL Identification Process 7

Home language surveys are distributed to all parent/guardian as soon as they enter the school. New students and Parents entering NYC public school for the first time are given an interview by the ESL Coordinator/Teacher along with their parents.

If the student is eligible then he/she must be LAB R tested within ten school days by a licensed ESL teacher. Parents are informed of student's eligibility status in their native language. The parents are then invited to attend an orientation in their language. Parents are allowed to choose the program they want their children to do {Dual language, Transitional Bilingual, and Freestanding ESL}. Entitlement letters and program selection forms are provided at the orientation and reviewed, discussed and collected after the session. These letters are also sent by the students to their parents with follow up by the ESL Teacher .These important documents are kept in students' files. Most parents are always making Freestanding ESL their choice based on reviewing parent survey forms and programs selection documents for many years. At K334 we are geared at pulling the student up to academic success.

A highly qualified and licensed teacher prepares the students using a pullout and push-in model to support these students. There are eleven students mandated for ESL at K334. There is extended day support and Saturday school. In order to assist the smooth transitioning of newly enrolled ELLs at K 334 we provide great Buddy- partners for each.

A licensed ESL teacher provides mandated support services for these students based on data driven instruction, reviewing of test scores and students work. English is the primary language used to teach these students. Special programs are used to improve student's comprehension and vocabulary skills in all content areas.

Administration of the NYSESLAT Examination is done in the Spring Term each year by all ESL students. This is the exam that will test students out of ESL at the proficient advanced level.

opportunities to improve vocabulary skills and comprehension skills in all content areas using fiction and nonfiction text, hands on activities in math and science using manipulatives, math games, and lab activities. Students read historical fiction and nonfiction texts in the content area of social studies. Students use role playing, video and computer software to reinforce social studies content. Foundations (Wilson Language Program) will support the development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets.

Page 2 - Programming and Scheduling Information - 17K334.

Robotics is an initiative in place with a collaborative partnership with Central Brooklyn Robotics Initiative (CBRI) SUNY@ Polytechnic University. All students have the opportunity to participate in this initiative.

Students receive direct instruction (pull out) using Voyager Learning V Math Program and V Math Live online component. Math skills are reviewed and reinforced during intervention sessions by a highly qualified teacher. The intervention sessions take place from 8:00 am - 8:37 am, from Monday thru Thursday and extended day (Tuesdays and Thursdays 4 pm - 5 pm), and Saturday Academy.

The instructional approaches used include student generated discussion, project based learning, differentiated instruction and response to intervention.

The instructional plan for SIFE is one which incorporates at risk counseling services provided by the guidance counselor.

Using directional therapy students will enhance academic and focusing skills as they complete assigned tasks. Cooperative play is used as a technique to strengthen social skills as well as self esteem. Lunchroom clubs are facilitated by the guidance counselor to support peer mediation.

At risk services provided by the school psychologist are in place to give academic support, social skills development and one-to-one counseling during the school day. The psychologist collaborates with teachers to provide behavior modification strategies.

The social worker provides verbal therapy to help students express their difficulties with academics and behavior problems.

The parents are consulted and advised during the counseling process. Small group academic support is provided in the classroom and during extended day and Saturday Academy.

Newcomer ELLs are assessed for their prior educational knowledge math and language acquisition skills. In addition to mandated ESL sessions, intervention sessions are provided during extended day and Saturday Academy. These sessions support skills acquisition in ELA and Math. It also prepares students for the test sophistication for the NYSESLAT. Students would also be able to participate in all programs and initiative in an inclusive and multicultural school environment.

At this time we do not have any ELLs receiving service four to six years or Long Term ELLs. The support provided would include mandated services, academic intervention services during extended day, thirty-seven and a half minutes and Saturday Academy to support increased academic outcomes. At risk counseling would be provided to provide student with coping skills and focus students on healthy social emotional development. Individualized assessments would take place to provide support in the needed sub skills using data driven instruction.

The school community and parents would be ongoing collaborators in the academic and social emotional growth of these students. Teachers, guidance counselors and school

Page 3 - Programming and Scheduling Information - 17K334.

Administrators' work together to support mandated ELLs through ongoing communication and parent notification (meetings, conferences and telephone calls).

ELLs identified as having special needs are supported in their mandated setting as well as with additional support by highly qualified teachers. The IEP Liaison will identify students with IEPs in need of mandated ESL support and confer with parents regarding student support and collaboration with teachers.

Achieve 3000 will be expanded to provide additional supplemental support for nonfiction reading and writing skills at the students' performance/proficiency levels.

ELLs are afforded equal access to all school programs (after school, Saturday Academy and supplemental services/extended day):

- Award Reading
- Achieve 3000
- AIS Reading in the content area.

Native Language support is delivered in the Freestanding ESL Model through the use of dictionaries, books and early reading literacy books. Beginning level students are able to seek help from other students speaking their native language. Teachers and members of the school community are encouraged to communicate in both English and their native language if they have access to ELLs.

Students and teachers can help support the bridging of native vocabulary to English, especially with cognates. Parents are to be communicated with in their native language by request if stated on the home language survey. Students are encouraged to also use their native language at home as well as English as indicated by research.

Required ESL support services and resources correspond to ELL's ages and grade levels. Classroom materials and instructional support are age, grade and level specific based on student performance ability within the mandated services.

Language courses are not offered at this school. There is no Dual Language Program at this school.

Page 4 - Professional Development - 17K334.

Professional Development and Support for School Staff

Throughout the year, professional development opportunities are provided for all teaching staff members. It is available in the school community and by the New York City Department of Education. Ongoing professional development has been focused on the analysis of data, differentiated instruction, and data driven instruction for the entire school community to support the needs of diverse learners and improve academic outcomes. Many professional development opportunities were available through QTEL, Bklyn/Queens BETAC and Bronx BETAC.

CFN # 4 Network Professional Development has been provided in the following areas:

- Academic Rigor and Essential - Staff Development for Educators (SDE)
- Response To Intervention - Staff Development for Educators (SDE)
- Achieve 3000 - Company Professional Staff Developers
- Wilson Language System - Central DOE Wilson Trainers
- PBIS (Positive Behavior Intervention System) - Coordinator of Early Intervening Services, Dionne Nerdderman
- ARIS - Learning Communities and Inquiry Team Support (Data Specialists - Network) - NYC DOE Staff Developers
- ELL Compliance (Network) - Martha Frans, ELL CPS

Professional Development and support for school staff as per Jose P to be provided by English Language Learners/Compliance Specialist. A variety of professional development opportunities are offered to support teachers in learning how to distinguish, identify and support instruction

Data Review

The school works diligently to analyze assessment data to drive instruction especially for ELLs. The school utilizes ECLAS-2 assessment and NYS exams to obtain data on early

literacy skills and math skills. The insights provided are derived from student work products and teacher observation as well. The Acuity assessment is also used to look at sub skill support in various content areas.

Parent Involvement

Parents are included in all school level activities and the school community is highly inclusive. The Parent Coordinator and the ELL Coordinator work closely together to make sure that additional outreach is provided in the parent's native language (documents) and interpreters are available as needed. The activities and workshop are provided based on Parent surveys and data review. Parent involvement in the school is arranged with a school parent coordinator for events such as parent conferences and social gatherings. Guidance counselors and teachers are also frequently in touch with parents about academic involvement, student achievement, student attendance, and upcoming examinations. Concerning ELL students in particular, the ESL teacher at the school is often in contact with parents by phone and encourages parents to contact her with questions or for further

Page 5 Parent Involvement Continued - 17K334.

updates either at the school or at home. Parental contact involves updates on student concerns as well as acknowledgement of student progress. Parental concerns such as requests for additional support are implemented and communication in their native language is done by staff members and/or volunteers. Letters are translated concerning parent events and student information. The primary languages that communications are circulated in at this school include, Spanish and French.

The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered from the DOE's Office of English Language Learners. Information that is gathered is printed out in different languages as well in English, and as per the primary languages parents and students communicate with at this school. Also, parents are encouraged to keep track of their students and their progress with technology as per ARIS.

Direct communication through ESL Coordinator, Parent Coordinator and Guidance Counselor outreach helps evaluate the needs of parents. There is also a needs assessment survey in order to support parents with information. Parental involvement activities address a variety of themes and subjects. Some of these themes include discussing what is involved for students' academic advancement as per targeted information on attendance or state examinations, particularly with ELL populations. On a family level, parental involvement activities such as award assemblies, honor students and their families welcoming them to feel proud and involved in students' gains.

NYSESLAT Patterns

The students are in the beginner level of proficiency and the trend implies that reading/writing are the weakest areas for the ELLs in this school. These patterns affect instructional decisions because the data gathered allows teachers to differentiate instruction. Such data helps students when paired with partners or in group configurations so that both students and teacher can form supportive networks of language learning. While at all times the maximum number of activities are used to touch on all learning styles, and multiple intelligences to support varying levels of English proficiency to improve student outcomes.

Success of the ELL Program is evaluated by multiple variables. Testing and assessment of data plays an important role in monitoring student progress. Student work, teacher observation and annual yearly progress are monitored in order to assess student improvement. Instructional outcomes are reviewed and discussed with classroom teachers, students and parents in order to continually provide strategies to increase academic success.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Middle School for Academic and Social Excellence					
District:	17	DBN:	17K334	School		331700010334

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.1	89.5	88.0
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		86.6	89.0	87.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	76	74	58	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	75	76	90		72.0	88.8	88.8
Grade 8	92	83	81				
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		7	24	21
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	243	234	230	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	2	3

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	35	35	20	Principal Suspensions	51	17	48
# in Collaborative Team Teaching (CTT) Classes	15	21	13	Superintendent Suspensions	27	11	28
Number all others	16	18	24				

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	24	24	23
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	4
# receiving ESL services only	9	14	TBD				
# ELLs with IEPs	2	8	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	0	2	3

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
	3	5	24	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	8.3	20.8	52.2
				% more than 5 years teaching anywhere	33.3	41.7	47.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	50.0	75.0	91.3
American Indian or Alaska Native	0.4	0.0	0.0	% core classes taught by "highly qualified" teachers	89.5	90.0	93.6
Black or African American	88.9	88.9	87.0				
Hispanic or Latino	8.6	10.7	11.7				
Asian or Native Hawaiian/Other Pacific	0.8	0.0	0.4				
White	0.8	0.0	0.9				
Male	57.2	52.1	52.6				
Female	42.8	47.9	47.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					v
	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:	X	ELA:
Math:	v	Math:
Science:	X	Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American	X	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	X	v					
Student groups making	1	4	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	43.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN #110	District 17	School Number 334	School Name MSASE
Principal ANDREA WHITEHURST		Assistant Principal DOREEN F. GORDON	
Coach A. BRUSCH		Coach N/A	
Teacher/Subject Area DOREEN HEADLEY		Guidance Counselor DIANE MORAN	
Teacher/Subject Area type here		Parent	
Teacher/Subject Area type here		Parent Coordinator DELMIRA HENRY	
Related Service Provider		Other type here	
Network Leader DR.C SMITH		Other TAYLOR	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	240	Total Number of ELLs	11	ELLs as Share of Total Student Population (%)	4.58%
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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.

Home language surveys are distributed to all parents/guardians as soon as they are enrolled at MS334. New students and parents admitted to NYC public school for the first time are given an interview by the ESL Coordinator/Teacher along with their parents.

If the student is eligible, he/she must then be Lab-R tested within ten school days (10) by a licensed ESL teacher. Parents are informed of the student's eligibility status in their native language. The parents are then invited to attend an orientation session arranged in their home language. At this session, the parents are allowed to choose the desired program for their child/ren such as {Dual Language, Transitional Bilingual, and Freestanding ESL}. Entitlement letters and program selection forms are provided, reviewed, discussed and collected at the orientation session. The ESL teacher sends a letter with follow up information to the parents via students. These important documents are kept in the student's file. The most popular program choice made by parents for ESL students are Freestanding ESL, as shown in the review of parent survey forms and program selection documents over many years. At K334, the staff is equipped and geared at pushing students to meet academic success. A highly qualified and licensed teacher prepares the students, using a pullout and/or push-in model for academic support. Eleven students are mandated for ESL at K334. Support ranging from Extended Day Morning, Afterschool and Saturday Programs to reinforce and strengthen students in English Language Arts is available to the students. Additionally, we provide a buddy-system by partnering ESL students with a compatible student who is fluent in English Language Arts. This kind of support helps to assist in the smooth transitioning of newly enrolled ELLs at MS 334.

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							2	8	1					11
Push-In							0	0	0		0			0
Total	0	0	0	0	0	0	2	8	1	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE		ELLs receiving service 4-6 years		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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language										0
ESL				11						11
Total	0	0	0	11	0	0	0	0	0	11

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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	ELL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 2 Asian: 0 Hispanic/Latino: 5

Native American: 0 White (Non-Hispanic/Latino): 0 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							1	4	0					5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	1	1					2
Haitian								2						2
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other							1	1	0					2
TOTAL	0	0	0	0	0	0	2	8	1	0	0	0	0	11

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.

A highly qualified and licensed teacher prepares the students, using a pullout and/or push-in model for academic support. Eleven students are mandated for ESL at K334. Support ranging from Extended Day Morning, Afterschool and Saturday Programs to reinforce and strengthen students in English Language Arts is available to the students. Additionally, we provide a buddy-system by partnering ESL students with a compatible student who is fluent in English Language Arts. This kind of support helps to assist in the smooth transitioning of newly enrolled ELLs at MS 334.

A licensed ESL teacher provides mandated support services for these students in the following areas:

- Data driven instruction
- Reviewing test scores and students work.
- Writing structured sentences and coherent paragraphs and essays.
- Picture reading
- Problem solving in Mathematics and video games, among others

Emphasis is always on English Language Arts as primary language used to teach ESL students. Special programs are used to improve student's comprehension and vocabulary skills in all content areas using fictional and nonfictional texts, hands on activities in math and science using manipulatives, math games, and lab activities. Students read historical fiction and nonfiction in the content area of social studies. Students use role playing, video and computer software to reinforce social studies content. Foundations (Achieve 3000) will support the development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets and prepares students to be fluent English Language speakers, writers and readers. In addition, they can master the NYSESLAT Examination. Administering the NYSESLAT Examination in the Spring Term each year gives us an accurate account of student performance and ability.

This is the exam that will test students out of ESL at the proficient advanced level.

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

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

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

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

Native Language Arts and Native Language Support

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



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?

Emphasis is always on English Language Arts as primary language used to teach ESL students. Special programs are used to improve student's comprehension and vocabulary skills in all content areas using fictional and nonfictional texts, hands on activities in math and science using manipulatives, math games, and lab activities. Students read historical fiction and nonfiction in the content area of social studies. Students use role playing, video and computer software to reinforce social studies content. Foundations (Achieve 3000) will support the development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets and prepares students to be fluent English Language speakers, writers and readers. In addition, they can master the NYSESLAT Examination. Administering the NYSESLAT Examination in the Spring Term each year gives us an accurate account of student performance and ability. This is the exam that will test students out of ESL at the proficient advanced level.

Robotics is an initiative in place with a collaborative partnership with Central Brooklyn Robotics Initiative (CBRI) SUNY@ Polytechnic University. All students have the opportunity to participate in this initiative.

Students receive direct instruction (pull out) using Voyager Learning V Math Program and V Math Live online component. Math skills are reviewed and reinforced during intervention sessions by a highly qualified teacher. They also do Read 180, leveled Reading A-Z, Wilson Reading System and Talla Program. The intervention sessions take place from 8:00 am – 8:37 am, from Monday thru Thursday and extended day (Monday, Wednesday, and Thursdays 4 pm – 5 pm), and Saturday Academy.

The instructional approaches used include student generated discussion, project based learning, differentiated instruction and response to intervention.

The instructional plan for SIFE is one which incorporates at risk counseling services provided by the guidance counselor. By way of directional therapy, students will be able to receive enhancement in academic and focus skills in completing complete assigned tasks. Cooperative play is used as a technique to strengthen social skills as well as self esteem.

At risk services provided by the school psychologist are in place to give academic support, social skills development and one-to-one counseling during the school day. The psychologist collaborates with teachers to provide behavior modification strategies. The social worker provides verbal therapy to help students express their difficulties with academics and behavior problems.

The parents are consulted and advised during the counseling process. Small group academic support is provided in the classroom and during

extended day and Saturday Academy.

Newcomer ELLs are assessed for their prior educational knowledge in math and language acquisition skills. In addition, to mandate ESL sessions, intervention sessions are provided during extended day and Saturday Academy. These sessions support skills acquisition in ELA and Math. They also prepare students for the test sophistication for the NYSESLAT. Students would also be able to participate in all programs and initiative in an inclusive and multicultural school environment.

At this time we do not have any ELLs receiving service four to six years or Long Term ELLs. If we had long term ELL's we would provide additional supports for students using small group instruction by teachers during school for academic intervention by the IEP Liaison Teacher. This support would be provided according to the needs of students based on NYSESLAT test scores and DY0 Interim Assessments in the content areas of ELA and Math. The ESL and content area teachers would collaborate to provide strategies in reading comprehension, listening, speaking and writing skills in order to prepare students to pass all high stakes exams and improve their achievement levels in all content area classes.

Free Standing ESL Model is used. The students are pulled out for their mandated group services.

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)?

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.

Professional Development and Support for School Staff

Throughout the year, professional development opportunities are provided for all teaching staff members. It is available in the school community and by the New York City Department of Education. Ongoing professional development has been focused on the analysis of data, differentiated instruction, and data driven instruction for the entire school community to support the needs of diverse learners and improve academic outcomes. Many professional development opportunities were available through QTEL, Bklyn/Queens BETAC and Bronx BETAC.

CFN # 110- Network Professional Development has been provided in the following areas:

- Academic Rigor and Essential – Staff Development for Educators (SDE)
- Response To Intervention – Staff Development for Educators (SDE)
- Achieve 3000 – Company Professional Staff Developers
- Wilson Language System – Central DOE Wilson Trainers
- PBIS (Positive Behavior Intervention System) – Coordinator of Early Intervening Services, Dionne Nerdderman
- ARIS – Learning Communities and Inquiry Team Support (Data Specialists – Network) – NYC DOE Staff Developers
- ELL Compliance (Network) – Martha Frans, ELL CPS

Professional Development and support for school staff as per Jose P to be provided by English Language Learners/Compliance Specialist. A variety of professional development opportunities are offered to support teachers in learning how to distinguish, identify and support instruction

Data Review

The school works diligently to analyze assessment data to drive instruction especially for ELLs. The school utilizes ECLAS-2 assessment, DYO Periodic Assessments, and NYS exams to obtain data on early literacy skills and math skills. The insights provided are derived from student work products and teacher observation as well.

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?

Parents are included in all school level activities and the school community is highly inclusive. The Parent Coordinator and the ELL Coordinator work closely together to make sure that additional outreach is provided in the parent's native language (documents) and interpreters are available as needed. The activities and workshop are provided based on Parent surveys and data review. Parent involvement in the school is arranged with a school parent coordinator for events such as parent conferences and social gatherings. Guidance counselors and teachers are also frequently in touch with parents regarding academic involvement, student achievement, student attendance, and upcoming examinations. Concerning ELL students in particular, the ESL teacher at the school is often in contact with parents by phone and encourages parents to keep abreast of current events. Communication lines are open. Parental contact involves updates on student concerns as well as acknowledgement of student progress. Parental concerns such as requests for additional support play a huge role in decision making and communication in their native language is done by staff members and/or volunteers. Letters are translated concerning parent events and student information. The primary languages that communications are circulated in at this school include, Spanish and French.

The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered from the DOE's Office of English Language Learners. Information that is gathered is printed out in different languages as well in English, and as per the primary languages parents and students communicate with at this school. Also, parents are encouraged to keep track of their students and their progress with technology as per ARIS.

Direct communication through ESL Coordinator, Parent Coordinator and Guidance Counselor outreach helps evaluate the needs of parents. There is also a needs assessment survey in order to support parents with information. Parental involvement activities address a variety of themes and subjects. Some of these themes include discussing what is involved for students' academic advancement as per targeted information on attendance or state examinations, particularly with ELL populations. On a family level, parental involvement activities such as award assemblies, honor students and their families welcoming them to feel proud and involved in students' gains.

While at all times the maximum number of activities are used to touch on all learning styles, and multiple intelligences to support varying levels of English proficiency to improve student outcomes.

Success of the ELL Program is evaluated by multiple variables. Testing and assessment of data plays an important role in monitoring student progress. Student work, teacher observation and annual yearly progress are monitored in order to access student achievement levels and monitor progress.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	4	0					5

Intermediate(I)								1	1	0					2
Advanced (A)								0	3	1					4
Total	0	0	0	0	0	0	0	2	8	1	0	0	0	0	11

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	0	0		1
7	6	2	0		8
8	0	0	0		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									0
7									0
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	

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.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

NYSESLAT Patterns NYSESLAT Patterns

The students are in the beginner level of proficiency and the trend implies that reading/writing are the weakest areas for the ELLs in this

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		