



ELIJAH STROUD MIDDLE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 17K353

ADDRESS: 750 CLASSON AVENUE, BROOKLYN, NY 11238

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	12
SECTION VI: ACTION PLAN.....	13
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	18
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	19
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	21
APPENDIX 2 ADDENDUM: LANGUAGE ALLOCATION POLICY PLAN	23
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	29
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	31
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	43
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	44
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	45
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	46

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K353 **SCHOOL NAME:** Elijah Stroud Middle School

SCHOOL ADDRESS: 750 Classon Avenue, Third Floor, Room 312, Brooklyn, NY 11238

SCHOOL TELEPHONE: 718-638-3067 **FAX:** 718-638-3515

SCHOOL CONTACT PERSON: Claudette L. Essor **EMAIL ADDRESS:** cessor@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Donna Maitland

PRINCIPAL: Claudette L. Essor

UFT CHAPTER LEADER: Roxanne Sargeant

PARENTS' ASSOCIATION PRESIDENT: Tracey Reid

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** CFN 304

NETWORK LEADER: Lucile Lewis

SUPERINTENDENT: Rhonda Hurdle-Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Claudette L. Eссор	*Principal	
Roxanne Sargeant	*UFT Chapter Designee	
Tracey Reid	*PA/PTA President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Donna Maitland	SLT Chairperson / PTA Member	
Lorraine Harte	SLT Member/PTA Vice President	
Garfield Harte	SLT Member/PTA Member	
Andrea Carrington	SLT Member	
Tricia Delauney	Assistant Principal	
Annette McDonald	UFT Member	
Osmond Miller	UFT Member	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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



MS 353 is a middle school in Brooklyn, New York. Currently, we serve 148 students from grades 6-8. It is a small school which opened in September 2005. This school is part of District 17 and is a Title I School. Ninety eight percent (98%) of the student population is entitled to free lunch. The staff includes the Principal, an Assistant Principal, 14 teachers, 1 secretary, a guidance counselor, a parent coordinator, a family assistant, and 3 school aides.

The school climate is collaborative and comprised of a dedicated community of learners. Led by the Principal, Assistant Principal and a math coach, all members of the school community are actively involved in the education of our children. All staff work collaboratively and have a strong commitment to improving student achievement. In addition, we are committed to strengthening our instructional, administrative and support staff teams to promote sustainability and build leadership capacity.

The school is housed on the third floor of a building containing an elementary school with grades Pre-K through 5. There are two sixth grade, two seventh grade and two eighth grade general education classes. There is one self-contained special education class on each grade level (6, 7, & 8). There are 10 SETTS students and 11 ELL students. These students are fully mainstreamed in age appropriate grades and classes; however there is one freestanding English Language Learners Pullout Program for our ELL students and a resource room program for our SETTS students. All students have access to a full time guidance counselor.

The school community is culturally diverse with students and their families speaking a variety of languages, including English, Spanish, Haitian Creole, and Fulani. The school is one of two schools on a campus which partners with community based organizations to provide a variety of skill development and enrichment activities for students and families. There are collaborations with the CHAMPS sports network, the Brooklyn Museum, Brooklyn Botanical Gardens, Brooklyn Public Library, the Children's Museum and Penny Harvest.

To provide all students with high quality learning experiences, the school has integrated all of the city mandated literacy and mathematics programs across the grades, with ongoing use of core curriculum materials in all subject areas. In addition, our school provides a variety of day, extended day, and after-school programs that address the academic as well as social and emotional needs of our students. These include Academic Intervention Services (AIS) push-in and pull-out programs, advisory and after school enrichment programs in the performing arts, mathematics, English Language Arts, and sports. Our technology lab also offers every child exposure to technology based intervention programs and project based learning activities in all core disciplines.

Professional Development initiatives are in place to help teachers develop and implement rigorous, engaging, needs-based, and data-driven lessons. On site professional development sessions are facilitated by the Principal, Assistant Principal, Mathematics Coach, and consultants. Our Learning Support Organization, (Children First Network 304) and other Department of Education teams also provide staff development workshops for instructional and support staff. Our primary goal is to enable all teachers to be successful in improving student achievement.

CEP Section III: School Profile

Part B. School Demographics and Accountability Snapshot (Version 2011-2B- January 2011)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Elijah Stroud Middle School			
District:	17	DBN #:	17K353	School BEDS Code: 331700010353

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.7	93.0	90.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.1	89.3	94.5		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	55	36	55	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	61	53	36		85.0	96.0	98.0		
Grade 8	57	62	50						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		13	16	6		
Grade 12	0	0	0						
Ungraded	0	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	174	151	141		2	2	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	34	31	30						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	74	95	36		
Number all others	11	13	10	Superintendent Suspensions	22	28	6		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	4	10	9	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	5	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	15	15	14
				Number of Administrators and Other Professionals	5	6	4
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	1	1	3
(As of October 31)	2007-08	2008-09	2009-10				
	6	6	22				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.6	0.7	0.0	Percent more than two years teaching in this school	33.3	40.0	35.7
Black or African American	84.5	84.1	82.3	Percent more than five years teaching anywhere	53.3	40.0	35.7
Hispanic or Latino	10.9	11.3	15.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	2.0	0.0	Percent Masters Degree or higher	73.0	60.0	85.7
White	1.1	1.3	2.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Male	55.2	55.6	58.2				
Female	44.8	44.4	41.8				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> <input 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"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10 <input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>			<u>Category (Check ✓)</u>				
			Basic	Focused	Comprehensive		
In Good Standing (IGS)		✓					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	X		ELA:			
	Math:	✓		Math:			
	Science:	✓		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
Student Groups							
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native		-					
Black or African American	✓	✓					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	X	✓	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	3	4	1				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	70.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	8.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.3	Quality Statement 5: Monitor and Revise	
KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE	
√ = Made AYP		U = Underdeveloped	
√ ^{SH} = 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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our Progress Report grade of "A" for the past four academic years indicates that gains in student achievement, as measured by standardized test scores in ELA and mathematics for 2007 through 2009, have been consistent and significant. However, despite the attainment of a Progress Report grade of "A" for the 2009-2010 academic year, the data for English Language Arts show that the percentage of students meeting the New York State performance standards decreased from 44.9% in 2009 to 20.0% in 2010.

For mathematics, the percentage of students meeting the standards decreased from 66.9% in 2009 to 30.0% in 2010. The change in scale score ranges and cut scores required for proficiency on the 2009-2010 standardized assessments in ELA and Math resulted in an overall decline in the total number of students meeting New York State performance standards in English Language Arts and mathematics.

The results of the 2010 New York State Science Assessment for grade 8 show that in 2010, 55 % of all students scored at performance levels 3 or 4 compared to 28% in 2009. Thus, in 2010 there was an increase of 27% in the percentage of students meeting performance standards in science. For social studies, we also saw significant gains in student achievement. Data from the 2010 New York State Social Studies Assessment for grade 8 show that 46% of the students who took the assessment performed at levels 3 or 4, compared to only 13% of students who scored at performance levels 3 or 4 in 2009.

Analysis of the data for our special education students indicate that this sub-group did not show improvement in performance on the 2010 New York State ELA Assessment. The percentage of students scoring at level 3 moved from 15.0% in 2009 to 0% in 2010. For mathematics, the percentage of students scoring at level 3 moved down from 30.8% in 2009 to 13.8% in 2010.

Data for our English Language learners (ELLs) showed little or no gain in language proficiency in the 2009-2010 school year. For ELA, the percentage of ELL students meeting the standards in 2010 was 0% compared to 16.7% in 2009. Similarly, for mathematics, the percentage of ELL students performing at level 3 moved down from 16.7% in 2009 to 0% in 2010. In addition, data from the 2009-10 LAB-R and NYSESLAT show that seven of our 9 ELL students took the exams with the result that there are 3 beginners, 2 intermediate and 2 advanced level students. One current student tested at the intermediate level in 2008 but was not in the country for any assessment in 2009 and 2010.

Collectively, assessment data for English Language Arts indicate that there are severe deficiencies in reading and writing skills. Students are weak in skills such as critical analysis and writing mechanics, with all students requiring extra instruction and practice in these areas. Therefore, we will enhance reading and writing proficiency by immersing students in activities that reinforce note-taking skills and build competency in writing sentences, paragraphs, and essays. Differentiated strategies will be used to improve reading fluency and writing assignments will be crafted to meet the requirements of the new English Language Arts assessments.

For mathematics, the data show that school-wide, students are weak in measurement and geometry concepts, mathematical reasoning and number and numeration. In addition, students performed poorly on the extended responses. Further, analyses of data from the 2010 New York state science and social studies assessments for grade 8 show that overall, students are weak in responding correctly to the extended responses and did better on the multiple choice and short response items.

In summary, the data indicate a need for greater continued focus on improving student achievement in all core subjects, especially ELA and mathematics, beginning with each child whose performance level does not meet the applicable learning standards. Thus, for the 2010–2011 school year, we will intensify instruction targeted at improving students' mastery of core skills and content, with specific emphasis on support for writing extended and short response answers. The data on each student will be analyzed and used to address students' needs and set performance goals. The school's Inquiry team will also develop instructional plans to further support the needs of students.

On the same note, the underlying data from the school's 2010 Progress Report, and Learning Survey, suggest that as we continue to aim for overall ongoing improvement in student achievement, there is a clear need for additional programs and structures that will maximize learning for all sub-groups. There needs to be additional opportunities for parents to be more actively engaged in the home-school partnership and an improvement in the level of student engagement in classroom activities. Further, all teachers need to be given more frequent opportunities to participate in learning walks and inter and intra-visitations that allow them to learn more from peers and be aware of best practices and diverse strategies for improving teaching and learning. In addition, technology tools must be used to broaden collaboration on best practices, enhance parent communication and support online exploration of lesson ideas to enrich and inform teachers' planning for differentiated instruction.

Some of our challenges are: attaining funding to sustain a professional development program that insures the delivery of high quality, differentiated instruction to all students; building technological literacy throughout the entire school community; increasing parent and community involvement in school activities; and crafting effective policies and interventions for disruptive and disrespectful students. We are also challenged daily by barriers such as limited space for full development of our PE, performing arts, and assembly programs (we share a gym, auditorium, cafeteria and schoolyard with the elementary school housed in the building).

There is also the challenge of recruiting fifth grade students, with new schools added yearly and this school being relatively new and not yet well known to parents of fifth grade students. However, our greatest challenge remains that of sustaining the gains we have made in improving student achievement to date. In particular, we need funding to continue differentiation and enrichment activities for diverse learners, develop social and emotional learning partnerships, and support outreach activities that engage the larger community in promoting increasingly higher levels of student achievement each year. We must prevent declines in performance as students move through middle school and insure that they are well prepared for success in high school and beyond.

Despite the challenges referenced above, we are proud to note that as a relatively new school, we have gained recognition for being one of the few middle schools with an "A" performance rating on the Progress Report in each of the past four years. Other accomplishments include: success in procuring grants to improve teaching and learning; strengthening of our instructional, administrative and support staff teams to promote sustainability and build leadership capacity; development of sports partnerships; implementation of professional development programs to promote teacher collaboration and reflection; whole school movement towards a technology based curriculum, with technology training available for students, parents and staff; and improvement in parent involvement as measured by our parent survey participation rate, which moved from 15% in 2007, to 49% in 2008, 62% in 2009 and 85% in 2010.

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"/> Goal # 1 To promote high quality instruction in English Language Arts for all students.	By June 2011, the percentage of students meeting performance standards in English Language Arts will improve by at least ten percent (10%), as measured by the New York State English Language Arts assessment or HSST data.
<input type="checkbox"/> <input type="checkbox"/> Goal # 2 To promote high-quality instruction in mathematics for all students.	By June 2011, the percentage of students meeting performance standards in Mathematics will improve by at least ten percent (10%), as measured by the New York State mathematics assessment or HSST data.
<input type="checkbox"/> Goal # 3 To provide high quality professional development for all staff at MS 353.	By June 2011, all staff will demonstrate improvement in the use of best practices to increase student achievement, as measured by schoolwide improvement in performance on standardized assessments, report cards or other assessments.
<input type="checkbox"/> Goal # 4 To increase students’ awareness of career opportunities and work skills.	By June 2011 all seventh and eighth grade students will be exposed to the “world of work”, via class presentations of research projects, visits to local organizations, and workshops.
<input type="checkbox"/> <input type="checkbox"/> Goal # 5 To integrate technology into all core curriculum areas.	<input type="checkbox"/> <input type="checkbox"/> By June of 2011 all students will have basic knowledge of internet research skills and use technology for oral and written presentations.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 1 To promote high quality instruction in English Language Arts for all students.</p> <p>By June 2011, the percentage of students meeting performance standards in English Language Arts will improve by at least ten percent (10%), as measured by the New York State English Language Arts assessment or HSST data.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> To insure goal attainment, the action plan will include provisions for:</p> <p>Common preparation periods for team planning; pacing calendars to drive standards based instruction; Literacy blocks for daily readers’ and writers’ workshop; Technology based programs for day and after school enrichment and intervention activities for students at performance levels 1 and 2 and students who are new to the country or New York City; Mini-lessons based on analyses of formal and informal assessment data; Unit planning that includes targeted focus on common core standards; Author and genre studies; A school-wide program for ongoing assessment and literacy skills building; Regular examination of student work; and Distribution of vacation packets for reading and writing projects.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><input type="checkbox"/> CFE and other funds will be allocated to support the purchase of instructional materials for day and afterschool English Language Arts programs. In addition, with funding from our Title 1 Highly Qualified allocation, teachers will be programmed for professional development by onsite teacher leaders and specialists from our network. Funding will also be used to support a literacy afterschool program and an expansion of technology lab resources to offer students added opportunities for independent reading and writing activities. Further, our technology teacher will collaborate with our Data Specialist to offer technology training to staff and students. All teachers will have access to day or afterschool professional development activities on selected days.</p>
<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"/> <input type="checkbox"/> <input type="checkbox"/> Progress will be measured by ongoing analyses of data from: Results of formal and informal assessments, including all standardized assessments, Report card scores and comments; Rubrics based Portfolio Assessment; Oral and written presentations.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Goal # 2 To promote high-quality instruction in mathematics for all students.</p> <p>By June 2011, the percentage of students meeting performance standards in Mathematics will improve by at least ten percent (10%), as measured by the New York State mathematics assessment or HSST data.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> To accomplish this goal, the action plan will include:</p> <p>Common preparation periods for team planning; Pacing calendars to drive standards based instruction; Targeted day and after school academic intervention and test sophistication activities for students at performance levels 1 and 2 and students who are new to the country or New York City; Data driven mini-lessons based on item analyses from assessment data; Mathematics blocks to support hands on work with manipulatives; School-wide program for ongoing assessment and skills building; Charting of results of formal and informal assessments; Use of technology based intervention and enrichment programs; Technology training for all staff to support data-driven instruction ; and Unit planning that includes targeted focus on common core standards.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><input type="checkbox"/> CFE, Title1 and other fund sources will be used to implement a math afterschool program, purchase core curriculum materials for our day program and acquire software and workbooks for academic intervention and skills building. Further, per session and per diem payments will be made for intervisitations, technology training, and and one to one coaching activities by our mathematics lead teacher. The school will be programmed to insure that all teachers have weekly access to in and/or out of class professional development activities, with additional team professional development sessions during the day or afterschool on selected days.</p>
<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"/> Progress will be measured by ongoing analyses of data from:</p> <p>Results of formal and informal assessments, including all standardized assessments; Report card scores and comments; Rubrics based Portfolio Assessment; Oral and written presentations.</p>

**Subject Area
(where relevant) :**

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 3 To provide high quality professional development for all staff at MS 353.</p> <p>By June 2011, all staff will demonstrate improvement in the use of best practices to increase student achievement, as measured by schoolwide improvement in performance on standardized assessments, report cards or other assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> To accomplish this goal, the action plan will include:</p> <p>Funding professional development activities by coaches; Developing model classrooms and implementing intervisitation activities; Programming common preparation periods for team curriculum planning, needs assessment, and data analysis; Using formal and informal observation conferences to promote the workshop model of instruction in all classes; Facilitating walkthroughs and workshops by the lead teacher, consultants and coaches to train teachers in data driven and differentiated instruction and to improve their ability to help students develop higher order thinking skills; Conferencing with staff at grade meetings to develop unit plans and curriculum maps; Facilitating lesson study via site visits and videos that highlight best practices and models of exemplary instruction; Creating a network of buddy teachers, consultants, and lead teachers to facilitate differentiated professional development activities, with specific focus on the common core standards.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><input type="checkbox"/> CFE, Title1 and other fund sources will be used to insure that all teachers have weekly access to site based in and /or out of class professional development activities, with additional team professional development sessions during the day or afterschool on selected days. In addition, Title 1 Highly Qualified funds will be used to finance per session and / or per diem payments for inter-visitations, technology training, and one to one coaching activities by our teacher leaders and administrators. We will also fund off-site professional development workshops for core subject teachers.</p>
<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"/> <input type="checkbox"/> Progress will be measured by ongoing analyses of data from:</p> <p>Formal and informal assessments, including all standardized assessments; Meeting attendance records; Rubrics based assessment of student work in folders and on bulletin boards; Lesson Observations and Walkthroughs and Feedback from learning surveys and team meetings.</p>

Subject Area
(where relevant) :

Career Awareness

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 4 To increase students’ awareness of career opportunities and relevant work skills</p> <p>By June 2011, all seventh and eighth grade students will be exposed to the “world of work”, via class presentations of research projects, visits to local organizations, and workshops.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To accomplish this goal, the action plan will include:</p> <p>Students’ participation in service learning projects; class visits to businesses organizations; Use of technology to explore career choices; Workshops on preparation for interviews and resume writing; Visits from people with various careers; Assembly programs including a “Dress for Success Day”; Professional development for teachers; Special presentations from guest speakers; and career focused research projects based on common core standards.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CFE, Title1 and other fund sources will be used to implement a Career Speakers series, purchase reference library materials for research on careers of interest to students, and fund trips to local businesses. Further, per session and per diem payments will be made for day and afterschool technology training and career mentoring sessions hosted by selected staff members. In addition, the school will be programmed to insure that all seventh and eighth grade students are afforded opportunities to engage in career development activities, via special assemblies or Open House events.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be measured by:</p> <p>Students’ completion of a career project (Power Point presentation) Scrapbooks showcasing people at work in several industries Creation of a Professional Portfolio with a resume and goals statement Feedback from Career Day, trips, assemblies or other special presentations</p>

Subject Area
(where relevant) : Technology
Integration

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/> Goal # 5 To integrate technology into all core curriculum areas.</p> <p>By June of 2011, all students will have basic knowledge of internet research skills and use technology for oral and written presentations.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/><input type="checkbox"/> To accomplish this goal, the action plan will include:</p> <p>Students’ use of computer technology to create projects in all core curriculum areas; Computer literacy training for teachers and students in classrooms and labs; Addition of technology equipment to current hardware and software inventory; Assignment of research projects for regular use of library and technology resources; Opportunities for staff to plan and implement technology based activities, including class websites; A focus on technology based intervention and enrichment programs and activities; and Students’ participation in curriculum fairs and service learning projects.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><input type="checkbox"/> NYSTL funds will be used to support the acquisition of hardware and software to offer staff and students increased access to technology tools throughout our school, including the teachers’ room, classrooms and our computer lab. Further, CFE, Title1 and other fund sources will be used to implement day and afterschool technology training sessions by our technology teacher and lead teacher. In addition, all students will be programmed for formal technology instruction in our computer lab each week. Title 1 Highly Qualified funds will be allocated for per diem and/or per session payments to facilitate technology training for our staff.</p>
<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"/><input type="checkbox"/> Progress will be measured by:</p> <p>Portfolios featuring projects that demonstrate students’ proficiency in research, publishing, and other computer applications Oral and written presentations of technology based projects - PowerPoint slide shows and other forms of technology Regular use of technology equipment, including Smart Boards, for instruction in content areas Feedback from learning surveys and professional development reports</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	55		55	55				
7	36		36	36				
8	50		50	50				
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<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"/><input type="checkbox"/> Intervention activities are done via day push-in and pull-out programs, as well as during extended day and after school. The classes are designed to help students perform well on the New York State English Language Arts Assessment. The students prepare for the exam by examining literary essays, responding to readings, identifying an author's purpose and distinguishing various genres and reading skills. These activities give students an opportunity to explore common core standards as they enhance their listening, reading, writing and speaking skills and increase their knowledge of various genres and authors. Intervention strategies will also include opportunities for students to revise writing for improvement, with clear expectations for daily writing in every content area.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/><input type="checkbox"/> Students receive services via day, extended day and afterschool intervention programs. The classes are designed to enhance students' readiness for the New York State Math Assessment and introduce them to the common core standards in math. Students get to review topics they have learned in math classes and analyze questions that help them find out what they know about math ideas, skills, and problem solving. Some activities consist of multiple choice questions, short writing problems, and longer writing problems. Students are asked to solve a problem, show their work, explain what steps they took and state why they think a particular answer is correct. They use a variety of software programs to reinforce numeracy skills.</p>
<p>Science:</p>	<p><input type="checkbox"/> Students who score poorly on unit tests and/or projects are identified for services. They participate in hands-on investigations, observations, and cooperative learning groups to stimulate interest in science related careers. They are tested on their lab skills and general understanding of science. Extended response questions are used to assess writing proficiency and ascertain their ability to apply their knowledge of science. Students also work on science vocabulary terms and complete research projects.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/><input type="checkbox"/> Students who score poorly on unit tests and projects are identified for services. Projects are developed in coordination with students' social studies teacher, and the technology specialist. Students explore content deeply, as they pursue topics of interest and engage in inquiry through completion of projects.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/><input type="checkbox"/> All students have access to a counselor as needed. One to one and group counseling are offered. In addition, the guidance counselor coordinates an advisory program as part of day school intervention activities for students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/><input type="checkbox"/> The school psychologist works with the guidance counselor to provide evaluation and develop IEPs for selected students. Functional Behavior Assessments and Behavior Intervention Plans are done to strengthen support for our most at-risk students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Students with special needs have access to a part time social worker who provides mandated service as per their IEP. One to one and group counseling is offered with the social worker teaming up with the school's guidance counselor and psychologist to strengthen interventions.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> All students have access to a health professional as needed. Site based assistance is offered and arrangements for emergency medical care are made by the school nurse.</p>

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

NCLB/SED requirement for all schools

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

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

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative **N/A**

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

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

Section III. Title III Budget

N/A

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

**CEP Appendix 2 Addendum # 1
2010-2011 Language Allocation Policy Plan - 17 K 353**

Team Members	Title
<u>Lucile Lewis</u>	<u>Network Leader</u>
<u>Claudette Essor</u>	<u>Principal</u>
<u>Tricia Delauney</u>	<u>Assistant Principal</u>
<u>David Smith-Rutherford</u>	<u>Guidance Counselor</u>
<u>Karen Evans</u>	<u>Coach</u>
<u>Tracey Reid</u>	<u>Parent / PTA President</u>
<u>Olga Ushitskaya</u>	<u>ESL Teacher</u>
<u>Annette McDonald</u>	<u>Teacher</u>
<u>Osmond Miller</u>	<u>Teacher</u>

Part I. School Demographics

MS 353 is located in the Crown Heights section of Brooklyn, New York. The students currently enrolled are from varying cultural backgrounds, with families from the US, Jamaica, Haiti, and Trinidad and Tobago. A few students are from the Dominican Republic, Puerto Rico and Yemen. According to the latest available ethnic data, 82% are Black; 16% are Hispanic; and 2% are white. The majority of the students are from low income families and 98% qualify for free lunch.

Currently our school has a population of 148 students, 11 of whom are English Language Learners (ELLs). There are 4 ELL students in the 6th grade, 3 in the 7th grade and 4 in the 8th grade. Eight (8) of our ELLs come from Spanish speaking countries (1 in grade 6, 3 in grade 7 and 4 in grade 8) while 1 is from Haiti, another is from Africa and a third is from Yemen (all in grade 6). We have 3 newcomer students (one in grade 6 and two in grade 7) and 7 students who have been in the system 4 to 6 years. Five of our ELLs are special education students while 6 are general education students.

PART II: ELL Identification Process

At enrollment, students are identified by the Home Language Identification Survey (HLIS), which includes an interview of the parent (s) and student by our ESL certified teacher and the Principal, to make an initial determination of the child's home language. This process is formalized by a Home Language Identification Survey (HLIS) that parents complete to show what language the child speaks at home. The ESL teacher conducts an informal interview in English, and if necessary in the child's native language, with translation being done by a staff member or with assistance from the Translation Unit.

Once the HLIS is collected from the parents and the ESL teacher or interviewer determines another language is spoken at home, the child is administered the Language Assessment Battery Revised (LAB-R) to establish the child's English proficiency level. Students who score below proficiency on the LAB-R are deemed eligible for state mandated services for ELLS. Spanish-speaking students who score below the proficiency level on the English LAB-R are administered the Spanish LAB solely to determine native language proficiency.

The administration of the LAB-R takes place within 10 days of the student's initial registration in the school. Within 10 days of registration parents are also informed of the date to attend a parent orientation. The orientation session is presented by the ESL teacher and the Principal. At the orientation parents learn about the program choices offered to eligible students (Transitional Bilingual Education: TBE; Freestanding ESL, and/or Dual Language).

As mandated by New York State, all ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) yearly, to assess English proficiency and determine continued eligibility in the program. In addition, ongoing assessment of student language acquisition proficiency is done through analyses of data from the NYSESLAT. We look at the past three years of data from the NYSESLAT to determine patterns of growth and evaluate modality scores (reading/writing; listening/speaking) to determine students' strengths and weaknesses and identify instructional needs. Further, other formal and informal assessments are used to inform instruction. The primary goal of the program is for all ELLs to attain proficiency in English within 3 years.

The ELL Parent Information Case (EPIC) toolkit is used to help parents understand the process, choices and programs offered to their students. A brochure is given to parents at the orientation and they listen and watch a DVD showing programs offered. All materials are available in the nine major languages in our system. Any parent needing another language for this orientation process will be given a translator from the Translation Unit, to ensure complete understanding of the programs and choices.

After viewing the DVD parents are given a Parent Survey and Program Selection form to choose the program they want their child to participate in. Parents fill out the forms on site, or if time is needed, they are asked to return the forms within one week (either with their child or through the US postal service). Parents are notified (phone calls and then through registered mail) if the forms are not returned within the time frame given. Necessary entitlement (or non-entitlement) letters are distributed to parents upon scoring of the initial (LAB-R) exam. All parent-related documents are taken from the EPIC toolkit.

Over the past several years, parents have consistently elected the freestanding ESL program that we offer. When speaking with parents regarding their choice of programs, they have opted to enroll their children in the freestanding model. Thus, our program is aligned with the parent requests. However, if a parent chooses a program not offered in this school they are given assistance in finding a school with the program of their choice.

ELL students participate in a free standing English as a Second Language (ESL) pull-out program with services provided by a licensed ESL teacher. All students receive rigorous instruction in English Language skills as well as in the content areas of mathematics, social studies and science as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is aligned with ESL and Native Language Arts (NLA) standards and the core curriculum. It is also data driven and customized to meet the needs of all ELLs. The workshop model of instruction is used to deliver high quality, differentiated instruction for our ELLs. The ESL Program also utilizes technology such as ESL software, CD's with pre-recorded text, web-sites for ESL students, computer quizzes and graphic organizers. Students build a foundation of academic language which is enhanced by constant exposure to both new and familiar vocabulary.

Students are placed in small flexible groups for targeted instruction based on LAB-R, NYSESLAT, and DRA results. They are grouped according to proficiency levels as follows: Beginner (6 students); Intermediate (3 students); and Advanced (2 students). Beginner and intermediate students receive 360 minutes of ESL instruction per week while advanced level students receive 180 minutes of ESL instruction weekly. Students are offered ESL content area instruction aligned with NYC and NYS standards in ELA, math, science and social studies. Besides receiving the mandated ESL services, students receive 90 minutes of ELA instruction daily. Although our students' first language is recognized and valued as a bridge to support the acquisition of the second language, grade level academic work is provided in English only and ESL strategies are incorporated to foster English proficiency.

Currently, few of our ELLs have any academic background knowledge in their native language and many do not have fluent verbal communication skills either. Therefore instruction is exclusively given in English and is differentiated based on ability and interests. However, students with the same native language are grouped together daily to support each other in small-group instructional contexts. Content area instruction is delivered in English through the use of ESL methodology. Teachers integrate modeling, bridging, and contextualization techniques to scaffold instruction for ELL students. Explicit vocabulary instruction supports language acquisition. Graphic organizers and visuals are used as a tool to develop students' writing skills. To accelerate academic achievement we target language development across the grades and content areas, with great emphasis on active engagement via interactive experiences.

Teachers meet weekly to review students' progress and plan instruction. Specifically, the ESL teacher and content area teachers meet regularly to ensure curriculum alignment. The administration provides for common planning sessions to insure that:

- Teachers provide students with opportunities to be involved in purposeful conversations
- All language modalities are incorporated into the lesson - for example group discussions, journals etc.
- There is ongoing collaboration between content area and ESL teachers to create a learning community knowledgeable about the linguistic needs of ELL students
- The literacy coach works closely with teachers to support rigorous instruction.

The ESL teacher also consistently communicates with parents to share school related information.

To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, **Side by Side**, **Shining Star** and **Getting Ready for the NYSESLAT**. Oral communication skills are developed through the use of Read-Alouds and Shared Reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student.

All ELL students, regardless of proficiency levels, are required to take all content area citywide and state exams. Students for whom native language translations are available can take content area exams in their native language. The ESL teacher monitors the academic progress and language development of those students who have scored at the proficient level on the NYSESLAT exam and therefore exit the ESL program. The classroom teacher and the ESL teacher determine if the child should receive additional AIS services. Students reaching proficiency are provided with support from the ESL teacher for at least one year. They read books at a higher level and do oral presentations. Further, the after-school tutorial program is also employed as a support for children who have recently exited the ESL program.

In order to monitor the progress of ELL students throughout the course of the school year, the ESL and classroom teachers use informal assessments in reading, listening, speaking and writing. The ESL teacher collaborates with the ELL child's classroom teacher regarding the student's progress, curriculum, available ESL materials, testing concerns and ESL methodology. Through shared rubrics, teacher observations, anecdotal reports, checklists and teacher-made tests, the ESL teacher receives valuable feedback from other teachers regarding the child's progress, both academically and socially within the mainstream class.

To support students with Interrupted Formal Education (SIFE), MS 353 will administer a variety of tests in order to accurately determine students' strengths and weaknesses. This will guide instruction and the delivery of Academic Intervention Services (AIS). We will provide small group instruction that focuses on word study, sight words, and vocabulary development to help students become beginning readers. They will use simple computer programs to develop listening comprehension and basic reading skills. They will also receive additional services in language acquisition via tutoring in our extended day and after- school program. Counseling services are an integral part of this skills building program.

Newcomers, students with less than three years in the US, constitute a small portion of our classes at MS 353. When a new student is registered, we provide an informal student orientation, and a buddy system that will assist the student during the day. Newcomers receive intensive instruction in basic language skills such as pronunciation, phonics, phonemic awareness and vocabulary development. The students are in the classroom with their English-speaking peers and conversation is encouraged between all students to enhance English language acquisition. Additionally they receive differentiated instruction from the ESL teacher and classroom teachers who have been given professional development in best practices for ELLS.

The students receiving ESL services from 4 to 6 years perform well in listening and speaking, while reading and writing represent a challenge. Thus they are assigned individualized supplemental work so they can have additional at-home practice to accelerate their progress. Further, based on data from the NYSESLAT and comparison of previous year levels on the test, we focus on areas of weakness and service these students in our after school program to enhance language acquisition. To build their reading fluency, they read books on their proficiency level and use the library books to read at home. To enhance their writing skills, the ESL teacher models the writing process and uses graphic organizers to assist students in sequencing and organizing their writing projects.

An analysis of the NYSESLAT, ELA and Math assessments for our long-term ELL has shown severe deficiencies in reading and writing skills. Our plan for this student will include targeting higher order thinking skills such as inference and analytical skills. In addition, our long term ELL student will read specially designed ESL books and the development of the four language skills - listening, speaking, reading, and writing – will be emphasized. Long term ELL students will also attend the After-school Enrichment Program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics. Through day, extended day and after school academic intervention programs the student participates in a broad range of activities that promote literacy and mathematic skills.

Since all students are expected to meet all performance standards and benchmarks, our instructional program offers all students, including our special needs students, day, extended day and after-school instruction in literacy and math each week. Teachers in science and social studies differentiate learning for ELLs by using visuals and manipulatives to illustrate concepts, and graphic organizers are used to sequence steps and increase students' ability to recall information. ELLs with special needs have guided instruction that match the students' IEPs, along with differentiated instruction planned collaboratively with the ESL teacher and the Special Education staff. Collaboration between all providers is the focus of our plan to enrich instruction and assist students in the classroom.

Students in transition from elementary to intermediate school participate in an orientation session before entering MS 353. Parents are invited to become acquainted with various programs and translation service is provided as applicable. Students receive information about the academic and enrichment opportunities available to them. They get a tour of the building and meet the staff who will be working with them. Students who are transitioning into high school meet with the guidance counselor who assists them in reviewing the high school directory and completing the application process.

All staff members, including administrators, the Guidance Counselor, Secretary, Family Assistant, Parent Coordinator and general and special education teachers are provided with professional development relevant to the needs of our ELLs. Professional development workshops are provided by school staff and the School Support Organization to expand teachers' repertoire in scaffolding instruction for ELL students. Teachers are also encouraged to attend professional development offerings through Protraxx, the Office of English Language Learners and Bilingual Education/ESL Technical Assistance Center (BETAC). This includes the 7.5 hours of ESL training provided by the Learning Support Organization and the (BETAC). Workshops include: **Scaffolding Strategies for ELLs, Analysis and Interpretation of Data, and Understanding the NYSESLAT and the Implications for Instruction.**

To promote learning at home, all parents including the parents of ELL students are invited to participate in the PTA and all workshops during the year. Newly arrived parents often express reservations about participating in school activities due to insecurities about their own English Language skills or unfamiliarity with the school system in general. To support them, the Parent Coordinator does outreach for parents to indicate the areas of need and schedules workshops in which they are invited to participate. In addition, they are encouraged to become involved in school celebrations such as **Culture Day, Bring Your Family to School Week**, holiday concerts, curriculum fairs, award ceremonies and talent shows. They are also offered the opportunity to come to school on selected days to learn technology skills and view their children's performance data on ARIS. Two bilingual staff members provide translation services when needed.

Part IV: Assessment Analysis

Data from the 2009-10 LAB-R and NYSESLAT show that seven of our 11 ELL students took the exams with the result that there are 3 beginners, 2 intermediate and 2 advanced level students. Currently, there are three new students who did not take the NYSESLAT exam and one student who tested at intermediate level in 2008 but was not in the country for any assessment in 2009 and 2010. For the 2010 NYSESLAT, our RNMR data by grade show that:

Grade 6: Two students took the exam and scored as follows:

Speaking/Listening (S/L): One student is advanced
One student is proficient

Reading/Writing (R/W): One student is advanced
One student is intermediate

Grade 7: One student took the exam and scored as follows:

Speaking/Listening (S/L): The student is advanced

Reading/Writing (R/W): The student is a beginner

Grade 8: Four students took the exam and scored as follows:

Speaking/Listening (S/L): One student is intermediate
Two students are proficient
One student is advanced

Reading/Writing (R/W): Two students are beginners
Two students are advanced

Data for the 2010 New York State English Language Arts assessment show that 6 of our 9 ELLs took that exam. For grade 6, two students took the exam in grade 5 and one scored at performance level 1 while the other scored at performance level 2. For grade 7, one student took the exam in grade 6 and scored at performance level 1. For grade 8, three students took the exam in grade 7 and one scored at performance level 2 while two scored at level 1.

Similarly, data for the 2010 New York State Mathematics assessment show that 7 of our 9 ELLs took that exam. For grade 6, two ELL students took the exam in grade 5, and one scored at performance level 3 while the other scored at level 2. For grade 7, one ELL took the exam and scored at performance level 2. For grade 8, four ELL students took the exam in grade 7 and two scored at performance level 2, while the other two scored at performance level 1.

Data from the 2008 New York State Science assessment show that of 2 ELLs who took the exam in their fourth grade year, two scored at performance level 2, one at level 1 and two at level 3. Similarly, of the 5 ELLs who took the New York State Social Studies exam in their fifth grade year, two scored at performance level 1, one scored at performance level 2 and two scored at level 3.

ELLs, as all students, are administered the Teacher's College Reading and Writing Assessment which indicates reading levels and pinpoints the main areas that need to be focused on when planning instruction. ELL Periodic assessment data for 2009-2010 are also used to identify instructional needs. For that assessment, data patterns across proficiency levels and grades show that of the five ELL students tested, one met the standard in reading, one in writing and three in listening. Most students scored the highest on the listening segment. These data indicate that all ELL students are in great need of targeted instruction to improve reading and writing skills. There is a clear need to strengthen phonemic awareness to improve reading fluency, reinforce comprehension strategies to improve reading proficiency and provide explicit instruction and scaffolding activities to build proficiency in writing.

Data from the formal and informal assessments referenced above also indicate that there are distinct patterns in proficiency levels in the four modalities of listening, speaking, reading and writing. Results show that across the grades, students are most deficient in reading and writing skills and strongest in Listening /Speaking skills. Therefore, we will use these areas of strength to enhance Reading/Writing modalities by practicing dictation to writing skills, and note-taking skills to write sentences, paragraphs, and essays. However, during ESL instructional time students will be exposed to a variety of interactive learning experiences that incorporate all 4 modalities. Differentiated strategies will be used to improve reading fluency and listening and writing assignments will meet the requirements of the NYSESLAT. Techniques such as bridging, reflecting, questioning and modeling will be used in conjunction with picture books, charts, maps and posters to scaffold instruction and thus enhance English Language proficiency.

The data from all assessments, including the ELL periodic assessments, are shared at and inform planning and decision making at School Leadership team meetings. Strategies and structures are developed collaboratively and funds are allocated to payments for instructional materials, tutoring services, via day extended day and afterschool academic intervention and enrichment programs, and common planning team meetings. This insures multiple opportunities for teachers to meet with students and each other, individually or in small groups, in order to insure that students' weaknesses and progress continue to guide instruction daily. In addition, the ESL teacher and Data Specialist compile the data on each student and use that information to address students' needs and set class goals. The school's Inquiry team has also developed instructional plans to further support the needs of ELL students who are members of target groups of individual teachers.

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.

ELL students report that they do not get much help at home as most parents do not read, write or speak English. To meet the language translation and interpretation needs of our students and their families, we utilize our bilingual school aide and teacher of Spanish to facilitate parent conferences and telephone calls to families through use of DOE sites we are able to send home notices in all applicable languages. However, for parents who speak Arabic we need to hire foreign language translators/interpreters who will assist us in reformatting documents and notices for them. Our Spanish teacher helps to prepare our ELL students to meet assessments and accountability goals as set forth by DOE and NYSED.

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.

Most ELL families are unable to provide the help their children need because they do not speak English. Parents are anxious to be involved in their children's education but are hindered by the language barrier. As noted previously ELL students also report that notices and telephone calls to their homes are not meaningful to parents who do not read, write or speak English. Therefore they do not have help at home. These findings were reported to the school community at staff planning meetings, PTA and SLT meetings.

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.

The DOE has provided us with translated documents in a number of languages. On-line documents will be downloaded and printed for distribution. We will make every effort to ensure that students take notices home to parents as well as have the parent coordinator contact parents. We expect that by providing foreign language translators who will translate documents and notices in the language our parents speak and/or read we

will empower them to help their children with homework, projects and other school activities. DOE vendors and selected school staff will be called upon written translation services.

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.

We will use bilingual school staff to meet our needs for oral interpretation services. Our oral interpretation team will communicate with parents and others about AIS, Learning Standards, Open School, After-school programs, holiday events, PTA and SLT meetings. Team members will also serve as proctors and tutors for ELL assessments and attend major events as interpreters. This will enhance parental involvement in school activities and promote improved student achievement.

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>.

A directory of translation services providers will be maintained and shared with parents of ELLs and the entire school community. Further, we will make document A-663 available to all parents and staff members. In addition, posters advertising interpretation and translation services will be downloaded from the DOE site and placed on hallway walls to notify parents of these services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	169,903	20,750	190,653
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,700		1,700
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,496	*	
4. Enter the anticipated 10% set-aside for Professional Development:	19,065	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: **93%**
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.

The teacher identified is receiving support in preparing for success on the two assessments that she needs to complete. A coach is assigned to work with her one to one on the areas of weaknesses identified by data from previous unsuccessful attempts to attain the cut score required by the assessments. Title 1 Highly Qualified funds have been set aside to provide financial support for professional development as applicable in this case. Funds will also be allocated to replace the teacher, if necessary, at the end of the 2010-2011 school year. With our progress report grade of "A" for the past four years and inclusion in the "Teachers of Tomorrow" program, along with a vacancy posting, distribution of our school brochure, recommendations by teachers on staff and participation in employment fairs, we will be able to fully staff our school with highly qualified pedagogues in all areas of need by the next school year.

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

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

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

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

School Parental Involvement Policy

I. General Expectations

MS 353 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- 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 their child's learning and are encouraged to be actively involved in their child's education at school
 - that 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; and the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. MS 353 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Parents will be actively involved in the monthly School Leadership Team and PTA meetings, where they will be invited to participate fully in decision making. In addition, MS 353 recognizes the importance of parental involvement in student achievement and will encourage regular communication between staff and parents through a variety of means. Parents will be invited to participate in all school functions including PTA Meetings, and Parent/Teachers Conferences. A full time family worker and a Parent Coordinator will be assigned to facilitate collaborations throughout the school community.

2. MS 353 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: same as above
3. MS 353 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: This includes allocating budgeted resources to allow parents to establish structures and communication systems for community involvement on a large scale and utilizing various funds as applicable to implement planning sessions and workshops for parent involvement.
4. MS 353 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: NOT APPLICABLE
5. MS 353 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it and explaining what role parents will play)
6. MS 353 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

In addition to surveys and learning walks, we will engage parents in a thorough analysis of student achievement and attendance data, in order to identify and meet the needs of all students, especially our “most at risk” students. Our analysis will include a review of:

- Item analyses, raw and scale scores on standardized assessments – Acuity Reports
 - AIS data, conferences with students regarding weaknesses, strengths, next steps,
 - Rubric based assessments of student work (notebooks, projects, reports, portfolios, and oral presentations)
 - Results of Periodic Assessments and teacher made tests
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing for a variety of workshops on topics in literacy and numeracy to support high achievement by all students.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by fostering ongoing communication through Parent Teachers meetings, grade and faculty conferences, professional development sessions and parent workshops. Additionally, the Family Assistant will act as a liaison between staff and parents.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: NOT APPLICABLE
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Foreign language translators and interpreters will be hired to provide oral and written language translation and interpretation services all year. Ongoing communication will be fostered through Parent Teachers meetings, grade and faculty conferences, professional development sessions and parent workshops. Additionally, the Family Assistant will act as a liaison between staff and parents. In partnership with our Parent Teachers' Association (PTA), and the School Leadership Team (SLT), the school will insure that all constituents participate in our planning for success.

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

SCHOOL-PARENT COMPACT

The Elijah Stroud Middle School (17K353), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

1. Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.

The Elijah Stroud Middle School will:

- a. Provide all students with high-quality learning experiences; the school has integrated all of the city mandated literacy and mathematics programs across the grades, with ongoing use of core curriculum materials in all subject areas. In addition, our school provides a variety of day, extended day, after-school and weekend programs that address the academic as well as social and emotional needs of our students. These include Academic Intervention Services (AIS) push-in and pull-out programs, advisory, peer mediation and after school enrichment programs in the arts, mathematics, English Language Arts, science, social studies and recreational sports. Our technology lab also offers every child exposure to technology based intervention programs and project based learning activities in all core disciplines.
- b. Professional Development initiatives are in place to help teachers develop and implement rigorous, engaging, needs-based, and data-driven lessons. On site professional development sessions are facilitated by the Principal, Assistant Principal, Mathematics Coach and consultants. Our Community Learning Support Organization (CLSO) also provide staff development workshops for instructional and support staff. Our primary goal is to enable all teachers to be successful in improving student achievement.

2. Describe when the parent-teacher conferences will be held.

The parent-teacher conferences will be held in November 2010 and February 2011. In addition, conferences will be held monthly for selected students based on risk factors and progress reports that are issued to parents every 6 weeks.

3. Describe when and how the school will provide reports to parents.

Parents will be contacted as needed for selected students, monthly via progress reports that are sent home and quarterly with report cards. The new ARIS Parent Link will be used as an integral part of this process.

4. Describe when, where, and how staff will be available for consultation with parents.

The school maintains an open door policy with staff being accessible to parents with or without appointments. During the school day, a parent room is staffed by a Parent Coordinator who facilitates these conferences and a Family Assistant facilitates follow up as per parents' request. If necessary, a teachers' class is covered to insure that meetings take place at the request of parents.

5. Describe when and how parents may volunteer, participate, and observe classroom activities.

Parents may visit the school during the day or call to schedule a classroom visit or serve as a speaker/volunteer on selected days. An administrator will have an initial conference with the parent to facilitate a request to serve as a volunteer or observe classroom instruction.

Parent Responsibilities

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

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring the amount of television our children watch.
4. Volunteering in our child's classroom.
5. Participating, as appropriate, in decisions relating to our child's education.
6. Promoting positive use of our child's extracurricular time.
7. Staying informed about our child's education and communicating with the school by promptly reading all notices from the school or the school district either received by our child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as Title I Policy Advisory Committee, the School Leadership Team or other school advisory or policy groups.

Student Responsibilities

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

1. Do our homework every day and ask for help when we need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to our parents or the adults who are responsible for our care all notices and information received from the school every day.

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.

□MS 353 recognizes the need for a new structure in school funding plans designed to support high quality instruction across the curriculum, including all members of the school community. The school will conduct internal review using surveys with staff and students and will participate in a peer review in the 2010-2011 school year. Results of these assessment activities will be shared with the School Leadership Team, all teachers, staff developers and coaches who will utilize this information to build on identified strengths as well as address weaknesses.

Additional teachers, parents and students surveys and focused learning walks will be utilized for feedback and program development. Progress reports will be issued during the middle of each quarter and parents of students who are performing poorly or are consistently late to or absent from school will be asked to come for conferencing. The School Leadership Team will develop the Comprehensive Educational Plan to ensure alignment with instructional initiatives.

In addition to surveys and learning walks, we will engage in a thorough analysis of student achievement and attendance data in order to identify and meet the needs of all students, especially our “most at risk” students. Our analysis will include a review of:

- a. Item analyses, raw and scale scores on standardized assessments and results of Periodic Assessments and teacher made tests
- b. AIS data, conferences with students regarding weaknesses, strengths, next steps,
- c. Rubric based assessments of student work (notebooks, projects, reports, portfolios, and oral presentations)
- d. Scores on report cards and data on incidents and suspensions.

2. School-wide reform strategies that:

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

MS 353 school climate is collaborative and comprised of a dedicated community of learners. Led by the Principal and Assistant Principal, all members of the school community are actively involved in the education of our children. The staff includes the Principal, an Assistant Principal, 14 teachers, 1 secretary, a guidance counselor, a family assistant, a parent coordinator and 2 school aides. A data-driven system is used to identify and address students' needs through both formal and informal assessments. All students, including our English Language Learners and Special Education students are provided with small group instruction for both educational support and enrichment.

- 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.

In addition to our regular day instructional program, our school provides a variety of day and extended day services that address the academic as well as social and emotional needs of our students. These include AIS push-in and pull-out programs, social responsibility training, math and literacy after school programs. The school also has a technology center to support independent study and reading /writing activities.

- o Help provide an enriched and accelerated curriculum.

Please see above and refer to Appendix 1 and pages 13-17

- o Meet the educational needs of historically underserved populations.

Please see above and refer to Appendix 1 and pages 13-17

- 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.

Please see above and refer to Appendix 1 and pages 13-17

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

Please see above and refer to Appendix 1 and pages 13-17

3. Instruction by highly qualified staff.

Ninety three percent (93%) of the pedagogical staff is fully licensed and assigned to this school. One hundred percent (100%) of all teachers have taught more than two years in a school. All members of the school community are actively involved in the education of our children and have been extremely supportive. To provide all students with high quality learning experiences, the school has trained the staff in integrating all of the city mandated literacy and mathematics programs across the grades, with ongoing use of core curriculum materials in all subject areas.

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.

Professional Development initiatives are in place to help teachers develop and implement rigorous, engaging, needs-based, and standards-driven lessons. Led by the Principal and Assistant Principal, our entire staff is constantly engaged in collaboration due to structures such as biweekly grade meetings and monthly faculty conferences. Further, weekly common planning sessions are designed to support student achievement by creating teams of teachers that meet by grade and/or discipline to collaborate on assessment, technology integration, AIS/small group tutoring, extracurricular activities, curriculum mapping, lesson planning, examination of student work, data analysis, needs assessment and goal setting. Teachers also attend off site staff development workshops arranged by network leaders and other instructional supervisors from the Department of Education.

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

The school has not experienced any difficulty in attracting highly qualified staff and has had to excess staff in each of the past three years. However, through postings on the school's portal, distribution of a school brochure, recommendations by teachers on staff and participation in employment fairs, each year we have been able to staff our school with pedagogues in all areas of need. In each of the past four years, our progress report grade of "A" and inclusion in the "Teachers of Tomorrow" program have also helped to attract staff to our school.

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

The school will provide assistance to parents in understanding topics such as the State's academic achievement standards; State and city assessments, including alternate assessments; how to monitor their child's progress, and how to work with educators. The school will also provide materials and training to

help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing for a variety of workshops on topics in literacy and numeracy to support high achievement by all students.

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.

Professional Development initiatives are in place to help teachers develop and implement rigorous, engaging, needs-based, and data-driven lessons. On site professional development sessions are facilitated by the Principal, Assistant Principal, Mathematics Coach and consultants. Our Community Learning Support Organization (CLSO) also provides for staff development workshops for instructional and support staff. Our primary goal is to enable all teachers to be successful in improving student achievement.

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.

To provide all students with high-quality learning experiences, the school has integrated all of the city mandated literacy and mathematics programs across the grades, with ongoing use of core curriculum materials in all subject areas. In addition, our school provides a variety of day, extended day, and after-school programs that address the academic as well as social and emotional needs of our students. These include Academic Intervention Services (AIS) push-in and pull-out programs, advisory, peer mediation and after school enrichment programs in the performing arts, mathematics, English Language Arts, science, social studies and sports. Our technology lab also offers every child exposure to technology based intervention programs and project based learning activities in all core disciplines.

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.

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by fostering ongoing communication through Parent Teachers meetings, grade and faculty conferences, professional development sessions and parent workshops. Additionally, the Family Assistant will act as a liaison between staff and parents.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA.

The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			169,903	✓	12, 14, 15, 16 , 17
Title I, Part A (ARRA)	Federal	✓			20,750	✓	20
Title II, Part A	Federal			N/A			
Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal	✓			17078	✓	15,20

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content 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.

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

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

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

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

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

N/A

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

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

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

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

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

School Under Registration Review (SURR)

JANUARY 2011

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

All SURR schools must complete this appendix.

N/A

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **6**
2. Please describe the services you are planning to provide to the STH population.

All staff will be provided with sensitivity training to insure success in meeting the specific needs of these students and their families. In addition, there will be day, extended day and after school activities that meet the students' academic, social and emotional needs. Our advisory program and counseling services will be used to provide these students with training in conflict resolution, violence prevention and other services relative to the needs of each identified student. For parents, there will be daily attendance outreach through telephone calls, mailings and home visits to address circumstances inhibiting student attendance and achievement. There will also be parent workshops to address topics including health care, housing, parenting and violence prevention strategies.

Part B: FOR NON-TITLE I SCHOOLS N/A

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Elijah Stroud Middle School					
District:	17	DBN:	17K353	School		331700010353

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.7	93.0	90.9
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		93.1	89.3	94.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	55	36	55	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	61	53	36		85.0	96.0	98.0
Grade 8	57	62	50				
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		13	16	6
Grade 12	0	0	0				
Ungraded	1	0	0	Recent Immigrants - Total Number:			
Total	174	151	141	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	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	34	31	30	Principal Suspensions	74	95	36
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	22	28	6
Number all others	11	13	10				

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	15	15	14
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	4
# receiving ESL services only	4	10	TBD				
# ELLs with IEPs	4	5	TBD	Number of Educational Paraprofessionals	1	1	3

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	6	22	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	33.3	40.0	35.7
				% more than 5 years teaching anywhere	53.3	40.0	35.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	60.0	85.7
American Indian or Alaska Native	0.6	0.7	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	84.5	84.1	82.3				
Hispanic or Latino	10.9	11.3	15.6				
Asian or Native Hawaiian/Other Pacific	1.7	2.0	0.0				
White	1.1	1.3	2.1				
Male	55.2	55.6	58.2				
Female	44.8	44.4	41.8				

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native		-				
Black or African American	v	v				
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
Students with Disabilities	X	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	3	4	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	70.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	47.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	6.3					

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 304	District 17	School Number 353	School Name Middle School 353
Principal Claudette Essor		Assistant Principal Tricia Delauney	
Coach Karen Evans		Coach	
Teacher/Subject Area Olga Ushitskaya		Guidance Counselor David Smith-Rutherford	
Teacher/Subject Area Osmond Miller		Parent Tracey Reid	
Teacher/Subject Area Annette McDonald		Parent Coordinator America Daniels	
Related Service Provider N/A		Other	
Network Leader Lucile Lewis		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	142	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	6.34%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

At enrollment, students are identified by the Home Language Identification Survey (HLIS), which includes an interview of the parent (s) and student by our ESL certified teacher and the Principal, to make an initial determination of the child's home language. This process is formalized by a Home Language Identification Survey (HLIS) that parents complete to show what language the child speaks at home. The ESL teacher conducts an informal interview in English, and if necessary in the child's native language, with translation being done by a staff member or with assistance from the Translation Unit.

Once the HLIS is collected from the parents and the ESL teacher or interviewer determines another language is spoken at home, the child is administered the Language Assessment Battery Revised (LAB-R) to establish the child's English proficiency level. Students who score below proficiency on the LAB-R are deemed eligible for state mandated services for ELLS. Spanish-speaking students who score below the proficiency level on the English LAB-R are administered the Spanish LAB solely to determine native language proficiency.

The administration of the LAB-R takes place within 10 days of the student's initial registration in the school. Within 10 days of registration parents are also informed of the date to attend a parent orientation. The orientation session is presented by the ESL teacher and the Principal. At the orientation parents learn about the program choices offered to eligible students (Transitional Bilingual Education: TBE; Freestanding ESL, and/or Dual Language).

As mandated by New York State, all ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) yearly, to assess English proficiency and determine continued eligibility in the program. In addition, ongoing assessment of language acquisition proficiency is done through analyses of data from the NYSESLAT. We look at the past three years of data from the NYSESLAT to determine patterns of growth and evaluate modality scores (reading/writing; listening/speaking) to determine students' strengths and weaknesses and identify instructional needs. Further, other formal and informal assessments are used to inform instruction. The primary goal of the program is for all ELLs to attain proficiency in English within 3 years.

The ELL Parent Information Case (EPIC) toolkit is used to help parents understand the process, choices and programs offered to their students. A brochure is given to parents at the orientation and they listen and watch a DVD showing programs offered. All materials are available in the nine major languages in our system. Any parent needing another language for this orientation process will be given a translator from the Translation Unit, to ensure complete understanding of the programs and choices.

After viewing the DVD parents are given a Parent Survey and Program Selection form to choose the program they want their child to participate in. Parents fill out the forms on site, or if time is needed, they are asked to return the forms within one week (either with their child or through the US postal service). Parents are notified (phone calls and then through registered mail) if the forms are not returned within the time frame given. Entitlement (or non-entitlement) letters are distributed to parents upon scoring of the initial (LAB-R) exam. All parent-related documents are taken from the EPIC toolkit.

Over the past several years, parents have consistently elected the freestanding ESL program that we offer. When speaking with parents regarding their choice of programs, they have opted to enroll their children in the freestanding model. Thus, our program is aligned with the parent requests. However, if a parent chooses a program not offered in this school they are given assistance in finding a school with the program of their choice.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	3		0	5		4	1		1		9
Total	3	0	0	5	0	4	1	0	1		9

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

C. Home Language Breakdown and ELL Programs

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

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

ELL students participate in a free standing English as a Second Language (ESL) pull-out program with services provided by a licensed ESL teacher. All students receive rigorous instruction in English Language skills as well as in the content areas of mathematics, social studies and science as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is aligned with ESL and Native Language Arts (NLA) standards and the core curriculum. It is also data driven and customized to meet the needs of all ELLs. The workshop model of instruction is used to deliver high quality, differentiated instruction for our ELLs. The ESL Program also utilizes technology such as ESL software, CD's with pre-recorded text, web-sites for ESL students, computer quizzes and graphic organizers. Students build a foundation of academic language which is enhanced by constant exposure to both new and familiar vocabulary.

Students are placed in small flexible groups for targeted instruction based on LAB-R, NYSESLAT, and DRA results. They are grouped according to proficiency levels as follows: Beginner (4 students); Intermediate (3 students); and Advanced (2 students). Beginner and intermediate students receive 360 minutes of ESL instruction per week while advanced level students receive 180 minutes of ESL instruction weekly. Currently, few of our ELLs have any academic background knowledge in their native language and many do not have fluent verbal communication skills either. Therefore instruction is exclusively given in English and is differentiated based on ability and interests. However, students with the same native language are grouped together daily to support each other in small-group instructional contexts.

Content area instruction is delivered in English through the use of ESL methodology. Teachers integrate modeling, bridging, and contextualization techniques to scaffold instruction for ELL students. Explicit vocabulary instruction supports language acquisition. Graphic organizers and visuals are used as tools to develop students' writing skills. To accelerate academic achievement we target language development across the grades and content areas, with great emphasis on active engagement via interactive experiences.

To support students with Interrupted Formal Education (SIFE), MS 353 will administer a variety of tests in order to accurately determine students' strengths and weaknesses. This will guide instruction and the delivery of Academic Intervention Services (AIS). We will provide small group instruction that focuses on word study, sight words, and vocabulary development to help students become beginning readers. They will use simple computer programs to develop listening comprehension and basic reading skills. They will also receive additional services in language acquisition via tutoring in our extended day and after-school program. Counseling services will be an integral part of this skills building program.

Newcomers, students with less than three years in the US, constitute a small portion of our classes at MS 353. When a new student is registered, we provide an informal student orientation, and a buddy system that will assist the student during the day. Newcomers receive intensive instruction in basic language skills such as pronunciation, phonics, phonemic awareness and vocabulary development. The students are in the classroom with their English-speaking peers and conversation is encouraged between all students to enhance English language acquisition. Additionally they receive differentiated instruction from the ESL teacher and classroom teachers who have been given professional development in best practices for ELLs.

The students receiving ESL services from 4 to 6 years perform well in listening and speaking, while reading and writing represent a challenge. Thus they are assigned individualized supplemental work so they can have additional at-home practice to accelerate their progress. Further, based on data from the NYSESLAT and comparison of previous year levels on the test, we focus on areas of weakness and service these students in our after school program to enhance language acquisition. To build their reading fluency, they read books on their proficiency level and use the library books to read at home. To enhance their writing skills, the ESL teacher models the writing process and uses graphic organizers to assist students in sequencing and organizing their writing projects.

Our plan for long term ELL students will include targeting higher order thinking skills such as inference and analytical skills. In addition, our long term ELL students will read specially designed ESL books and the development of the four language skills - listening, speaking, reading, and writing – will be emphasized. Long term ELL students will also attend the After-school Enrichment Program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics. Through day, extended day and after school academic intervention programs, long term ELL students will participate in a broad range of activities that promote literacy and mathematic skills.

Since all students are expected to meet all performance standards and benchmarks, our instructional program offers all students, including our special needs students, day, extended day and after-school instruction in literacy and math each week. Teachers in science and social studies differentiate learning for these ELLs by using visuals and manipulatives to illustrate concepts, and graphic organizers are used to sequence steps and increase students' ability to recall information. ELLs with special needs have guided instruction that match the students' IEPs, along with differentiated instruction planned collaboratively with the ESL teacher and the Special Education staff. Collaboration between all providers is the focus of our plan to enrich instruction and assist students in the classroom.

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

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

Paste response to questions 5-14 here

Students are offered ESL content area instruction aligned with NYC and NYS standards in ELA, math, science and social studies. Besides receiving the mandated ESL services, students receive 90 minutes of ELA instruction daily. In addition our instructional program offers all students, including ELLs, grade and age appropriate day, extended day and after-school intervention services in literacy and math each week. Their program also includes electives such as art, music, technology and advisory.

All ELL students, regardless of proficiency levels, are required to take all content area citywide and state exams. Students for whom native language translations are available can take content area exams in their native language. The ESL teacher monitors the academic progress and language development of those students who have scored at the proficient level on the NYSESLAT exam and therefore exit the ESL program. The classroom teacher and the ESL teacher determine if the child should receive additional AIS services. Students reaching proficiency are provided with additional support from the ESL teacher for at least one year. They read books at a higher level and do oral presentations. Further, the after-school program is also employed as a support for children who have recently exited the ESL program.

For 2010-2011, no service or programs for ELLs will be discontinued. Instead, there will be greater focus on differentiation of activities to match the proficiency levels of ELL students. In addition, the common core standards will be infused into instructional tasks and two new technology software programs (Castle Learning and Expert Space) will be used to enrich reading and writing skills by providing multiple opportunities for independent practice in all core disciplines. Further, each ELL student will have access to a desktop computer that supports guided as well as independent work in reading, writing, listening and speaking.

To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, texts such as Side by Side and Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of read-alouds and shared reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student.

Currently, few of our ELLs have any academic background knowledge in their native language and many do not have fluent verbal communication skills either. Thus, although our students' first language is recognized and valued as a bridge to support the acquisition of the second language, grade and age level instruction is exclusively given in English and is differentiated based on ability and interests. However, students with the same native language are grouped together daily to support each other in small-group instructional contexts.

Students in transition from elementary to intermediate school participate in an orientation session before entering MS 353. Parents are invited to become acquainted with various programs and translation service is provided as applicable. Students receive information about the academic and enrichment opportunities available to them. They get a tour of the building and meet the staff who will be working with them. Students who are transitioning into high school meet with the guidance counselor who assists them in reviewing the high school directory and completing the application process.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

All staff members, including administrators, the Guidance Counselor, Secretary, Family Assistant, Parent Coordinator and general and special education teachers are provided with professional development relevant to the needs of our ELLs. Professional development workshops are provided by school staff and the School Support Organization to expand teachers' repertoire in scaffolding instruction for ELL students. In addition, teachers meet weekly to review students' progress and plan instruction. Specifically, the ESL teacher and content area teachers meet regularly to ensure curriculum alignment.

The administration also provides for common planning sessions to insure that:

- Teachers provide students with opportunities to be involved in purposeful conversations
- All language modalities are incorporated into the lesson - for example group discussions, journals etc.
- There is ongoing collaboration between content area and ESL teachers to create a learning community knowledgeable about the linguistic needs of ELL students
- The literacy coach works closely with teachers to support rigorous instruction.

Teachers are also encouraged to attend professional development offerings through Protraxx, the Office of English Language Learners and Bilingual Education/ESL Technical Assistance Center (BETAC) to build their capacity to help our ELL students transition from elementary to middle school and from middle to high school. This includes the 7.5 hours of ESL training provided by the Learning Support Organization and the (BETAC). Workshops include: Scaffolding Strategies for ELLs, Analysis and Interpretation of Data, and Understanding the NYSESLAT and the Implications for Instruction.

E. Parental Involvement

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

Paste response to questions 1-4 here

To promote learning at home, all parents, including the parents of ELL students, are invited to participate in the PTA and all workshops during the year. There are partnerships with local businesses and service agencies to engage and empower parents as partners in school activities. The PTA coordinates a survey to determine parents' needs and school administrators lead staff in analyzing the the school's Learning Environment Survey to detect areas of needs. The Parent Coordinator also does outreach for parents to indicate the areas of need and schedules workshops in which they are invited to participate. In addition, they are encouraged to become involved in school celebrations such as Culture Day, Bring Your Family to School Week, holiday concerts, curriculum fairs, award ceremonies and talent shows. Further, they are also offered the opportunity to come to school on selected days for one to one Help sessions, Open School conferences, examination of their children's work folders, guided review of quarterly progress reports and analysis of their children's performance data on ARIS. Two

bilingual staff members provide translation services when needed.

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	2					3
Intermediate(I)							2							2
Advanced (A)									2					2
Total	0	0	0	0	0	0	2	1	4	0	0	0	0	7

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

Paste response to questions 1-6 here

The New York State LAB-R and English as a Second Language Achievement Test (NYSESLAT) assessments are used to evaluate English proficiency and determine instructional needs, with specific attention to differences in modality scores (reading/writing; listening/speaking). Data from the 2009-10 LAB-R and NYSESLAT show that seven of our 9 ELL students took the exams with the result that there are 3 beginners, 2 intermediate and 2 advanced level students. There are three students who tested as proficient in listening/speaking, three who are advanced and one beginner. Three students are beginners in reading/writing while three are advanced and one tested as intermediate. There are no beginners in listening/speaking and no student proficient in reading/writing. Currently, there is a new student with no LAB-R score yet and a sixth grade student who tested as intermediate in 2008 but was not in the country for the NYSESLAT in 2009 and 2010.

instruction and scaffolding activities to build proficiency in writing.

Data for the 2010 New York State English Language Arts assessment show that 6 of our 9 ELLs took that exam. For grade 6, two students took the exam in grade 5 and one scored at performance level 1 while the other scored at performance level 2. For grade 7, one student took the exam in grade 6 and scored at performance level 1. For grade 8, three students took the exam in grade 7 and one scored at performance level 2 while two scored at level 1.

Data from the formal and informal assessments referenced above also indicate that there are distinct patterns in proficiency levels in the four modalities of listening, speaking, reading and writing. Results show that across the grades, students are most deficient in reading and writing skills and strongest in Listening /Speaking skills. Therefore, we will use these areas of strength to enhance Reading/Writing modalities by practicing dictation to writing skills, and note-taking skills to write sentences, paragraphs, and essays. However, during ESL instructional time students will be exposed to a variety of interactive learning experiences that incorporate all 4 modalities. Differentiated strategies will be used to improve reading fluency and listening and writing assignments will meet the requirements of the NYSESLAT. Techniques such as bridging, reflecting, questioning and modeling will be used in conjunction with picture books, charts, maps and posters to scaffold instruction and thus enhance English Language proficiency.

The data from all assessments, including the ELL periodic assessments, are shared at and inform planning and decision making at School Leadership team meetings. Strategies and structures are developed collaboratively and funds are allocated to payments for instructional materials, tutoring services, via day extended day and afterschool academic intervention and enrichment programs, and common planning team meetings. This insures multiple opportunities for teachers to meet with students and each other, individually or in small groups, in order to insure that students' weaknesses and progress continue to guide instruction daily. In addition, the ESL teacher and Data Specialist compile the data on each student and use that information to address students' needs and set class goals. The school's Inquiry team has also developed instructional plans to further support the needs of ELL students who are members of target groups of individual teachers.

The success of the program is evaluated through analyses of the data gathered on each ELL student. The instructional team conferences with each other and with parents and students to monitor the progress of ELL students throughout the course of the school year. In addition, the ESL and classroom teachers use informal assessments in reading, listening, speaking and writing to evaluate program success as measured by improvement in student achievement. The ESL teacher collaborates with the ELL child's classroom teacher regarding the student's progress, curriculum, available ESL materials, testing concerns and ESL methodology. Through shared rubrics, teacher observations, anecdotal reports, checklists and teacher-made tests, the team receives feedback from all stakeholders regarding the child's progress, both academically and socially. Collectively, the data gathered lead to a conclusion re the effectiveness of the ESL program - strengths, weaknesses and needs.

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		