



**MS 534: THE ACADEMY FOR
INSTRUCTIONAL TECHNOLOGY**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 16K534
ADDRESS: 787 LAFAYETTE AVENUE, BROOKLYN, NY 11221
TELEPHONE: 718-574-6032
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS 534 **SCHOOL NAME:** Upper School @ PS 25

SCHOOL ADDRESS: 787 Lafayette Avenue, Brooklyn, NY 11221

SCHOOL TELEPHONE: 718-574-6032 **FAX:** 718-602-2357

SCHOOL CONTACT PERSON: Mr. W. Cooper **EMAIL ADDRESS:** wcooper@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. W. Cooper

PRINCIPAL: Mr. W. Cooper

UFT CHAPTER LEADER: Ms. L. David

PARENTS' ASSOCIATION PRESIDENT: Ms. Pearson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** Network 304

NETWORK LEADER: Ms. L. Lewis

SUPERINTENDENT: Ms. E. Santiago

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 |
|-----------------------|--|-----------|
| Mr. W. Cooper | *Principal or Designee | |
| Ms. L. David | *UFT Chapter Chairperson or Designee | |
| Ms. K. Pearson | *PA/PTA President or Designated Co-President | |
| Ms. Y. Manley | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Mr. J. Frazier | 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 | |
| Ms. K. Rogers | Member/Parent | |
| Ms. E. Perez | Member/ UFT Member | |
| Ms. S. Allen | Member/ UFT Member | |
| Ms. J. Frazier | Member/ Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Academy of Instructional Technology is a middle school with 256 students from grade 6 through grade 8. The school population comprises 79% Black, 19% Hispanic, 1% American Indian and 0.5% Asian/Pacific Islander students. The student body includes 3% English language learners and 23% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2009- 2010 was 88.7%. The school is in receipt of Title 1 funding with 100% eligibility. The school is located on the third floor of a building that it shares with an elementary school.

In a book entitled, Bridging the Digital Divide, Technology, Community, and Public Policy, the author, Lisa J. Servon, raises the issue of a digital divide in America. A digital divide is defined as the lack of access to information technology for certain segments of the population, training in order to use information technology for a range of purposes, and content that meets the needs and demands of disenfranchised groups and content that is created by these groups for a specific population. Part of the MS 534 mission is to address these issues.

MS 534 is where students S.O.A.R.!!! S.O.A.R. being the acronym for Studious, Organized, Articulate, & Responsible. These values were chosen because we as a school community believe that individuals with these qualities will be successful at every stage of their life.

We are presently in our 4th year of existence. Yet during this brief existence we have accomplished the following feats:

1. Creating a nurturing and caring community of faculty and staff who are very dedicated to the academic success of our students.
2. Success in attracting and keeping teachers from the NYC Teaching Fellows, Teach for America, and the International Teachers Programs.
3. A new and improved school program that allows students to participate in Art Clubs. Art Clubs are a unique way of students receiving art as mandated by the State Education Department. A survey was conducted to determine which genres of art students were interested in and Mr. Cooper used that information to partner with CBOs that could provided these services. Currently we offer Visual Arts, Dance, Drums, Vocal, and Drama. We are planning a talent show in the June.
4. A new and improved school program that allows our teachers to meet twice a week. Once in a grade level meeting, and once in a subject area meeting. During these meetings we conduct study groups, discuss grade related issues, look at student work, develop goals, plan intervisitations, and share best practices.
5. A new Media Arts program has been established through which students are learning how to use and complete projects using Photoshop and I-Movie. Last year we held our first annual Movie Night. During this event parents were invited to view short films that their children created. This year we are planning our second annual Movie Night with the addition of an "Academy Awards" flavor and after party. Next year we intend to offer three new electives: Digital Photography, Robotics, and Web Site Development.
6. The establishment of an Honor Society dedicated to recognizing students who have maintained an overall average of 80% or above for three marking periods. This year inducted students will go on a trip to the African American Museum in Philadelphia.

7. The establishment of the SOAR REWARDS incentives program. Through this program student have the opportunity to accumulate points toward a variety of prizes from the school store.
8. Utilization of technology to deliver instruction and to assess academic performance. Every department has access to smart boards, and LCD projectors. All teachers have access to a computer lab or laptop carts with laptops for student use.
9. A partnership with the UFT Teacher's Center through which teachers receive professional development, access to teaching materials and technology.
10. A diverse after school program, in collaboration with our Community Based Organization, CAMBA, comprised of academics, sports, the arts, and community service experiences for our students.
11. This year the Special Education department was fully departmentalized. This enables special needs students to share in the same middle school experience general education students do.
12. This year the 6th Grade is fully departmentalized. This enabled sixth graders to receive a more balanced curriculum.
13. We are chosen by the NYC DOE as one of 51 schools to receive additional funding to support program targeted at addressing the socio-emotional needs of our students.
14. We established a partnership with the ICAN Learn Corporation. Through this partnership students with deficiencies in math will receive computer assisted instruction that is differentiated to meet their specific areas of difficulty.
15. Periodic Honor Roll trips for students who make the Bronze, Silver, or Gold Honor Roll. To date students have gone to the Liberty Science Center, the NY Philharmonic, The Little Mermaid, and
16. Administration of the Acuity periodic assessments in English and Mathematics.
17. A number of sports teams including a Girls basketball team that made the playoffs in the Girls for Gender Equity Basketball League.
18. Our physical education program is very effective with 86 % of our students completing the required Fitness gram.
19. A new parent coordinator with tremendous knowledge of the school and skills in the areas of community organizing and development was hired to increase parent participation.
20. Successfully partnering with L.E.A.P. to conduct monthly Family Fun Night events. At these events students and their parents are invited to workshops on African dancing, stress management, yoga, acting, and creating writing.
21. The Discipline Committee was formed. Discipline at the school has improved tremendously. Each grade level has a dean that oversees the disciplinary issues that arise. At these weekly meetings that state of the school, arising issues, and solutions are discussed. Due to the efforts of the Discipline Committee student tardiness has dropped almost 85%. The students feel safer at the school and are not afraid to come to school.
22. Monthly assemblies are conducted to honor students who have 100% attendance.
23. Monthly 100% attendance trips are conducted to reward students who come to school everyday. To date students have gone on trips to the Bronx Zoo, Ice Skating, The Museum of Natural History, the movies, Madame Tussaud's Wax Museum, and the Brooklyn Aquarium.
24. Teachers developed year long curriculum maps in the four major subjects, complete with marking period assessments, lesson plan topics based on the NY State Standards.
25. Teachers are now completing item analyses of their classroom exams and using that information to inform corrective actions, differentiate instruction and ensure the success of all of their students.
26. A partnership with AMER-I-CAN, a CBO, that provides counseling for at-risk youth.
27. A partnership with Rotunda Gallery to conduct a 12 week art class to motivate students with 70% or below attendance to come to improve their attendance.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|--------|---------------|--------|--------------------------|--------------|
| School Name: | MS 534 | | | | |
| District: | 16 | DBN #: | 16K534 | School BEDS Code: | 331600010534 |

| DEMOGRAPHICS | | | | | | | | | |
|---|---------------------------------------|----------------------------|-----------------------------|---|-----------------------------|-----------------------------------|----------------------------|---------------------------------------|---------------------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
| | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | | | | | 87.5 | 89.1 | 88.7 | | |
| Kindergarten | | | | | | | | | |
| Grade 1 | | | | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | | | | 88.9 | 89.1 | TBD | | |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 90 | 77 | 62 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 92 | 93 | 81 | | 68.4 | 73.0 | 68.9 | | |
| Grade 8 | 66 | 83 | 91 | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | 2 | 21 | TBD | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 248 | 254 | 234 | | 2 | 1 | 0 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 31 | 42 | 46 | Principal Suspensions | 1 | 3 | TBD | | |
| No. in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 12 | 11 | TBD | | |
| Number all others | 21 | 14 | 17 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # receiving ESL services only | 5 | 5 | 8 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 0 | 1 | 4 | (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 | 22 | 24 | TBD |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 6 | 5 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | 1 | 0 | TBD |
| | 2 | 2 | TBD | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| American Indian or Alaska Native | 2.4 | 0.8 | 0.0 | Percent more than two years teaching in this school | 0 | 54.2 | TBD |
| Black or African American | 76.6 | 79.1 | 79.9 | Percent more than five years teaching anywhere | 40.9 | 41.7 | TBD |
| Hispanic or Latino | 20.2 | 18.9 | 19.2 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.4 | .04 | 0.0 | Percent Masters Degree or higher | 59.0 | 67.0 | TBD |
| White | 0.4 | 0.8 | 0.9 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 95.8 | 93.6 | TBD |
| Multi-racial | | | | | | | |
| Male | 50.0 | 48.0 | 50.4 | | | | |
| Female | 50.0 | 52.0 | 49.6 | | | | |

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|--|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| 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): | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <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: | | ELA: | |
| | Math: | | Math: | |
| | Science: | | Grad. Rate: | |

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------|---|------------|
| Overall Letter Grade | B | Overall Evaluation: | PROFICIENT |
| Overall Score | 65.0 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | PROFICIENT |
| School Environment (Comprises 15% of the Overall Score) | C | Quality Statement 2: Plan and Set Goals | PROFICIENT |
| School Performance (Comprises 25% of the Overall Score) | A | Quality Statement 3: Align Instructional Strategy to Goals | PROFICIENT |
| Student Progress (Comprises 60% of the Overall Score) | B | Quality Statement 4: Align Capacity Building to Goals | PROFICIENT |
| Additional Credit | 3.8 | Quality Statement 5: Monitor and Revise | PROFICIENT |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

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

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

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

After conducting a review of information from the 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, the following findings were discovered:

- 89% of our parents were satisfied with the education that their child received during the 2009-2010 school year, 89% were satisfied with the opportunities to be involved with their child's education, 96% were satisfied with the way the school communicates with them.
- 40% of our teachers felt that school leaders know what is expected of them. 30% of our teachers felt that school leaders invite them to play a meaningful role in setting goals and making important decisions for the school. 30% of our teachers felt that order and discipline are maintained at their school.
- 77% of our students agreed that most of the adults they see at school every day know my name or who I am. 67% of my teachers inspire me to learn. 60% of our students felt safe in the hallways, bathrooms, and locker rooms at my school.
- For three consecutive years, we have received a B in Student Progress on our Progress Reports. We have also received a Proficient on our Quality Review for three consecutive years.
- For the two years in a row parents have strongly felt engaged in an active and vibrant partnership to promote student learning.
- Based upon the new scale score ranges, 14% of our 6th graders meet proficiency standards in ELA and 21% meet proficiency standards in Math, 17% of our 7th graders meet proficiency standards in ELA and 34% meet proficiency standards in Math, & 6% of our 8th graders meet proficiency standards in ELA and 10% meet proficiency standards in Math.
- Almost 75% of our present 7th graders are below target range in all five of the Math Content Strands. Almost half of our 8th graders are below target range in all five of the Math Content Strands.
- More specifically most of our current 6th graders are:
 - Below target range in the following Math Content Strands:
 - **Measurement Strand:** Measure and draw angles using a protractor. Calculate elapsed time in hours and minutes.

- **Geometry Strand:** Know that the sum of the interior angles of a quadrilateral is 360 degrees. Classify quadrilaterals by properties of their angles and sides. Find a missing angle when given two angles of a triangle. Calculate the perimeter of regular and irregular polygons. Classify angles as acute, obtuse, right, and straight.
 - **Algebra Strand:** Translate simple verbal expressions into algebraic expressions. Substitute assigned values into variable expressions and evaluate using order of operations. Create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes).
 - **Number Sense and Operations Strand:** Compare and order fractions including unlike denominators (with and without the use of a number line) Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc. Add and subtract mixed numbers with like denominators. Understand that percent means part of 100, and write percents as fractions and decimals.
 - **Statistics and Probability Strand:** Display data in a line graph to show an increase or decrease over time.
- More specifically most of our current 7th graders are:
 - Below target range in the following Math Content Strands:
 - **Measurement Strand:** Identify equivalent metric units of capacity (milliliter to liter and liter to milliliter).
 - **Geometry Strand:** Identify and plot points in the first quadrant. Identify and plot points in all four quadrants. Determine the area and circumference of a circle, using the appropriate formula. Understand the relationship between the diameter and radius of a circle.
 - **Algebra Strand:** Solve and explain simple one-step equations using inverse operations involving whole numbers. Solve and explain simple one-step equations using inverse operations involving whole numbers. Solve simple proportions within context. Translate two-step verbal sentences into algebraic equations. Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.). Translate two-step verbal expressions into algebraic expressions.
 - **Number Sense and Operations Strand:** Define absolute value and determine the absolute value of rational numbers (including positive and negative). Evaluate numerical expressions using order of operations (may include exponents of two and three). Add and subtract fractions with unlike denominators. Solve percent problems involving percent, rate, and base. Verify the proportionality using the product of the means equals the product of the extremes. Estimate a percent of quantity (0% to 100%). Solve proportions using equivalent fractions. Define and identify the distributive property of multiplication over addition.
 - **Statistics and Probability Strand:** Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability. Determine the mean, mode and median for a given set of data. Read and interpret graphs.
- More specifically most of our current 8th graders are:
 - Below target range in the following Math Content Strands:
 - **Measurement Strand:** Determine the tool and technique to measure with an appropriate level of precision: mass. Draw central angles in a given circle using a protractor (circle graphs).

- **Geometry Strand:** Graph the solution set of an inequality (positive coefficients only) on a number line (See 7.A.5). Determine whether a given triangle is a right triangle by applying the Pythagorean Theorem and using a calculator. Determine the surface area of prisms and cylinders, using a calculator and a variety of methods.
 - **Algebra Strand:** Solve multi-step equations by combining like terms, using the distributive property, or moving variables to one side of the equation. Evaluate formulas for given input values (surface area, rate, and density problems). Add and subtract monomials with exponents of one. Identify a polynomial as an algebraic expression containing one or more terms.
 - **Number Sense and Operations Strand:** Justify the reasonableness of answers using estimation. Simplify expressions using order of operations Note: Expressions may include absolute value and/or integral exponents greater than 0. Add and subtract two integers (with and without the use of a number line). Recognize the difference between rational and irrational numbers (e.g., explore different approximations of π). Place rational and irrational numbers (approximations) on a number line and justify the placement of the numbers. Find the common factors and greatest common factor of two or more numbers. Determine multiples and least common multiple of two or more numbers. Determine the prime factorization of a given number and write in exponential form.
 - **Statistics and Probability Strand:** Record data in a frequency table. List possible outcomes for compound events. Determine the probability of dependent events. Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability.
- Almost 75% of our present 7th graders are below target range in all three of the ELA Performance Standards. Almost 60% of our 8th graders are below target range in all three of the ELA Performance Standards.
- More specifically most of our current 6th graders are:
 - Below target range in the following ELA Performance Standards:
 - **5.R.CS.2.2** : Define characteristics of different genres, **5.L.CS.3.1**: Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, and **5.L.CS.3**: Observe the rules of punctuation, capitalization, and spelling; Use correct grammatical construction
- More specifically most of our current 7th graders are:
 - Below target range in the following ELA Performance Standards:
 - **6.R.CS.1**: Determine the meaning of unfamiliar words by using context clues, a dictionary or a glossary, **6.R.CS.2**: Define characteristics of different genres, **6.R.CS.2**: Identify the ways in which characters change and develop throughout a story, **6.R.CS.3**: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details, **6.R.CS.3**: Reading and writing cluster, and **6.L.CS.2**: Listening/writing cluster.
- More specifically most of our current 8th graders are:
 - Below target range in the following ELA Performance Standards:
 - **7.R.CS.1**: Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer, **7.R.CS.1**: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas, **7.R.CS.1**: Draw conclusions and make inferences on the basis of explicit and implied information, **7.R.CS.2**: Identify the author's point of view, such as first-person narrator and omniscient narrator, **7.R.CS.2**: Determine how the use and

meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent, **7.R.CS.2**: Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, **7.R.CS.3**, Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to consider the background and qualifications of the writer.**7.R.CS.3** Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas., and **7.R.CS.3** Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify cultural and ethnic values and their impact on content.

- Through classroom observations it was noted that in ELA most teachers spend more time with children in the reading as opposed to the writing workshop.

These findings led the MS 534 community to the following implications:

- We need to raise the percentage of parents who feel that:
 - The school encourages students to do their best by developing rigorous and meaningful academic goals.
 - The school creates a physically and emotionally secure environment in which everyone can focus on student learning.
- This is based of the fact that on the 2009-2010 LES MS 534 scored average in academic expectations and safety& respect.
- We need to raise the percentage of teachers who feel that:
 - The school develops rigorous and meaningful academic goals that encourage students to do their best.
 - The school provides them with information about the school's educational goals and offers appropriate feedback on each students learning outcomes
 - Feel engaged in an active and vibrant partnership to promote learning
 - The school ensure that all members of the school community feel physically, and emotionally secure, allowing everyone to focus on student learning.
- This is based of the fact that on the 2009-2010 LES MS 534 scored low levels of satisfaction in all 4 areas of the LES.
- We need to design AIS programs that have standards based units of study in the identified areas if deficiency students are having in ELA and Math.
- We need to increase the number of periods students receive ELA.
- We will explore the possibilities of assigning one teacher to focus on the reading workshop and one teacher to focus on the writing workshop.
- We need to explore the possibility of creating interdisciplinary units of study that address the areas of deficiency our students are having.
- We need to infuse the performance standards, that students are below target range in, into the ELA & Math curriculum maps.

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.

2010-11 CEP Goal # 1: 50% of students receiving AIS services will achieve 75% of their goals. By the end of September 2010:

- All students who need AIS services will be identified and begin receiving services

By the end of December 2010:

- All students identified for AIS will be given the Acuity diagnostic exam. Once the results are returned to the school, AIS teachers will set goals with students.

By the end of June 2011:

50% of students receiving AIS services will achieve 75% of their goals. In order to accomplish this goal, ELA and Math teachers will use Acuity to create flexible grouping charts for their intervention classes. Five areas of deficiency will be identified and the goal is that each student receiving AIS services will improve in 3 of the 5 areas of need improvement. In order to evaluate my progress towards reaching this goal, I will meet with my AIS/Enrichment Teachers every four weeks to review their students' progress towards meeting goals, lesson plans, and assessments used gauge student progress. Funding for this goal derives from TL NYSTL Textbooks, TL NYSTL Library Books, TL Fair Student Funding, & 10% Title I SWP set aside from Professional Development.

2010-11 CEP Goal # 2: Increase student achievement on the NYS ELA Exam in Grades 6, 7, & 8th Grade. Last year, 12 % of our students were identified as being proficient in ELA. This year we will increase the overall percentage of students who are proficient in ELA by ten percentage points. In order to accomplish this goal teachers will record data on a tracking sheet and the data will be analyzed throughout the school year, teachers will analyze data to focus on specific skills and strategies, create systematic approach for demonstrating that students met targeted needs of improvement, create student driven goal sheet to be utilized in the classroom, align a curriculum calendar for grades 6, 7 and 8, continue professional development in differentiated instruction 6-10 times during the school year and turn key information for classroom instruction, PD for ELA teachers, infuse vocabulary instruction into weekly teaching schedule ongoing reading assessments to ensure that students are matched appropriately with independent reading books, completion of the 25 books/final works will be a focal point gauging students' reading success, Read 180 Program, AIS, SETTS, Saturday Academy and Extended Day and Small Group Instruction. Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal, 80% of students will have increased two reading levels as indicated by 100 Book Challenge Assessment, 90% of all students will have completed 8 – 10 published pieces as evidenced by rubrics 80% of students will have increased performance in vocabulary. Funding for this goal derives from TL

NYSTL Textbooks, TL NYSTL Library Books, TL Fair Student Funding, & 10% Title I SWP set aside from Professional Development.

2010-11 CEP Goal # 3 : Increase student achievement on the NYS Math Exam in Grades 6, 7, & 8th Grade. Last year, 21 % of our students were identified as being proficient in Math. This year we will increase the overall percentage of students who are proficient in Math by ten percentage points. In order to meet our objective, all students will receive eight periods of ELA based on the Balanced Mathematics model. Additionally, thirty students, who have been identified as low 3s or high 2s will be targeted for AIS (Academic Intervention Services). We will use pre & post March instructional objectives for the dual purpose of preparing our students for the NYS Mathematics exam and the knowledge and skills that they will need to be ready for the next grade level. We will also use a math intervention program entitled ICANLEARN to supplement what students are learning in the classroom. Targeted students will. We will start the Movie Madness after school program on Tuesday & Thursdays in order to motivate students to stay. Students who attend the program will receive gift certificates to attend the movie theater. We will start the Saturday Pizza Party program in order to motivate students to come on Saturdays for test preparation. Students who attend Saturdays will get pizza for lunch. Funds from the budget will be used to support these initiatives. The UFT/Teacher Center Rep will conduct workshops with the MATH teachers to improve their instructional practice in the classroom. The MATH specialist from the CLSO will make regular visits to support the instructional initiatives in the school. We will conduct periodic assessments using the MATH instructional objectives, ACUITY, and old NYS MATH test to monitor student progress and modify our teaching practices in order to meet our students' needs. Funding for this goal derives from TL NYSTL Textbooks, TL NYSTL Library Books, TL Fair Student Funding, & 10% Title I SWP set aside from Professional Development.

2010-11 CEP Goal # 4 : Increase student achievement for the Special Education population on the NYS ELA Exam in Grades 6, 7, & 8th Grade. Last year, 72% of our students were identified as being below proficiency in ELA. This year we will decrease the overall percentage of students who are below proficiency (1s) in ELA by ten percentage points. By the end of September 2010:

- The administration will review the student data and conduct a needs analysis. Students to be assigned 3 periods of AIS or Enrichment classes in their program.
- The school program will be setup for students to receive these services.
- Selected teachers will be assigned AIS or Enrichment groups.

By the end of December 2010:

- AIS/Enrichment Teachers will assess their group of students, and use the data to create an item analysis. They will use the item analysis to identify areas of weakness and create an action plan to address these issues.

By the end of June 2011:

Students receiving AIS/Enrichment services will show steady growth on assessments given over the course of the school year. In order to accomplish this goal teachers will analyze data to focus on specific skills and strategies, create systematic approach for demonstrating that students met targeted needs of improvement, create student driven goal sheets to be utilized in the classroom, align a curriculum calendar for grades 6, 7 and 8, continue professional development in differentiated instruction, infuse vocabulary instruction into weekly teaching, schedule ongoing reading assessments to ensure that students are matched appropriately with independent reading books, completion of the 30 books/final works will be a focal point gauging students' reading success, Read 180 Program, SETTS, Saturday Academy, Extended Day and Small Group Instruction. Funding for this goal derives from TL NYSTL Textbooks, TL NYSTL Library Books, TL Fair Student Funding, & 10% Title I SWP set aside from Professional Development.

2010-11 CEP Goal # 5 To raise the percentage of students who come to school every day. Last year 88.7 % of our students came to school on a consistent basis. This year we would like to raise the percentage of students to 90%. By the end of June 2011, the percentage of students who come to school at MS 534 every day will be at least 90%. In order to meet this goal the following steps will be taken: student attendance will be taken at period three as opposed to period one, and incentives will be given out as follows:

- **Individual incentives**
 - Pictures of students with good attendance displayed in the lobby. Names of students on each academy level on a bulletin board in the hallway. Stickers and prizes Individual time with teacher or administrator Have a monthly lottery for each grade and give prizes
- **Class Incentives:**
 - Class banner, Announcements of teachers and classes on P.A. system Class party or treats – Weekly 100%
- **Family Based Incentives:**
 - Letters to parents whose children had good attendance, Family pictures in the lobby, Certificates to parents of children who maintain perfect attendance throughout the school year, Bumper stickers (My child has perfect attendance at MS 534), Student/parent luncheon
- **School Community**
 - Attendance Bulletin Board in Lobby, Daily chart in main lobby and in office, Attendance newsletter, Easel display of the previous days' attendance percentage, End of year BBQ for students with perfect attendance from Sept – June.

School Messenger will be used to contact the parents of students who are absent or late on a daily basis. Funding for this goal derives from **AIDP (100%)**.

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): ELA

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Increase student achievement on the NYS ELA Exam in Grades 6, 7, & 8th Grade. Last year, 12 % of our students were identified as being proficient in ELA. This year we will increase the overall percentage of students who are proficient in ELA by ten percentage points</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>In order to accomplish this goal teachers will record data on a tracking sheet and the data will be analyzed throughout the school year, teachers will analyze data to focus on specific skills and strategies, create systematic approach for demonstrating that students met targeted needs of improvement, create student driven goal sheet to be utilized in the classroom, align a curriculum calendar for grades 6, 7 and 8, continue professional development in differentiated instruction 6-10 times during the school year and turn key information for classroom instruction, initiate Achieve 3000 in all ELA classrooms, PD for ELA teachers, infuse vocabulary instruction into weekly teaching schedule ongoing reading assessments to ensure that students are matched appropriately with independent reading books, completion of the 30 books/final works will be a focal point gauging students’ reading success, use rubrics to hold students accountable for their writing Wilson Program, Read 180 Program, AIS, SETTS, Saturday Academy and Extended Day and Small Group Instruction.</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>Funding for this plan will be provided by one or more of the following: Title 1 SWP, TL Children First Funding, TL Children First LSO Support, TL Fair Student Funding, TL FSF General Hold Harmless, TL Lead Teacher</p> |

Indicators of Interim Progress and/or Accomplishment

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

In order to evaluate progress towards this goal the following steps will be taken: AIS teachers will meet every 4 - 6 weeks to review student progress, and create an action plan to continue to assist students in the achievement of their goals.

Subject/Area (where relevant): Special Education

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Increase student achievement for the Special Education population on the NYS ELA Exam in Grades 6, 7, & 8th Grade. Last year, 72% of our students were identified as being below proficiency in ELA. This year we will decrease the overall percentage of students who are below proficiency (1s) in ELA by ten percentage points. By the end of September 2010:

- The administration will review the student data and conduct a needs analysis. Students to be assigned 3 periods of AIS or Enrichment classes in their program.
- The school program will be setup for students to receive these services.
- Selected teachers will be assigned AIS or Enrichment groups.

By the end of December 2010:

- AIS/Enrichment Teachers will assess their group of students, and use the data to create an item analysis. They will use the item analysis to identify areas of weakness and create an action plan to address these issues.

By the end of June 2011:

- Students receiving AIS/Enrichment services will show steady growth on assessments given over the course of the school year.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

In order to accomplish this goal teachers will analyze data to focus on specific skills and strategies, create systematic approach for demonstrating that students met targeted needs of improvement, create student driven goal sheets to be utilized in the classroom, align a curriculum calendar for grades 6, 7 and 8, continue professional development in differentiated instruction, infuse vocabulary instruction into weekly teaching, schedule ongoing reading assessments to ensure that students are matched appropriately with independent reading books, completion of the 30 books/final works will be a focal point gauging students' reading success, Read 180 Program, SETTS, Saturday Academy, Extended Day and Small Group Instruction.

| | |
|---|--|
| <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>Funding for this goal derives from TL NYSTL Textbooks, TL NYSTL Library Books, TL Fair Student Funding, & 10% Title I SWP set aside from Professional Development.</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>In order to evaluate progress towards this goal the following steps will be taken: AIS teachers will meet every 4 - 6 weeks to review student progress, and create an action plan to continue to assist students in the achievement of their goals.</p> |

Subject/Area (where relevant): Attendance

| | |
|---|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To raise the percentage of students who come to school every day. Last year 88.7 % of our students came to school on a consistent basis. This year we would like to raise the percentage of students to 90%.</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>In order to meet this goal the following steps will be taken: student attendance will be taken at period three as opposed to period one, and incentives will be given out as follows:</p> <ul style="list-style-type: none"> • Individual incentives <ul style="list-style-type: none"> ○ Pictures of students with good attendance displayed in the lobby. Names of students on each academy level on a bulletin board in the hallway. Stickers and prizes Individual time with teacher or administrator Have a monthly lottery for each grade and give prizes • Class Incentives: <ul style="list-style-type: none"> ○ Class banner, Announcements of teachers and classes on P.A. system Class party or treats – Weekly 100% • Family Based Incentives: <ul style="list-style-type: none"> ○ Letters to parents whose children had good attendance, Family pictures in the lobby, Certificates to parents of children who maintain perfect attendance |

| | |
|---|--|
| | <p>throughout the school year, Bumper stickers (My child has perfect attendance at MS 534), Student/parent luncheon</p> <ul style="list-style-type: none"> • School Community <ul style="list-style-type: none"> ○ Attendance Bulletin Board in Lobby, Daily chart in main lobby and in office, Attendance newsletter, Easel display of the previous days' attendance percentage, End of year BBQ for students with perfect attendance from Sept – June. |
| <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>FY'11 School Budget Item(s) allocated to Support Accomplishment of Goal (<i>List and describe</i>): School Messenger will be used to contact the parents of students who are absent or late on a daily basis. Funding for this goal derives from AIDP (100%).</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>In order to evaluate my progress towards reaching this goal, I will access the NYC DOE website to view my school's attendance percentage on a weekly, and monthly basis as well as at the end of the year.</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 | 62 | 62 | 62 | 62 | 7 | 7 | 7 | 0 |
| 7 | 52 | 52 | 52 | 52 | 10 | 10 | 10 | 0 |
| 8 | 87 | 69 | 87 | 87 | 9 | 9 | 9 | 0 |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|---|--|
| ELA: REWARDS/REWARDS Plus, Read 180, Kaplan | Advance Decoding & Fluency and Comprehension; Small Group; 2x a week during school day Reading Strategies and Comprehension; Pull out 3x a week during school day Test taking and Reading Strategies; Whole Class; 2 Periods a week Reading Strategies and Test taking Strategies; Small Group; Saturday Academy |
| Mathematics: I Can Learn Math, Kaplan, Saturday Academy | Computer-Based Instruction focusing on Math Skills; Small Group; 2x a week during the school day Test taking and Problem Solving Strategies; Whole Class; 2 Periods a week every Friday Sharpening math skills; Small Group; Saturday Academy |
| Science: REWARDS Plus (Science Focus) | Reading & Writing across Subject Areas (Science); Small Group; Pull out; 2x a week during school day |
| Social Studies: REWARDS Plus (Social Studies Focus) | Reading & Writing across Subject Areas (Social Studies); Small Group; Pull out; 2x a week during school day |
| At-risk Services Provided by the Guidance Counselor: | Mandated counseling as stated by I.E.P. which includes academic counseling, conflict resolution, group and individual counseling |
| At-risk Services Provided by the School Psychologist: | Academic intervention is mainly provided in the form of assessment. The assessments are used to determine if student would benefit from mandated services through an I.E.P., crisis intervention when needed and individual or group counseling on an “as needed” basis |
| At-risk Services Provided by the Social Worker: | |
| At-risk Health-related Services: | |

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6,7, & 8 Number of Students to be Served: 13 LEP _____ Non-LEP _____

Number of Teachers 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

During the 2010 - 2011 school year, the freestanding English as a Second Language program at MS 534 will serve a multilingual community through the use of the pull-out and push-in models. Content instruction will be closely aligned to grade level curriculum with differentiation for English Language Learners taken from ELS methodologies. Each student receives their appropriate mandated service to ensure clear expectations for performance and to provide support for pinpointing of difficulty areas that may be developed further within ELS pullout.

To provide further academic assistance to ELLs who have reached proficiency, and those with interrupted schooling or identified as At-Risk, the ESL After-School Program will be held three times a week, for one hour per session. This program focuses on individual needs, such as developing oral, reading, and comprehension skills, and adjusting to general education without ESL, for those students reaching proficiency.

Number of Students and Classes

MS 534 serves at least 11 ELLs each year. For the 2010-2011 year, the breakdown by grade is thus: 6th Grade: 3 students, 7th Grade: 5 students, 8th grade: 4 students. Students are grouped flexibly according to their grade level, and when possible, English language proficiency. Instruction is differentiated for students on different levels when proficiency-levels are not possible. Class sizes range from one-on-one grouping to small groups of 3-6 students depending on the needs. Beginning and Intermediate students receive five 90 minutes (two period) blocks per week (or 450 minutes, the meeting the 360 minutes per week requirement). Advanced students receive five 45-minute periods per week (or 225 minutes, meeting the 180 minutes per week requirement). The ESL teacher assists with registration and identifies newly-enrolled ELLs during the month of September. The ESL program runs from October through June.

Language of Instruction

The language of instruction both in students' mainstream classes and ESL classes in English. Multi-lingual resources are available to ELLs in the ESL classroom library on and computer software.

Instructional Strategies, Activities, and Programs:

All lessons prepared for ELLs are aligned with New York City and New York Standards. Thematic content-area units use concepts and topics from Science and Social Studies as a starting point for continuous reinforcement of ELA and Mathematics skills. A course on teaching the structure and conventions of the English Language are emphasized in the four skill areas: reading, writing, speaking, and listening. Graphic organizers, such as KWL charts, Venn Diagrams, and semantic webs are utilized to reinforce reading comprehension and to develop students' understanding of the writing process. Lessons are structured using the workshop model and a Balanced Literacy approach. Min-lessons focus on discrete language skills. Reinforcement of concepts and vocabulary in all content areas takes place through both one-on-one and small group instruction. Student progress is evaluated through embedded assessment, allowing for student-directed learning. Coordination with mainstream teachers allows for further identification of problem areas.

Service Provider and Qualifications:

The ESL program at MS 534 is administered by a highly-qualified, ELS-certified teacher. The current teacher earned a Baccalaureate Degree from a fully-accredited research university, and holds an initial certification certificate from the New York State Education Department.

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.

General Education teachers of ELLs receive an informational binder, including information on identification and assessment processes, promotional policies, and updated information on their student’s ESL progress, Professional development for mainstream teachers who work with ELLs will acquaint teachers with the NYS ESL standards, some language acquisition theories to inform their practice, scaffolds to integrate into their lessons, and an overview on the procedure involved in identifying ELLs. More informal coordination will take place in grade team meetings that include the ESL teacher to discuss the plan and implementation of ELS strategies to aid ELLs progress in he mainstream classroom.

Section III. Title III Budget

School: NA _____ 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 | | |

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.

Using the Home Language Report for MS 534 (RHLA) form the Automate the Schools System, it was ascertained that two languages other than English are spoken in the homes of our students.

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.

The vast majority of non-English speaking students speak Spanish (11 students). The other language represented is French (1 student) and Arabic (1 student). For next year we anticipate that the largest need will continue to be Spanish-language translations.

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.

We rely on outsourced translation vendors to meet our translation needs.

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.
Spanish-language oral interpretation will be performed by our Administrative Aide, Ms. Morales, or our School Secretary, Ms. Perez. French-Language oral interpretation will be performed by Ms. Pierre, certified Speech Teacher at MS. 534.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|------------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | \$ 240,401 | \$ 18,156 | \$ 258,557 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$ 2,405 | 0 | 0 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$ 12,021 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$ 24,040 | * | |

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy

1. S.O.A.R. Academy M.S. 534 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

S.O.A.R. Academy M.S. 534'S Parent Involvement Committee will be formed. This committee will conduct interviews, hold conferences, and create parent surveys in order to identify areas of possible conflict regarding parent involvement. After the issues have been identified the committee will devise strategies to address each issue presented. The strategies will be applied and evaluated by the committee in order to identify areas of need and areas of growth.

2. S.O.A.R. Academy M.S. 534 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

The School Leadership Team will devote part of each monthly meeting to assessment and reflection. An additional parent workshop will provide a forum for parents to voice their individual concerns. Parent Coordinator will maintain an open-door policy and welcome parents who would like to share ideas and concerns.

3. S.O.A.R. Academy M.S. 534 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following programs: Open School Night, Parent/Teacher Conferences (Spring & Fall), Bring Your Parent to School Day, Family Fun Night, and Focus on the Family Night by October 1st, 2010.

4. S.O.A.R. Academy M.S.534 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 the quality of its Title I Part A program. 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 of 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.

S.O.A.R. Academy M.S. 534'S Parent Involvement Committee will be formed. This committee will conduct interviews, hold conferences, and create parent surveys in order to identify areas of possible conflict regarding parent involvement. After the issues have been identified the committee will devise strategies to address each issue presented. The strategies will be applied and evaluated by the committee in order to identify areas of need and areas of growth.

5. S.O.A.R. Academy M.S.534 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved 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;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.

S.O.A.R. Academy M.S. 534 will provide assistance to the parents of its students by offering seminars and on the State standards academic content standards: the State student academic achievement standards and the state and local academic assessments including alternate assessments. S.O.A.R. Academy will also provide training in the form of interactive seminars for the requirements of the Title I, part A. Parents will receive progress reports, quarterly report cards and monthly calendars with the dates and times of the state exams. S.O.A.R. Academy will hold Parent Teacher conferences and will schedule conferences for parents who want to inquire about their child's academic progress.

- b. S.O.A.R. Academy M.S. 534 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:

S.O.A.R. Academy M.S. 534 will provide assistance to the parents of its students by offering seminars and on the State standards academic content standards: the State student academic achievement standards and the state and local academic assessments including alternate assessments. S.O.A.R. Academy will also provide training in the form of interactive seminars for the requirements of the Title I, part A. Parents will receive progress reports, quarterly report cards and monthly calendars with the dates and times of the state exams. S.O.A.R. Academy will hold Parent Teacher conferences and will schedule conferences for parents who want to inquire about their child's academic progress.

- c. S.O.A.R will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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 how to implement and coordinate parent programs and build ties between parents and schools by:

S.O.A.R. Academy M.S. 534 will provide assistance to the parents of its students by offering seminars and on the State standards academic content standards: the State student academic achievement standards and the state and local academic assessments including alternate assessments. S.O.A.R. Academy will also provide training in the form of interactive seminars for the requirements of the Title I, part A. Parents will receive progress reports, quarterly report cards and monthly calendars with the dates and times of the state exams. S.O.A.R. Academy will hold Parent Teacher conferences and will schedule conferences for parents who want to inquire about their child's academic progress.

- d. M.S. 534 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 pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

S.O.A.R. Academy M.S. 534 will provide assistance to the parents of its students by offering seminars and on the State standards academic content standards: the State student academic achievement standards and the state and local academic assessments including alternate assessments. S.O.A.R. Academy will also provide training in the form of interactive seminars for the requirements of the Title I, part A. Parents will receive progress reports, quarterly report cards and monthly calendars with the dates and times of the state exams. S.O.A.R. Academy will hold Parent Teacher conferences and will schedule conferences for parents who want to inquire about their child's academic progress.

- e. MS 534 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I 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:

S.O.A.R. Academy M.S. 534 will provide assistance to the parents of its students by offering seminars and on the State standards academic content standards: the State student academic achievement standards and the state and local academic assessments including alternate assessments. S.O.A.R. Academy will also provide training in the form of interactive seminars for the requirements of the Title I, part A. Parents will receive progress reports, quarterly report cards and monthly calendars with the dates and times of the state exams. S.O.A.R. Academy will hold Parent Teacher conferences and will schedule conferences for parents who want to inquire about their child's academic progress.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Mr. W. Cooper.

This policy will be adopted by MS 534 on August 31st, 2010 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 15th, 2010.

Principal's Signature: _____ (signed copy on file) Date: _____

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.

Appendix E: School-Parent Compact

NOTE: *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.*

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under “Required School-Parent Compact Provisions” below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent 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.

* * * * *

SCHOOL-PARENT COMPACT

MS 534 , 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.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The MS 534 will:

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

MS 534 will use the 2009-2010 Progress Report, the 2009-2010 Quality Review, and the 209-2010 Learning Environment Survey to complete a comprehensive needs assessment of the entire school. MS 534 will ensure that instruction is being conducted by highly qualified staff by ensuring that all teachers have met the requirements for NYS certification.

Professional Development for teachers, principals, and paraprofessionals will be provided by the Community Learning Support Organization.

In order to attract high-quality highly qualified teachers to high-need schools we have an Open House and invite prospective NYC Teaching Fellows and NYC Teach for America students to our school.

In order to increase parental involvement through means such as family literacy services we will have Family Reading Nights on a quarterly basis. We will also have Bring Your Parent to School Day every month. In order 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, benchmarks will collaboratively be established in all subject areas with checkpoints conducted during the course of the year to measure student progress towards meeting the benchmarks. Additionally data meetings will take place during the course of the year through which the principal and subject area teachers will meet and discuss student progress towards meeting the agree upon benchmarks and necessary steps that must be taken to modify instructional practices if necessary.

In order 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, an AIS team will be formed at MS 534. The AIS team, through compiled data, i.e. State ELA Assessment, Slosson, and Reward Pre-test, will identify struggling learners. As a result, eligible students will be pulled out to receive targeted academic intervention services.

In order to support our “ HIGH 2’s” population, students with scales scores on the NYS ELA assessment 15 points or less of receiving a Level 3, the AIS Team will be pulling out these learners for small group instruction using the REWARD Plus program. This effort will increase the likelihood these students receive a Level 3 on the upcoming NYS ELA assessment.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.** Parent teacher conferences are held twice a year. However, we have an open-door policy for parents in which we encourage them to attend any time with their children (Bring a parent to School Day).
3. **Provide parents with frequent reports on their children’s progress.** *Parent reports are sent out for each marking period. In addition progress reports are sent out on a bi-weekly and on a need-to basis. We also give parents access to grades by Computerized E-grades.*
4. **Provide parents reasonable access to staff:** Parents may meet with teachers at any-time as long as it does not interfere with the instructional period.
5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**
We currently have parent volunteers who assist in classrooms, coming out school mandates.

Parent Responsibilities

We, as parents, will support our children’s learning in the following , but limited to, ways:

- Making sure our children come to school every day by 8:00 a.m.
- Making sure that homework is completed before allowing we allow our children to watch television and we will monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Ensuring that my child reads for at least 45 minutes.
- Supporting school sponsored events, such as Open School Night, Parent Teacher’s Conferences, Bring your Parent to School Day, chaperoning trips, etc...
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

- Attend school daily and come in on time. THERE IS LATE DETENTION.
- Leave all outer clothing in your classroom closet. Hats are not to be worn in the building.
- Move quickly from class to class. Enter the room quietly, take your assigned seat and begin work immediately. No bathroom passes are given during the first or last ten minutes of any class period.
- Be prepared to work every day. Bring a large loose leaf notebook, assignment notebook, pens, pencils, rulers, protractors, and/or whatever other equipment is required for learning.
- Do homework nightly. THERE IS HOMEWORK DETENTION AND HOMEWORK HELP (AFTER SCHOOL).
- Eat only in the dining area unless otherwise instructed. Gum chewing and candy are prohibited even in the dining area.
- Do not bring cards, radios, IPOD's, PSP's, games, beepers, cellular telephones*, laser pens and/or any other item not related to academic instruction. They will be confiscated and you will be subject to suspension.
- Keep your desk area clean.
- Do not engage in physical or verbal violence. Learn to disagree without being disagreeable. DO NOT FIGHT.
- Wear the school uniform daily. Hats are not to be worn in the building.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

MS 534 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, MS 534 will:

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

School

Parent(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

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 534 will use the 2008-09 Progress Report, the 2008-09 Quality Review, and the 2008-09 Learning Environment Survey to complete a comprehensive needs assessment of the entire school.

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

MS 534 will ensure that instruction is being conducted by highly qualified staff by ensuring that all teachers have met the requirements for NYS certification.

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 for teachers, principals, and paraprofessionals will be provided by the Community Learning Support Organization. Additionally, the school program will be structured to allow for teachers to receive a professional development once a week for 45 minutes. Teachers will also receive an account on PD 360. PD 360 is an online professional development website that will provides access to over 1200 model lessons using best practices on a myriad of topics specific to the Teaching and Learning.

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

In order to attract high-quality highly qualified teachers to high-need schools we have an Open House and invite prospective NYC Teaching Fellows and NYC Teach for America students to our school.

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

In order to increase parental involvement through means such as family literacy services we will have Family Reading Nights on a quarterly basis. We will also have Bring Your Parent to School Day every month.

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.

Not Applicable

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.

In order 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, benchmarks will collaboratively be established in all subject areas with checkpoints conducted during the course of the year to measure student progress towards meeting the benchmarks. Additionally data meetings will take place during the course of the year through which the principal and subject area teachers will meet and discuss student progress towards meeting the agree upon benchmarks and necessary steps that must be taken to modify instructional practices if necessary.

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.

In order 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, an AIS team will be formed at MS 534. The AIS team, through compiled data, i.e. State ELA Assessment, Slosson, and Reward Pre-test, will identify struggling learners. As a result, eligible students will be pulled out to receive targeted academic intervention services.

In order to support our “ HIGH 2’s” population, students with scales scores on the NYS ELA assessment 15 points or less of receiving a Level 3, the AIS Team will be pulling out these learners for small group instruction using the REWARD Plus program. This effort will increase the likelihood these students receive a Level 3 on the upcoming NYS ELA assessment.

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

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

Explanation/Background:

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

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

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

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

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

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

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

| Program Name | Fund Source <i>(i.e., Federal, State,</i> | Program Funds Are “Conceptually” ¹ Consolidated | Amount Contributed to Schoolwide Pool | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

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

| | or Local) | in the Schoolwide Program (✓) | | | (Refer to Galaxy for FY'11 school allocation amounts) | each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|-----------|-------------------------------|----|-----|---|--|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | \$ 240,401 | ✓ | |
| Title I, Part A (ARRA) | Federal | ✓ | | | \$ 18,156 | ✓ | |
| Title II, Part A | Federal | | | ✓ | | | |
| Title III, Part A | Federal | | | ✓ | | | |
| Title IV | Federal | | | ✓ | | | |
| IDEA | Federal | | | ✓ | | | |
| Tax Levy | Local | | | ✓ | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

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.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently we have 11 students who have been identify the number of Students in Temporary Housing.

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

All students in temporary housing will be given the Student Residency Questionnaire to be given to their parents to fill out and return as soon as possible. All available languages of the McKinney-Vento Housing Guide for Parents will be conspicuously posted in the main office and English and Spanish versions are in the staircase leading to the 3rd floor. All students in temporary housing, including students with disabilities, will be provided with services comparable to services offered to other students in the school, including educational services for which the child meets the eligibility criteria such as compensatory educational programs for the disadvantaged, e.g., Pupils with Compensatory Education Needs (PCEN), Chapter 1 and educational programs for the disabled and for students with limited English proficiency, programs in vocational education, programs for the gifted and talented, and school meal programs, provided, however, if space in a particular program has been capped for all students, no exceptions will be made for homeless students.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|------------------------|-------------|--------|---------------|--|--------------|
| School Name: | Upper School @ P.S. 25 | | | | | |
| District: | 16 | DBN: | 16K534 | School | | 331600010534 |

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: | | | |
|--------------------|------------|------------|------------|--|---------|---------|---------|
| (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 | | 87.5 | 89.1 | 88.7 |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | | | | |
| Grade 2 | 0 | 0 | 0 | | | | |
| Grade 3 | 0 | 0 | 0 | | | | |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | | | | |
| Grade 6 | 77 | 62 | 78 | | | | |
| Grade 7 | 93 | 81 | 70 | | | | |
| Grade 8 | 83 | 91 | 83 | | | | |
| Grade 9 | 0 | 0 | 0 | | | | |
| Grade 10 | 0 | 0 | 0 | | | | |
| Grade 11 | 0 | 0 | 0 | | | | |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 1 | 0 | 0 | | | | |
| Total | 254 | 234 | 231 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| | 88.9 | 89.1 | 92.8 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 |
| | 68.4 | 68.9 | 84.6 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| | 2 | 21 | 18 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 2 | 1 | 0 |

| Special Education | | | | 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 |
| # in Self-Contained Classes | 42 | 46 | 39 | Principal Suspensions | 1 | 3 | 34 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 12 | 11 | 25 |
| Number all others | 14 | 17 | 15 | | | | |

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| (As of October 31) | 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: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 22 | 24 | 25 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 6 | 5 | 4 |
| # receiving ESL services only | 7 | 8 | TBD | Number of Educational Paraprofessionals | 1 | 0 | 2 |
| # ELLs with IEPs | 1 | 4 | TBD | | | | |

| 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 |
| | 2 | 2 | 19 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 91.3 |
| | | | | % more than 2 years teaching in this school | 0.0 | 54.2 | 76.0 |
| | | | | % more than 5 years teaching anywhere | 40.9 | 41.7 | 52.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 59.0 | 67.0 | 76.0 |
| American Indian or Alaska Native | 0.8 | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | 95.8 | 93.6 | 77.1 |
| Black or African American | 79.1 | 79.9 | 75.8 | | | | |
| Hispanic or Latino | 18.9 | 19.2 | 22.9 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.4 | 0.0 | 0.4 | | | | |
| White | 0.8 | 0.9 | 0.9 | | | | |
| Male | 48.0 | 50.4 | 50.2 | | | | |
| Female | 52.0 | 49.6 | 49.8 | | | | |

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, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|---|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | C | Overall Evaluation: | | | | | P |
| Overall Score: | 38.6 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | P |
| School Environment: | 2.5 | Quality Statement 2: Plan and Set Goals | | | | | P |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | P |
| School Performance: | 4.5 | Quality Statement 4: Align Capacity Building to Goals | | | | | P |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | P |
| Student Progress: | 30.3 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 1.3 | | | | | | |

| | |
|--|---|
| 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 304 | District 16 | School Number 534 | School Name type here |
| Principal William Cooper | | Assistant Principal Kelly Randolph | |
| Coach type here | | Coach type here | |
| Teacher/Subject Area M.Deras/ESL | | Guidance Counselor Donald Dobson | |
| Teacher/Subject Area type here | | Parent type here | |
| Teacher/Subject Area type here | | Parent Coordinator Mr.Eric Hargrove | |
| Related Service Provider type here | | Other type here | |
| Network Leader C. Lewis | | Other type here | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|--|----------------------|--|---|----------|
| Total Number of Students in School | | Total Number of ELLs | | ELLs as Share of Total Student Population (%) | % |
|------------------------------------|--|----------------------|--|---|----------|

Part II: ELL Identification Process

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

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

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

When an ESL parent or guardian enrolls a student at MS 534, they are welcomed by our Assistant Principal, Kelly Randolph and or the certified ESL instructor Mrs. Makeba Deras with the bilingual Payroll/Pupil Accounting School Secretary, Ms. Elsa Perez who assists with translating. Parents are given a Parent Packet to complete the Home Language Identification Survey (HLIS) with the family and student and also includes The Parent Bill of Rights, School Code of Conduct, Emergency Information Cards, Welcome letter to the school that describes school systems, bell schedules, teams and club activities, Interpretation notice signs as well as safety plan procedures. This survey and interview lets us know what language the student uses at home, in school, and other learning environments. If the HLIS indicates that the child uses a language other than English, the student is administered an English proficiency test called the LAB-R (and the Spanish LAB if applicable) within 10 school days of initial enrollment by the ESL instructor, Mrs. Deras. Performance in this test will determine whether the student will be entitled to English Language development support services.

Once the assessment is graded, Mrs. Deras notifies parents of their child's entitlement status and she plans an orientation for the parents of newly enrolled ELLs to inform them of the three different ELL program choices that are available throughout the city. Parents are given further description of Transitional Bilingual Education (TBE) programs where instruction is provided in the student's native language with intensive support in English with required English as a Second Language (ESL)/English Language Arts (ELA)/Native Language Arts (NLA) time allotments, Dual Language programs which are developmental, language-enriched, bilingual education programs that integrate students who are native English speakers with native speakers of another language for all or most of their content-area instruction and lastly Freestanding ESL programs receive all instruction in English with native language support. The two recommended ESL instructional program models include self-contained ESL classes, and "push-in" teaching. MS 534 offers a freestanding ESL program.

In the orientation in September to which parents are invited in writing and via phone and hosted by Mrs. Deras, Mr. Cooper, and the rest of the LAP Team. Bilingual staff members are made available for this meeting or the services of the New York City Department of Education Translation Unit are utilized to assure that parents understand all three program choices. At this meeting parents have the opportunity to receive materials about ELL programs in their home language and to ask questions with assistance from a translator, if necessary. Parents have the opportunity to watch an informational video, visit the ESL classroom, and speak with ESL students. At the end of the orientation, Mrs. Deras collects the Parent Survey and Program Selection Form, keeps a copy on file and the original in the student file, where the parent indicates what program he/she is choosing for his/her child. ELL students and parents can choose between a push-in and self-contained Freestanding ESL program. All forms are collected at the end of session and kept on file in the instance that 15 students who speak the same language, in the same grade, or in two consecutive grades, bring about the need for school administrators to review program services provided by the school. Should the parent need more time to make a decision, our Parent Coordinator, Mr. Hargrove, will follow-up to ensure the return of the documents.

Over the past few years with our small ESL student population the trend has been Freestanding ESL based on the Parent Orientation Video choices, discussion with other ESL students and parents and classroom visitation. When the parent chooses free standing ESL, the child is immediately enrolled in our program. When the parent chooses another instructional program, we refer them to the Student Placement office at 24 Fort Green Place, Brooklyn, NY where a service representative will assist them in finding a school that offers the appropriate services for their child.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English language until they acquire a certain level of proficiency that will allow them to enter a monolingual program.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have seen a trend to request the ESL pull-out model, with 100% of the parents choosing this program type. Those families who do not choose the ESL pull-out model and have requested the transitional bilingual model, will then choose another school that provides this service or a third choice of instructional program when we refer them to the Student Placement office at 24 Fort Green Place, Brooklyn, NY. A service representative will assist them in finding a school that offers the appropriate services for their child.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5

Check all that apply

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 | | | | | | | 3 | 6 | 4 | | | | | 13 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 4 | 0 | 0 | 0 | 0 | 13 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|---|
| All ELLs | 13 | Newcomers (ELLs receiving service 0-3 years) | 2 | Special Education | 5 |
| SIFE | | ELLs receiving service 4-6 years | 6 | Long-Term (completed 6 years) | 3 |

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

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

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 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | | | | | | | 3 | 5 | 3 | | | | | 11 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | 1 | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | 1 | | | | | 1 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 4 | 0 | 0 | 0 | 0 | 13 |

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.

MS 534 consists of three newcomers who have had 0-3 years of ESL service, 8 students who have received 4-6 years of service, and 2 long term students who have received six years or more of service. Five of our 13 ESL students are also receiving Special Education services. A majority of our students speak Spanish as their first language where three of them are in the 6th grade, 5 are in the 7th grade and 3 are in the 8th grade. One student in the 7th grade speaks Arabic and one student in the 8th grade speaks Senoufo. MS 534 implements a Freestanding English as a Second Language (ESL) program. The primary goal of this program is to assist students in achieving English language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.

- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

Mrs. Deras works collaboratively with ELA teachers to ensure that all staff follow the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. Following this mandate ensures that beginning and intermediate students receive well over 360 state mandated instructional minutes, and advanced students receive 180 state mandated instructional minutes while fusing ESL needs across the curriculum . Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using reading programs for intervention such as The Read 180 , Rewards, and Rally! Programs, whose focus is on helping students achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). Though we currently do not have Students with Interrupted Formal Education(SIFE), our staff incorporate ESL strategies into content instruction so that our students learn content while synchronously developing English skills. Our school also gives ancillary assistance to all students by assigning a peer mentor and teacher mentor who check on them frequently, offering extended day services, academic intervention, tutoring, parent and attendance coordinators meets with parents to discuss student needs.

The goal of our Freestanding ESL program is to attain English proficiency within 3 years by reinforcing English language arts and literacy skills that are fused in all academic content areas such as math, science, and social studies. Despite this goal of exiting the ESL program none of the supplemental services will discontinue after two years of exiting the program. Transitional support will be provided by means of services provided school wide such as Academic Intervention Services(AIS) , afternoon sessions of 37 1/2 minutes with their classroom teacher which supports their literacy skills in their second language which take place three days a week. Our Freestanding ESL program has a wide range of students, both in terms of proficiency and academic background. An important part of our work is to reach all of our ELL students at their language proficiency. At MS 534, academic instructional services are as important as are our enrichment classes, services are provided before, during and extended time.

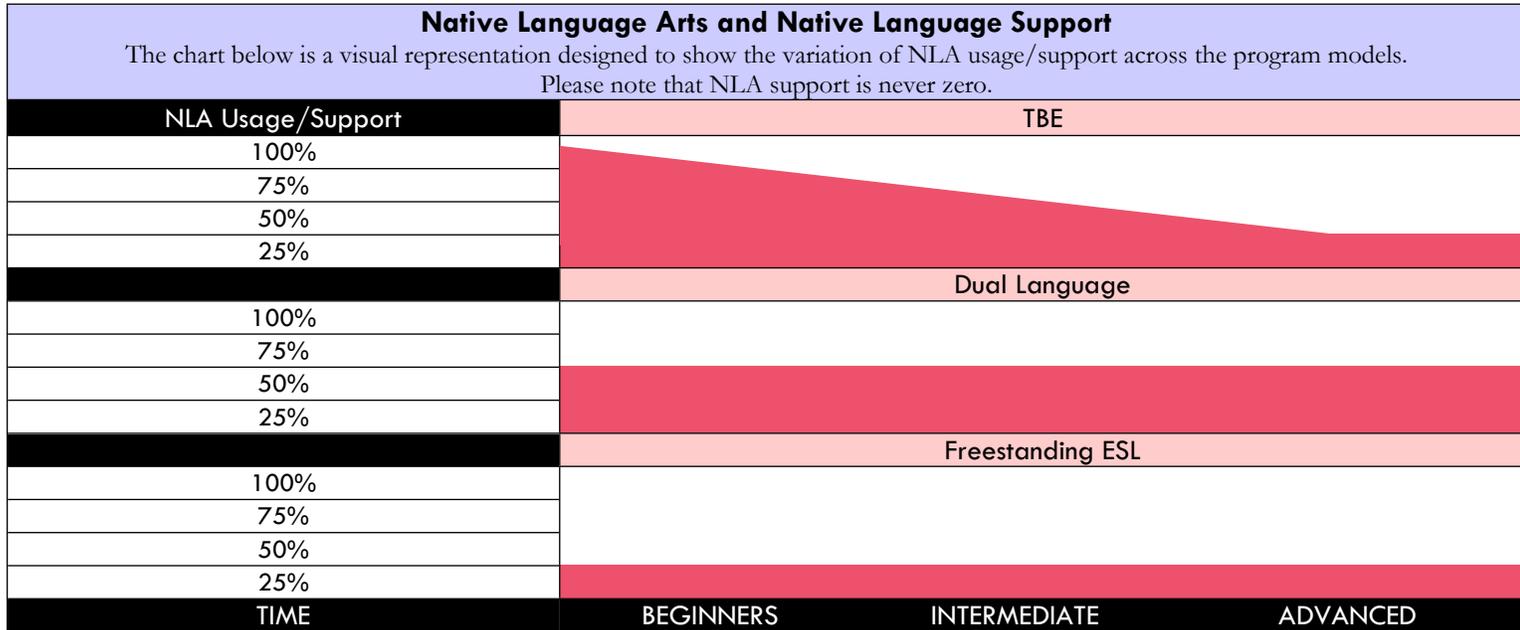
Instruction in ELA, is delivered in English using Language immersion that is a method of teaching a second language in which English is used for instruction. ELL students are dually supported with some ESL commonalities in strategies such as graphic organizers, modeling, and visuals to support student understanding and to bridge the gap between the content area and language deficiencies. Freestanding ESL employs many techniques, strategies and manipulatives such as, graphic organizers, visual aids, smart board driven lessons, modeling, flash cards, puppets, manipulatives, images, demonstrations, logs, journals, dictionaries, internet searches, google images, illustrations, artistic expression, opportunities to speak and share thoughts through peer and teacher conferences, as well as opportunities to utilize the "share" chair and "Author's Chair" during the workshop model which requires students to share their work. The student is taught through daily interactions and constant practice using their second language as a sole means of communication. Beginning students may use strategies of instruction assisted with manipulatives , puppets, illustrations and even technology to help them express their thoughts. As they develop their written and verbal skills to an intermediate level of proficiency students will focus more on fine tuning their language acquisition with targeted reading strategies such as using graphic organizers that assist with comprehension strategies such as comparing and contrasting Venn Diagrams that may also be used to make text to self, text to text and text to world comparisons, T charts that may be used to show the relationship of cause and effect, to make inferences, predictions, to visualize, and question, webs to show the relation of main ideas with supporting details, and focused grammatical mechanics. Advanced students perfect and add a personal style to skills such as verbal expression, details, higher order thinking in both reading and writing and the ability to write while adhering to grammatical rules in their writing. Students at the advanced level are encouraged to generate responses to literature on a higher order thinking level, work independently and practice their skills through the strategy of peering with a beginning or intermediate student who is peer tutored by them. In a study conducted by Charles R. Greenwood , a, Joseph C. Delquadria and R.Vance Halla their results indicated that the experimental group (an experimental, low-SES group received Classwide Peer Tutoring implemented and the comparison group, with distinctly different ecological arrangements and significantly higher levels of academic engagement, produced significantly greater product gains than did the control group. Journal of Educational Psychology Volume 81, Issue 3, September 1989, Pages 371-383

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |

| | | | |
|--|-----------------------|-----------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |
|--|-----------------------|-----------------------|--------------------|

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



B. Programming and Scheduling Information--Continued

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

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in reading and writing will reap the benefits provided by The Workshop Model that is used within our Freestanding ESL program and school wide. This system ensures all students with the academic foundation and support needed to move towards success. Brandon Ramos, Meliza Valerio, and Michael Melo will receive explicit instruction during ELA and content areas in smaller groups that utilize their reading notebook for various vocabulary activities that entail identifying new and unfamiliar words using context clues, illustrations, the dictionary, online resources, and google images. Graphic organizers such as Venn Diagrams to compare and contrast, and make connections, Tcharts, What I Know, Want to know and Learned graphic organizer is used to help organize thoughts and used to develop them into writing in the prewriting stages of the writers workshop. Manipulatives such as flash cards, signs, posters, videos, student plays and demonstration, blocks, cards, dice, artifacts, play money, etc. that are used during their ESL periods as well as in the classroom are used in the journey of a beginning level ELL student and even used as transitional support for those students who test out of the ESL program as proficient 2 years later. All ELL Students receive ELA Rewards Program, four times a week, which focuses on phonics and vocabulary, as well as, supplemental reading and writing instruction through the Read 180 Program whose focus is reading comprehension. The Junior Great Books Program is also used and focuses on higher level reading comprehension skills. (metacognitive). Our students will also gain the benefits from using technological tools such as Smart Board based activities and instruction, over head projectors, computers in every classroom, the Rosetta Stone Program for language acquisition and language development which engaging and helps students acquire critical language skills, as well as having the benefits of Innovative Technology

- Advanced speech recognition technology guides students to more accurate pronunciation.
- Contextual Formation™ engages students in lifelike conversations that let them produce spoken or written sentences from words and phrases they've learned.
- Adaptive Recall™ schedules review material to appear at optimal intervals to test new language knowledge and ensure retention, Study Island that is a Web-based instruction, practice, assessment and reporting built from NY state's standards, rigorous academic content that is both fun and engaging, research-based with proven results for all students, The Renzulli Learning Differentiation Engine that puts students in touch with engaging, individualized resources specially chosen for their interest areas and learning styles., and Acuity is designed to support both interim and formative assessment programs with a unique integration of classroom-friendly assessments, instructional resources, reporting, and customization opportunities. Students will be granted access to the internet and many ESL related websites facilitated by an instructor. Students will keep a notebook where their daily reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. Students will also utilize the supplemental materials from the Publishers Empire State, entitled, NYSELAST ESL student workbook for ESL/ELL students, and the English Language Arts workbook. In their ESL class students will use components of the Lucy Caulkins reading workshop. Monika Motindabeka and Christal Pena Fenandez do not currently attend this school.

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in writing. Brandon Ramos, Meliza Valerio, Christal Pena Fenandez and Michael Melo will receive supplemental writing practice across all subject areas as they are asked to explain their findings in detail, exposed to various genres that they will have modeled and then imitate, and participate in a year long school wide celebration of writers that are used as models of various classic writing styles. Students learn about the mechanics of writing using the core writing curriculum of Writer's Express and Writer's Source curriculum to develop student's writing, thinking and learning skills in the writing process. The workshop model is used in writing in ESL instruction as well as in their mainstream classes. The writers workshop model is composed of a Minilesson (10-15 minutes), that may include varied activities such as a connection, a teaching point, demonstration, active

Engagement, and link Independent Practice (20 – 30 minutes) In Martha Dudley's Journal article "The Writing Workshop: Structuring for Success" she describes the subtle changes a writing teacher makes throughout the year as she shifts to a writer's workshop approach in which students choose their own topics, their own genre, determine their own pace, and expand or contract the time allotted to each task as required. This is a model that has worked for many of our students and has helped them make gains. (RS) English Journal, v78 n1 p28-32 Jan 1989

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ESL instructor, Ms. Deras as well as all staff members are assisted and supported by Network 304 as well as administrative personnel directly in surveying, assessing and developing plans for curriculum implementation for ESL students. At the beginning of the school year Mrs. Deras delivers a Professional Development (PD) on *requirements and mandates for the ESL program as per CR part 154,

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?

*analysis of NYSESLAT/ARIS/ELA data for ELL students

*the academic needs of ELL students

*scaffolding techniques in reading and writing

* share resources and discuss some of the differences and challenges that ELL's may face in their classroom.

*Mrs. Deras gives a beginning of the year PD where she is introduced to all staff ; techniques and strategies to assist ELL students in their classrooms is presented.

Regular edifying opportunities of communication are provided to staff by means of faculty meetings, a "MS 534 Weekly" email sent to all staff, memos, Network ELL PD's, grade Team Meetings and Pupil Personnel Secretary meetings where ELL students are the focus of discussion.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process as well as school events. MS534 has an open door policy that welcomes the participation of parents. Outside organizations such as IFETAYO provide african dance as well as stepping classes(dance) to our students with the history of each dance. The YMCA and Boys and Girls Club provide parent Workshops. Mr. Hargrove, our Parent coordinator presents workshops during afternoon and evening hours during the week and even on Saturday's, with a parent or staff translator available, to make sure that all parents have an opportunity to participate and be aware of school events, as well as information and resources that are available to them. Workshops such as "How to communicate with your teen, Middle School transition to High School, Avoiding the Report Card Surprise" and our most recent, "Cyber Bullying". "Out Reach" services are provided by Mrs. Jones, parent Volunteering, Parent Association meetings, Parent News letters, School Web site access, memos, documents, that are all provided in various languages as needed and PTA involved activities such as graduation activities, fundraising, Student Leadership Teams that give parents an opportunity to be involved in the development of our school and contribute to its climate and culture.

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) | | | | | | | 0 | 2 | 1 | | | | | 3 |
| Intermediate(I) | | | | | | | 1 | | 4 | | | | | 5 |
| Advanced (A) | | | | | | | 2 | 3 | | | | | | 5 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 5 | 0 | 0 | 0 | 0 | 13 |

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

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

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

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

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

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

- 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.

The NY English Language Arts(ELA)State Test taken in April 2010 show that 4 out of our 13 ELL student population is partially meeting learning standards(Level 2), 5 ELL students are not meeting ELA learning standards(Level 1) and 4 ELL students haven't taken the ELA State Test. The May 2010 NY State Math Test shows that 2 out of our 13 ELL students are meeting learning standards(Level 3), 4 are partially meeting standards(Level 2), 5 are not meeting math state standards(Level 1) and 4 students haven't taken the NY Math State Test. The NY State Science State shows that 2 of our ELL students when tested in the 4th and 8th grades were meeting learning standards with distinction(Level 4), 3 ELL students are meeting standards(Level3), 2 are partially meeting learning standards(Level2) , 1 ELL student is not meeting learning standards(Level 1) and 5 ELL students have not taken the NY Science State test. The NY Social Studies State Test shows that 3 of our 13 ELL students are meeting learning standards, 4 are partially meeting learning standards(Level2), 3 are not meeting standards(Level 1) and 3 have not taken the Social Studies State test in grades 5 and 8.

The NYSESLAT data shows that 1 of our 6th graders are proficient, and 3 are at the advanced stages of listening and speaking,while the 7th grade has 2 ELL students who are advanced and the 8th grade has 1 proficient ELL student and 2 advanced students. In the area of Reading and writing on the NYSESLAT one 6th grade ELL student is at an Intermediate stage in their reading and writing on the 3 are advanced, two 7th graders are advanced and three 8th graders are intermediate.

specific student deficiencies

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.

and address those needs will ensure that we provide the skills needed in the areas of writing and reading. Strategies that address those needs can be found in programs, used school wide that were mentioned before, such as ACUITY. Additional strategies

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 | | |