



**[MS582]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 14K582**  
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**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

| Name                 | Position/Constituency Represented            | Signature |
|----------------------|--|-----------|
| Brian Walsh          | *Principal or Designee                       |           |
| Nichole Cicileo      | *UFT Chapter Chairperson or Designee         |           |
| Tamara Bota          | *PA/PTA President or Designated Co-President |           |
| Rebecca Delgado      | <i>DC37 Rep</i>                              |           |
| Carlos Garcia        | UFT Representative                           |           |
| Danielle Capuano     | Assistant Principal                          |           |
| Kappry Vera          | Parent                                       |           |
| Evangalina Sierra    | Parent                                       |           |
| Carmen Roman         | Parent                                       |           |
| Helen Lind           | AIS Teacher/ Math Coach                      |           |
| Antoinetta Inzerelli | IEP Teacher                                  |           |
| Vanessa Cabral       | Parent                                       |           |
| Angelina Petraglia   | SETSS Teacher                                |           |
| Gloria Mangome       | Parent                                       |           |
| Olga Rojas           | Parent                                       |           |
| Naomi Roman          | Parent                                       |           |
|                      |  |           |

\* 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.

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### **SCHOOL PROFILE**

#### **PART A: School vision & mission**

##### **Middle School 582~The Upper Academy Vision**

At MS 582, everyone – student, teacher, parent – is both learner and teacher. All members of the MS 582 learning community are everyday, as well as, life-long learners. Our focus is on student achievement through academics, attendance, and attitude. The most important part of any day is the learning that occurs in our classrooms. We educate our students to think critically and make what they believe in happen as productive members of a global culture.

##### **The Upper Academy/Middle School 582 Mission Statement**

MS 582 students maximize their potential through the production of quality work and their ability to share and reflect on their experience. The MS 582 belief is in excellence for every student in every classroom. Each child is valued as an individual with unique characteristics to be developed and enhanced. We promote high expectations for student success in a safe environment. Our entire learning community celebrates and supports each student.

We will continue to provide a caring and nurturing environment that empowers all children, including English Language Learners and students with special needs, our students experience greater success and confidence in themselves, allowing them to grow socially, emotionally, and academically into well-rounded, productive citizens. Through high quality classroom instruction, before and after school programs, academic intervention services, social activities, clubs and teams, we equip our children with lifelong skills for success.

#### **PART A2: NARRATIVE DESCRIPTION OF THE SCHOOL**

##### **Contextual Information:**

The Ten Eyck Upper School – MS 582 is a School Wide Project school located in the East Williamsburg section of Brooklyn, New York. As a new middle school which opened in September of 2004, we serve a population of roughly 330 students in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade. Our student population is primarily of Latino descent. We currently share a building with our partner school, Public School 196. Both schools focus on excellence for all students and

share an amicable working relationship. We currently share a well kept 79 year old building. MS582 is housed on the 4<sup>th</sup> and 5<sup>th</sup> floor.

Approximately 80.3% of the community members are of Latino descent and approximately 15% are African American with a small percentage from Asian and European cultures. 53.4% of the student population is male and 46.6% is female. Approximately 13% of the students have Individualized Education Programs (IEP's) and receive services including Special Education Teacher Support Services (SETSS), an integrated inclusion (CTT) class on each of the three grades, and related services such as speech and language, and counseling. In addition, .06% are English Language Learners (ELL's) with Spanish as the dominant language. Roughly 98% of the student population is from low income families who are eligible for free lunch.

MS582~The Upper Academy is organized into 12 classes across the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. There are four (4) 6<sup>th</sup> grade classes and four (4) 7<sup>th</sup> grade classes and four (4) 8<sup>th</sup> grade classes which are heterogeneously grouped. Average class size is 27 students. On each grade, there is one CTT (Collaborative class. MS 582/The Upper Academy is housed on the fourth and fifth floor of a school building that is shared with our lower school, PS 196.

The student body is served by 39 professionals and support staff, including one principal, one assistant principal, one Educational Consultant, twenty one (24) teachers, one guidance counselor, two paraprofessionals, two secretaries, one school safety officer, five school aides and eight other support personnel. Of the twenty four (24) teachers on staff, twenty three (23) are fully licensed and certified, the eighth grade teachers are first year teachers recruited from the Fellows Program, and hold a Masters Degree. In 2010-2011, MS 582 will be organized as follows:

4 ELA teachers

4 Math teachers (one on the sixth grade, two on the seventh grade, two on eighth grade level)

3 Science teachers (one on the 6<sup>th</sup> grade, 7<sup>th</sup> grade, and 8<sup>th</sup> grade)

3CTT (Special Ed) teachers (one on each grade level)

1 Spanish teacher

1 Health/Phys Ed teacher

1 Technology teacher

1 Art teacher

1 Paraprofessional – 7<sup>th</sup> grade

1 Guidance Counselor

1 IEP teacher

1 Parent Coordinator

2 AIS teachers

1 SETSS teacher

1 School Secretary

1 Dean of Students

2 School Aides

In addition, with our lower school, PS 196, we share the following:

- SBST Team members comprised of school psychologist; Social Worker
- 3 Custodial Staff
- 1 School Safety Officer
- 5 Cafeteria Staff
- 1 School nurse

We are fortunate to have a dedicated and involved PTA endeavoring to keep all parents informed about their children's education. They are an integral part of our School Leadership Team that meets regularly on a monthly basis to discuss ways to improve instruction and student performance. In addition to their vital role as co-teachers for their children and fundraisers for our school, PTA members also serve as program coordinators, provide health screening services, and translate for our parents and staff.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                           |          |             |         |  |              |          |          |
|---------------------------|----------|-------------|---------|--|--------------|----------|----------|
| <b>School Name:</b>       | M.S. 582 |             |         |  |              |          |          |
| <b>District:</b>          | 14       | <b>DBN:</b> | 14K582  | <b>School BEDS Code:</b>                             | 331400010582 |          |          |
| <b>DEMOGRAPHICS</b>       |          |             |         |  |              |          |          |
| Grades Served:            | Pre-K    |             | 3       |  | 7            | √        | 11       |
|                           | K        |             | 4       |  | 8            | √        | 12       |
|                           | 1        |             | 5       |  | 9            |          | Ungraded |
|                           | 2        |             | 6       | √  | 10           |          | √        |
| <b>Enrollment</b>         |          |             |         | <b>Attendance - % of days students attended:</b>     |              |          |          |
| <i>(As of October 31)</i> | 2006-07  | 2007-08     | 2008-09 | <i>(As of June 30)</i>                               | 2006-07      | 2007-08* | 2008-09  |
| Pre-K                     | 0        | 0           | 0       |  | 91.4         | 90.4     | 91.2     |
| Kindergarten              | 0        | 0           | 0       | <b>Student Stability - % of Enrollment:</b>          |              |          |          |
| Grade 1                   | 0        | 0           | 0       | <i>(As of June 30)</i>                               | 2006-07      | 2007-08  | 2008-09  |
| Grade 2                   | 0        | 0           | 0       |  | 93.8         | 95.1     | 94.5     |
| Grade 3                   | 0        | 0           | 0       | <b>Poverty Rate - % of Enrollment:</b>               |              |          |          |
| Grade 4                   | 0        | 0           | 0       | <i>(As of October 31)</i>                            | 2006-07      | 2007-08  | 2008-09  |
| Grade 5                   | 0        | 0           | 0       |  | 78.2         | 78.2     | 0.0      |
| Grade 6                   | 74       | 116         | 104     | <b>Students in Temporary Housing - Total Number:</b> |              |          |          |
| Grade 7                   | 99       | 92          | 109     | <i>(As of June 30)</i>                               | 2006-07      | 2007-08  | 2008-09  |
| Grade 8                   | 97       | 98          | 94      |  | 2            | 4        | 7        |
| Grade 9                   | 0        | 0           | 0       | <b>Recent Immigrants - Total Number:</b>             |              |          |          |
| Grade 10                  | 0        | 0           | 0       | <i>(As of October 31)</i>                            | 2006-07      | 2007-08  | 2008-09  |
| Grade 11                  | 0        | 0           | 0       |  | 6            | 6        | 3        |
| Grade 12                  | 0        | 0           | 0       | <b>Special Education Enrollment:</b>                 |              |          |          |
| Ungraded                  | 1        | 0           | 1       | <i>(As of October 31)</i>                            | 2006-07      | 2007-08  | 2008-09  |
| Total                     | 271      | 306         | 308     |  | 6            | 6        | 3        |

|   |         |         |         |  |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <b>Special Education Enrollment:</b>                                    |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b>    |         |         |         |
| <i>(As of October 31)</i>   | 2006-07 | 2007-08 | 2008-09 | <i>(As of June 30)</i>                                 | 2006-07 | 2007-08 | 2008-09 |
| # in Self-Contained Classes   | 0       | 0       | 0       | Principal Suspensions                                  | 0       | 16      | TBD     |
| # in Collaborative Team Teaching (CTT) Classes                          | 24      | 32      | 31      | Superintendent Suspensions                             | 5       | 3       | TBD     |
| Number all others   | 18      | 30      | 41      | <b>Special High School Programs - Total Number:</b>    |         |         |         |
| <i>These students are included in the enrollment information above.</i> |         |         |         | <i>(As of October 31)</i>                              | 2006-07 | 2007-08 | 2008-09 |
| <b>English Language Learners (ELL) Enrollment:</b>                      |         |         |         | CTE Program Participants                               | 0       | 0       | 0       |
| <i>(As of October 31)</i>   | 2006-07 | 2007-08 | 2008-09 | Early College HS Program Participants                  | 0       | 0       | 0       |
| # in Transitional Bilingual Classes                                     | 0       | 0       | 0       | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
| # in Dual Lang. Programs  | 0       | 0       | 0       | <i>(As of October 31)</i>                              | 2006-07 | 2007-08 | 2008-09 |
| # receiving ESL services only   | 32      | 36      | 36      | Number of Teachers                                     | 26      | 29      | 32      |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |         |         |         |  |         |         |         |
|--|---------|---------|---------|--|---------|---------|---------|
| # ELLs with IEPs   | 0       | 3       | 2       | Number of Administrators and Other Professionals                           | 3       | 3       | 4       |
| These students are included in the General and Special Education enrollment information above. |         |         |         | Number of Educational Paraprofessionals                                    | N/A     | 1       | 1       |
| <b>Overage Students (# entering students overage for grade)</b>                                |         |         |         | <b>Teacher Qualifications:</b>   |         |         |         |
|  | 2006-07 | 2007-08 | 2008-09 | (As of October 31)   | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31)   | 0       | 1       | 2       | % fully licensed & permanently assigned to this school                     | 100.0   | 100.0   | 96.9    |
|  |         |         |         | % more than 2 years teaching in this school                                | 19.2    | 44.8    | 59.4    |
|  |         |         |         | % more than 5 years teaching anywhere                                      | 15.4    | 13.8    | 18.8    |
| <b>Ethnicity and Gender - % of Enrollment:</b>   |         |         |         | % Masters Degree or higher   |         |         |         |
| (As of October 31)   | 2006-07 | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 62.0    | 52.0    | 59.0    |
| American Indian or Alaska Native   | 0.0     | 0.6     | 0.3     | 100.0  | 100.0   | 97.4    |         |
| Black or African American  | 19.9    | 21.9    | 20.5    |  |         |         |         |
| Hispanic or Latino   | 78.2    | 76.1    | 77.9    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.  | 1.5     | 1.0     | 0.3     |  |         |         |         |
| White  | 0.4     | 0.3     | 1.0     |  |         |         |         |
| <b>Male</b>  | 54.2    | 53.9    | 54.9    |  |         |         |         |
| <b>Female</b>  | 45.8    | 46.1    | 45.1    |  |         |         |         |

| 2009-10 TITLE I STATUS |                                  |  |  |  |  |  |  |
|------------------------|----------------------------------|--|--|--|--|--|--|
| √                      | Title I Schoolwide Program (SWP) |  |  |  |  |  |  |
|                        | Title I Targeted Assistance      |  |  |  |  |  |  |
|                        | Non-Title I                      |  |  |  |  |  |  |

| Years the School Received Title I Part A Funding: | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|---------|
|   | √       | √       | √       | √       |

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

|                             |  |   |  |  |
|-----------------------------|--|---|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, area(s) of SURR identification: |  |  |
|-----------------------------|--|---|--|--|

**Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:**

|   |   |  |  |  |
|---|---|--|--|--|
| √ | In Good Standing (IGS)  |  |  |  |
|   | School in Need of Improvement (SINI) – Year 1                         |  |  |  |
|   | School in Need of Improvement (SINI) – Year 2                         |  |  |  |
|   | NCLB Corrective Action (CA) – Year 1                                  |  |  |  |
|   | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) |  |  |  |
|   | NCLB Restructuring – Year ____  |  |  |  |
|   | School Requiring Academic Progress (SRAP) – Year ____                 |  |  |  |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT   |      |  |      |   |                        |      |           |
|---|------|--|------|---|------------------------|------|-----------|
| <b>Individual Subject/Area Ratings:</b>   |      |  |      |   |                        |      |           |
| <b>Elementary/Middle Level</b>  |      |  |      | <b>Secondary Level</b>                  |                        |      |           |
| ELA:  | IGS  |  |      | ELA:                                    |                        |      |           |
| Math:   | IGS  |  |      | Math:                                   |                        |      |           |
| Science:  | IGS  |  |      | Graduation Rate:                        |                        |      |           |
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b> |      |  |      |   |                        |      |           |
|   |      | <b>Elementary/Middle Level</b>                             |      |   | <b>Secondary Level</b> |      |           |
| <b>Student Groups</b>   |      | ELA  | Math | Science                                 | ELA                    | Math | Grad Rate |
| <b>All Students</b>   |      | √  | √    | √                                       |                        |      |           |
| <b>Ethnicity</b>  |      |  |      |   |                        |      |           |
| American Indian or Alaska Native  |      | -  | -    | -                                       |                        |      |           |
| Black or African American   |      | √  | √    | -                                       |                        |      |           |
| Hispanic or Latino  |      | √  | √    | √                                       |                        |      |           |
| Asian or Native Hawaiian/Other Pacific Islander   |      | -  | -    | -                                       |                        |      |           |
| White   |      | -  | -    |   |                        |      |           |
| <b>Other Groups</b>   |      |  |      |   |                        |      |           |
| Students with Disabilities  |      | √  | √    | -                                       |                        |      |           |
| Limited English Proficient  |      | √SH  | √    | -                                       |                        |      |           |
| Economically Disadvantaged  |      | √  | √    | √                                       |                        |      |           |
| <b>Student groups making AYP in each subject</b>  |      | 6  | 6    | 3                                       | 0                      | 0    | 0         |
| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>  |      |  |      |   |                        |      |           |
| <b>Progress Report Results – 2008-09</b>  |      |  |      | <b>Quality Review Results – 2008-09</b> |                        |      |           |
| <b>Overall Letter Grade:</b>  | A    | <b>Overall Evaluation:</b>                                 |      | √                                       |                        |      |           |
| <b>Overall Score:</b>   | 91.7 | <b>Quality Statement Scores:</b>                           |      |   |                        |      |           |
| <b>Category Scores:</b>   |      | Quality Statement 1: Gather Data                           |      | √                                       |                        |      |           |
| School Environment:   | 8.5  | Quality Statement 2: Plan and Set Goals                    |      | √                                       |                        |      |           |
| <i>(Comprises 15% of the Overall Score)</i>   |      | Quality Statement 3: Align Instructional Strategy to Goals |      | √                                       |                        |      |           |
| School Performance:   | 18.5 | Quality Statement 4: Align Capacity Building to Goals      |      | √                                       |                        |      |           |
| <i>(Comprises 30% of the Overall Score)</i>   |      | Quality Statement 5: Monitor and Revise                    |      | √                                       |                        |      |           |
| Student Progress:   | 55.7 |  |      |   |                        |      |           |
| <i>(Comprises 55% of the Overall Score)</i>   |      |  |      |   |                        |      |           |
| Additional Credit:  | 9    |  |      |   |                        |      |           |

| CHILDREN FIRST ACCOUNTABILITY SUMMARY       |      |  |  |   |  |  |  |
|---|------|--|--|---|--|--|--|
| <b>Progress Report Results – 2008-09</b>    |      |  |  | <b>Quality Review Results – 2008-09</b> |  |  |  |
| <b>Overall Letter Grade:</b>                | A    | <b>Overall Evaluation:</b>                                 |  | √                                       |  |  |  |
| <b>Overall Score:</b>                       | 91.7 | <b>Quality Statement Scores:</b>                           |  |   |  |  |  |
| <b>Category Scores:</b>                     |      | Quality Statement 1: Gather Data                           |  | √                                       |  |  |  |
| School Environment:                         | 8.5  | Quality Statement 2: Plan and Set Goals                    |  | √                                       |  |  |  |
| <i>(Comprises 15% of the Overall Score)</i> |      | Quality Statement 3: Align Instructional Strategy to Goals |  | √                                       |  |  |  |
| School Performance:                         | 18.5 | Quality Statement 4: Align Capacity Building to Goals      |  | √                                       |  |  |  |
| <i>(Comprises 30% of the Overall Score)</i> |      | Quality Statement 5: Monitor and Revise                    |  | √                                       |  |  |  |
| Student Progress:                           | 55.7 |  |  |   |  |  |  |
| <i>(Comprises 55% of the Overall Score)</i> |      |  |  |   |  |  |  |
| Additional Credit:                          | 9    |  |  |   |  |  |  |

**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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights 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?
- 

Middle School 582's School Leadership Team used a variety of methods to conduct a comprehensive review and analysis of the school's program and student achievement data for general education, ESL, and special education in the areas of literacy, mathematics, science, social studies, and the integration of technology into curricula areas. We looked at test scores, the School Report card, the Quality Review , ARIS, Inquiry data, student and staff attendance rates, and parent, staff and student surveys. We evaluated the effectiveness of professional development, pupil support services, the Robin Hood library, the Inquiry Team, parent involvement, and Academic Intervention Services.

School data from the aforementioned sources was distributed to each parent and staff member of our educational community at a staff conference. Staff ( teachers, paraprofessionals, and administrators) were grouped by grade in order to discuss, interpret and disaggregate the data. Each group included a special education teacher. Using all available information, teachers examined their classes and individual student's achievement data and compared it to data for their grade and the school as a whole. Item skills analyses for reading and math NYS Test data were used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services in coordination with all support services staff . Each working group recorded their findings and the staff conference ended with each group sharing its results.

The findings were categorized and reviewed at a School Leadership Team meeting, and reported to the parents at an open and advertised PTA meeting. Upon entry to the meeting, each parent received a copy of the performance/achievement data for his/her child. The Principal and his support staff reviewed the data and conducted a question and answer session. The Principal, Assistant Principal then explained the needs assessment findings resulting from the staff conference and School Leadership Team review.

## Analysis of Student Achievement

### ENGLISH LANGUAGE ARTS—6<sup>th</sup> GRADE ALLTESTED STUDENTS Grade 6 Student Performance on the NYS ELA Assessment

| Year | # Tested | 1          | 2          | 3          | 4        | (3 & 4)    |
|------|----------|------------|------------|------------|----------|------------|
| 2006 | 81       | (8) 9.9%   | (42) 51.9% | (29) 35.8% | (2) 2.5% | (31) 38.3% |
| 2007 | 73       | (3) 4.1%   | (37) 50.7% | (33) 45.2% | (0) 0.0% | (33) 45.2% |
| 2008 | 103      | (2) 1.8%   | (69) 61.1% | (41) 36.3% | (1) 0.9% | (42) 37.2% |
| 2009 | 104      | 0          | (27) 28.0% | (72) 72.0% | 0        | (72) 72.0% |
| 2010 | 95       | (14) 14.7% | (47) 49.5  | (32) 33.7  | (2) 2.1  | (34)35.8%  |

#### Summary of Data Analysis/Findings—Grade 6 ELA: All Tested Students

Based on the Assessment Results of the 2011 NYS ELA Test, we have been successful in increasing the number of students achieving levels 3&4 by 35 percentage points. We did not have any students who performed at level 1 in 2009. We have significantly decreased our students performing at level 2. We will strive to increase the number of students performing at level 3&4 to 90% in 2011.

#### Grade 6 ELA Performance Results of Special Education Students

| # tested | 1  | 2         | 3          | 4         | 3&4      |           |
|----------|----|-----------|------------|-----------|----------|-----------|
| 2006     | 19 | (2) 10.5% | (16) 84.2% | (1)5.3%   | (0) 0.0% | (1)5.3%   |
| 2007     | 10 | (3)30.0%  | (6) 60.0%  | (1)10.0%  | (0)0.0%  | (1) 10.0% |
| 2008     | 28 | (0) 0.0%  | (22) 78.6  | (6) 21.4% | (0) 0.0% | (6) 21.4% |
| 2009     |    | 0         | (11) 50%   | (11) 50%  | 0        | (11) 50%  |

#### Summary of Data Analysis/Findings—Grade 6 ELA: Special Education

Based on the Assessment Results of the NYS ELA Test, we have been successful in decreasing our students achieving at level 1 over the last three years but we must work to significantly decrease our students performing at level 2. We must also strive to increase the number of students performing at level 3&4.

We are quite confident that changing our ELA Program to a combination of Teachers College and the Holt Reading program in 2008-2009, led to an overall improvement of the ELA instructional program at MS582. This coming year, we are confident that our students will make further gains in progress and performance in 2010-2011 due to an even greater

focus on differentiated instruction to meet the needs of each student at his/ her place on the learning continuum.

**ENGLISH LANGUAGE ARTS—7<sup>th</sup> GRADE ALL TESTED STUDENTS**  
**Grade 7 Student Performance on the NYS ELA Assessment**

| <u>ELA Grade 7</u> |     | 1         | 2          | 3          | 4        | (3 & 4)    |
|--------------------|-----|-----------|------------|------------|----------|------------|
| <u># Tested</u>    |     |           |            |            |          |            |
| 2006               | 92  | (11) 12%  | (57) 62%   | (23) 25%   | (1) 1.1% | (24) 26.1% |
| 2007               | 93  | (5) 5.4%  | (52) 55.9% | (34) 36.6% | (2) 2.2% | (36) 38.7% |
| 2008               | 92  | (4) 4.7%  | (47) 51.1% | (41) 44.6% | 0        | (41) 44.6% |
| 2009               | 109 | 0         | (32) 32.2% | (65) 65%   | (3) 3%   | (68) 68.5% |
| 2010               | 106 | (10) 9.4% | (68) 64.2% | (25) 23.6% | (3) 2.8% | (28) 26.4% |

**Summary of Data Analysis/Findings—Grade 7 ELA:**  
**All Tested Students**

Based on the assessment results of the Spring 2011 ELA , we must strive to decrease the number of level 2’s and increase the number of level 3’s and 4’s. Over the last three years, a noticeable trend is that we consistently decrease our level 1’s , while increasing our level 3’s.

**Grade 7 ELA Performance Results of Special Education Students**

| # tested | 1  | 2         | 3          | 4         | 3&4      |           |
|----------|----|-----------|------------|-----------|----------|-----------|
| 2006     | 17 | (5) 29.4% | (11) 64.7% | (1) 5.9%  | (0) 0.0% | (1) 5.9%  |
| 2007     | 19 | (2) 10.5% | (11) 57.9% | (6) 31.6% | (0) 0.0% | (6) 31.6% |
| 2008     | 13 | (2) 15.4% | (11) 84.6  | (0) 0.0%  | (0) 0.0% | (0) 0.0%  |
| 2009     | 19 | 0         | (9) 47.4   | (10) 52.6 | 0        | (10) 52.6 |

**Summary of Data Analysis/Findings—Grade 7 ELA:**  
**Special Education**

An analysis of the 2011 , Grade 7 NYS ELA-Reading Test results indicates that special education student achievement in grade 7 must improve through a rigorous , intensive academic intervention program that includes targeted small group instruction based on each student’s individual needs. We have successfully increased the number of students achieving level 3 but the percentage of special education students scoring at level 1 & 2 must be decreased over the next year.

## Grade 8 ELA Performance Results of ALL TESTED STUDENTS

|      | <u># tested</u> | <u>1</u>   | <u>2</u>   | <u>3</u>   | <u>4</u> | <u>3&amp;4</u> |
|------|-----------------|------------|------------|------------|----------|----------------|
| 2006 | 75              | (8) 10.7%  | (44) 58.7% | (20) 26.7% | (3) 4.0% | (23) 30.7      |
| 2007 | 88              | (8) 9.1%   | (54) 61.4% | (23) 26.1% | (3) 3.4% | (26) 29.6%     |
| 2008 | 96              | (5) 5.2%   | (57) 59.4% | (33) 34.4% | (1) 1.0% | (34) 35.4%     |
| 2009 | 94              | (2) 2%     | (38) 44%   | (48) 53%   | (1) 1%   | (49) 54%       |
| 2010 | 197             | (32) 16.2% | (128) 65%  | (36) 18.3% | (1) 0.5% | (37) 18.8      |

### Summary of Data Analysis/Findings—Grade 8 ELA

#### All Tested Students

Based on the assessment results of the Spring 2011 ELA, we must strive to decrease the number of level 2's and increase the number of level 3's and 4's.

## Grade 8 ELA Performance Results of Special Education Students

|      | <u># tested</u> | <u>1</u>  | <u>2</u>   | <u>3</u>  | <u>4</u> | <u>3&amp;4</u> |
|------|-----------------|-----------|------------|-----------|----------|----------------|
| 2006 | 14              | (3) 21.4% | (7) 50%    | (4) 28.6  | (0) 0.0% | (4) 28.6%      |
| 2007 | 8               | (2) 25    | (5) 62.5%  | (1) 12.5% | (0) 0.0% | (1) 12.5%      |
| 2008 | 24              | (3) 12.5% | (17) 70.8% | (4) 16.7% | (0) 0.0% | (0) 0.0%       |
| 2009 | 17              | (2) 11%   | (12) 70.6% | (3) 17.6% | 0        | (3) 17.6%      |

### Summary of Data Analysis/Findings—Grade 8 ELA

#### Special Education

Based on the ELA Assessment results from 2011, it is evident that we must decrease the number of level 2's and increase the number of students performing at levels 3 & 4 this school year.

### Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our English Language Arts instruction :

- Continuation of instructional strategies including the implementation of a 90-minute literacy block and daily interdisciplinary methods of writing instruction;
- The implementation of a school-wide literacy program with parallel instruction in all classes, including CTT classes;
- Continued provision of intensive Academic Intervention Services to all students who are not meeting City standards;
- Intensive professional development in the understanding and use of differentiated instructional strategies to meet the needs of general and special populations;

- Continuation of Collaborative Team Teaching model of instruction on each grade level.
- Classroom libraries will continue to be a focal point of every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The Principal and the Assistant Principal will provide professional development. It will include the framework for teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- Cluster teachers will reinforce literacy strategies during content area instruction;
- Investigation of best practices for sustaining and accelerating the achievement of English language learners.

All teachers will use the workshop model for reading and writing using the components of an effective workshop: 1) mini-lesson; 2) guided reading; 3) strategy lessons; 4) independent work 5) conferring; 6) teaching; 7) informal assessment

### **MATHEMATICS GRADE 6**

| Grade 6 Student Performance on the NYS-Mathematics Test |         |       |         |       |         |       |         |           |
|---|---------|-------|---------|-------|---------|-------|---------|-----------|
| ALL TESTED STUDENTS                                     |         |       |         |       |         |       |         |           |
| Year  | Level 1 |       | Level 2 |       | Level 3 |       | Level 4 | Level 3&4 |
|   | #       | %     | #       | %     | #       | %     | %       | %         |
| 2007  | 11      | 14.5% | 16      | 21.1% | 36      | 47.4% | 17      | 64.5      |
| 2008  | 12      | 10.3% | 35      | 30.2% | 61      | 52.6% | 6.9     | 59.5      |
| 2009  | 1       | 1%    | (15)    | 15%   | (78)    | 76%   | 9       | 85        |
| 2010  | 3       | 3.2   | 43      | 45.3  | 39      | 41.1  | 10      | 29.6      |

An analysis of the 2010 Grade 6 Math data shows that 85% of all tested students scored at levels 3&4 on the Mathematics State Assessment. We have successfully increased the number of students performing at levels 3&4 by 26%. A noticeable trend in math student performance over the last 3 years is that we consistently decrease the number of level 1's.

| Grade 6 Student Performance on the NYS-Mathematics Test |         |      |         |      |         |      |         |           |
|---|---------|------|---------|------|---------|------|---------|-----------|
| SPECIAL EDUCATION STUDENTS                              |         |      |         |      |         |      |         |           |
| Year  | Level 1 |      | Level 2 |      | Level 3 |      | Level 4 | Level 3&4 |
|   | #       | %    | #       | %    | %       | %    | %       | %         |
| 2007  | 5       | 45.5 | 2       | 18.2 | 1       | 9.1  | 27.3    | 36.4      |
| 2008  | 5       | 23.8 | 8       | 38.1 | 8       | 38.1 | 0       | 38.1      |
| 2009  | 1       | 4.8  | 6       | 28.6 | 14      | 66.7 | 0       | 66.7      |

|  |  |  |  |  |  |  |  |  |
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**Summary of Data Analysis/Findings – Grade 6 Math:**

An analysis of the 2010 Grade 6 Math data shows that we have made significant progress in terms of increasing the number of students performing at level 3&4 over the last year. We must increase the number of students performing at level 3&4 this school year.

**MATHEMATICS GRADE 7**

| <b>Grade 7 Student Performance on the NYS -Mathematics Test</b> |         |      |         |      |         |      |         |           |
|---|---------|------|---------|------|---------|------|---------|-----------|
| <b>ALL TESTED STUDENTS</b>                                      |         |      |         |      |         |      |         |           |
| Year  | Level 1 |      | Level 2 |      | Level 3 |      | Level 4 | Level 3&4 |
|   | #       | %    | #       | %    | %       | %    | %       | %         |
| 2007  | 11      | 11.3 | 42      | 43.3 | 40      | 41.2 | 4.1     | 45.4      |
| 2008  | 8       | 8.7  | 29      | 31.5 | 49      | 53.3 | 6.5     | 59.8      |
| 2009  | 1       | 1    | 20      | 19   | 71      | 67   | 13      | 80        |

| <b>Grade 7 Student Performance on the NYS-Mathematics Test</b> |         |      |         |      |         |      |         |           |
|--|---------|------|---------|------|---------|------|---------|-----------|
| <b>SPECIAL EDUCATION STUDENTS</b>                              |         |      |         |      |         |      |         |           |
| Year   | Level 1 |      | Level 2 |      | Level 3 |      | Level 4 | Level 3&4 |
|  | #       | %    | #       | %    | #       | %    |         |           |
| 2007   | 1       | 5.0  | 15      | 75   | 4       | 20   | 0       | 20        |
| 2008   | 4       | 33.3 | 5       | 41.7 | 3       | 25.0 | 0       | 25        |
| 2009   | 1       | 5.9  | 6       | 35.3 | 10      | 58.8 | 0       | 58.8      |

**Summary of Data Analysis/Findings – Grade 7 Math:**

Based on the findings of the Grade 7 Mathematics Test results in spring 2011, 80% of students scored at levels 3&4. In the area of special education, only 5.9% of our students are performing at level 1, while 35.3% of students are performing at level 2. This year, we will decrease the number of special education students performing at level 1 &2 and increase the number of students achieving levels 3 and 4 over the next year.

**MATH GRADE 8**

| <b>Grade 8 Student Performance on the NYS -Mathematics Test</b> |         |     |         |      |         |      |         |           |
|---|---------|-----|---------|------|---------|------|---------|-----------|
| <b>ALL TESTED STUDENTS</b>                                      |         |     |         |      |         |      |         |           |
| Year  | Level 1 |     | Level 2 |      | Level 3 |      | Level 4 | Level 3&4 |
|   | #       | %   | #       | %    | #       | %    | %       | %         |
| 2007  | 20      | 9.1 | 42      | 46.7 | 25      | 27.8 | 3.3     | 31.1      |

|      |    |      |    |      |    |      |     |      |
|------|----|------|----|------|----|------|-----|------|
| 2008 | 5  | 4.6  | 36 | 36.7 | 49 | 50.0 | 8.2 | 58.2 |
| 2009 | 3  | 3.0  | 25 | 27.0 | 48 | 52.0 | 18  | 70   |
| 2010 | 14 | 13.7 | 49 | 48   | 25 | 24.5 | 14  | 38.2 |

| Grade 8 Student Performance on the NYS-Mathematics Test |         |      |         |      |         |      |         |           |
|---|---------|------|---------|------|---------|------|---------|-----------|
| SPECIAL EDUCATION STUDENTS                              |         |      |         |      |         |      |         |           |
| Year  | Level 1 |      | Level 2 |      | Level 3 |      | Level 4 | Level 3&4 |
|   | #       | %    | #       | %    | #       | %    | %       | %         |
| 2007  | 2       | 25   | 6       | 75   | 0       | 0    | 0       | 0         |
| 2008  | 5       | 26.3 | 9       | 47.4 | 5       | 26.3 | 0       | 26.3      |
| 2009  | 1       | 6.3  | 6       | 37.5 | 9       | 56.3 | 0       | 56.3      |

**Summary of Data Analysis/Findings – Grade 8 Math:**

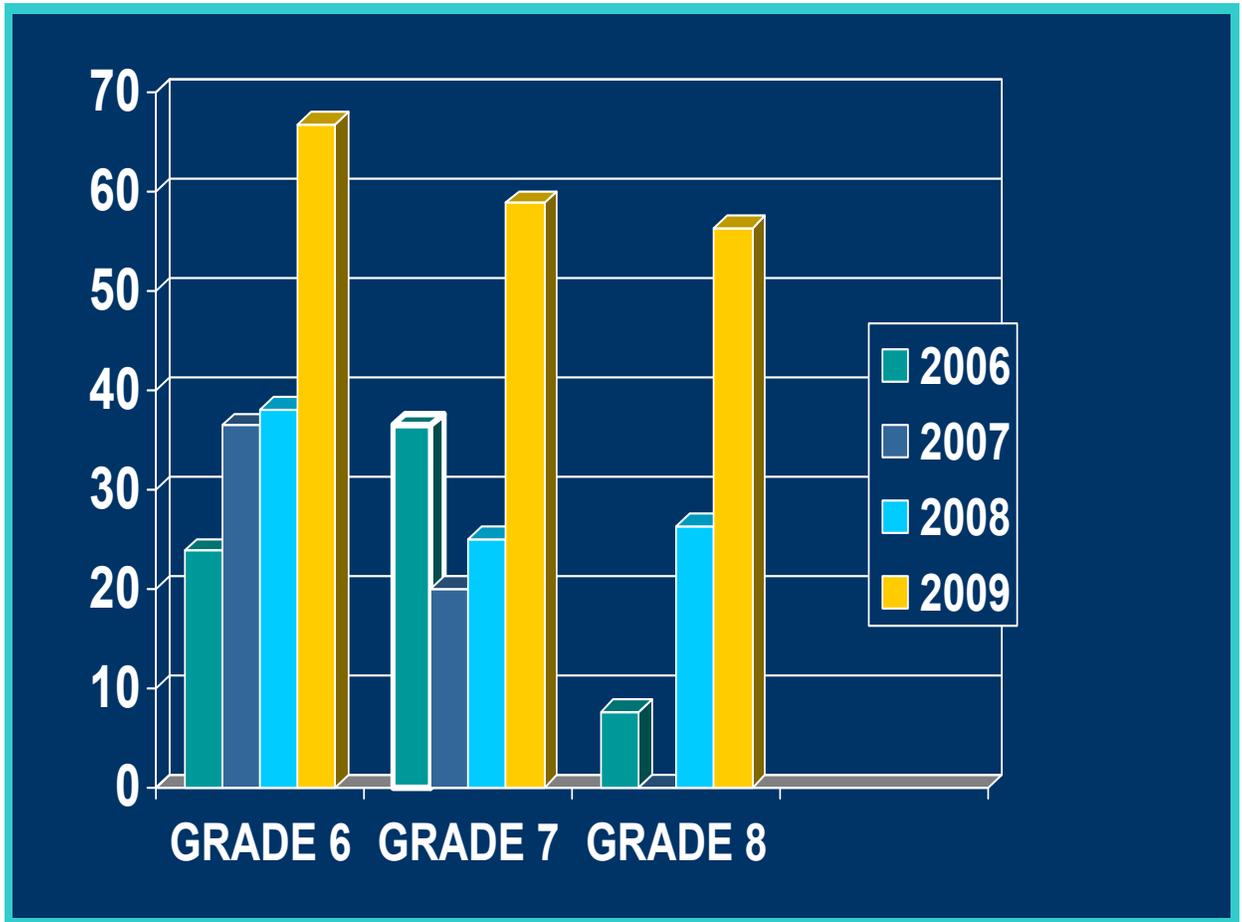
Based on the findings of the Grade 8 Mathematics Test results in spring 2011, 70% of students scored at levels 3&4 showing 12% increase from 2008. In the area of special education, 56.3% of our special needs students performed at levels 3, showing a 30% increase from 2009. We decreased the # of level 2 students for all populations. We will continue to decrease the number of special education students performing at level 1 & 2 and increase the number of students achieving levels 3 and 4 over the next year.

**Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant finding, the following are implications for our Mathematics instructional program for Grade 8 students:

- Continuation of instructional strategies including the implementation of a 90-minute mathematics block and daily journal writing problem-solving activities;
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards;
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations;
- All teachers will become familiar with and use the mathematics strategies that are based on scientifically based research.
- The mathematics coach will provide professional development. It will include the framework for teacher knowledge, teacher skills and professional development experiences in all the components of mathematics problem-solving;
- Investigation of best practices for sustaining and accelerating the achievement of English language learners;
- Pacing calendars will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards;
- Teachers will use data from the ARIS, Acuity and schoolwide assessments to provide instructional emphasis on students; strengths and weaknesses and to assist in the grouping of students.

MS582 MATH RESULTS- *% of Levels 3&4*  
4 YEAR COMPARISON  
SPECIAL EDUCATION



**SCIENCE**

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**Summary of Data Analysis/Findings – Science**

Science instruction is a concern for MS 582 since both science teachers are new and will need significant ongoing professional development. A further problem is the lack of science lab facilities and equipment. Our focus will be to develop a program based on inquiry and investigation that will give our students the tools they need to become “scientists” who will be able to observe, inquire, hypothesize, and make predictions. For the 2010-2011 school

year, we will need to better prepare our grade 8 students for the NYS Science Assessment. MS 582 will continue our focus on infusing content area literacy strategies and skill development, as well as hands-on activities into Science pedagogy to improve comprehension.

**Implications for the Instructional Program:**

We will continue to implement a standards driven inquiry based “hands-on” approach to science that will result in satisfactory outcomes. We will continue to use trade books and the Glencoe Science Program to supplement the curriculum. We will continue to integrate the study of science within a literacy block scheduling and would like to provide opportunities for our students to participate in hands-on, minds-on inquiry investigations for scientific study. Our teaching practice will facilitate the workshop model and will increase the use of investigative work, cooperative group work, problem solving and discussion of science for grades 6,7, and 8 in preparation for the NYS Science Assessment and overall scientific achievement. All student exit projects will be standards based and all students will participate in a Science Culminating Activity.

**SOCIAL STUDIES**

○ ○

**Summary of Data Analysis/Findings – Social Studies**

For the upcoming school year, there is a need for improvement in preparing grade 8 students for the NYS assessment. Teachers will need intensive professional development on utilizing a variety of instructional strategies in their lessons to target all learners and differentiate instruction to meet the needs of their students. Our Team meetings will focus on using instructional strategies that will engage and promote learning for the students. Students in grades 6,7, and 8 will need training in the use of varied learning techniques such as think-pair-share, debate, and peer review in conjunction with cooperative learning groups. Additionally, students in all grades will need training in the use of graphic organizers, outlines, and other organizational tools to hone sequencing and logical thinking skills. Students will need to be taught accountable talk strategies that foster comprehension with a focus on content area literacy techniques and devices.

The social studies program at MS 582 promotes ethical and moral citizenship by using a student centered and inquiry based approach to history. The department uses backward design to develop a curriculum that is engaging, challenging, incorporates best practices and supports the use of technology. Through the use of the workshop model and a move toward more project based assessments, students are asked to use a variety of intellectual skills to demonstrate their understanding of the following New York State social studies standards: The history of the United States and New York, world history, geography, economics, and civics, citizenship & government. Students at

MS 582 are asked to analyze history thematically as opposed to sequentially. The social studies department is also working diligently to incorporate literacy, mathematics, and science into its curriculum by taking a more interdisciplinary approach to teaching and learning.

The eighth grade curriculum focuses on the history of the United States from the 1860's to the present. At MS 582 the eighth grade course utilizes three distinct literary resources that meet the needs of all learners: *A History of US* by Joy Hakim, AGS Publishing's United States History textbook, and the *Our Century* magazine series. The course has also focused its curriculum around a variety of hands-on project based assessments that have included, mock elections, a march on Washington, letters to the west, books on immigration, letters to the president, diaries of soldiers, and the recreation of a women's suffrage march. The course is designed to meet the learning styles of all students through a concerted effort to differentiate all lessons and engage all learners.

#### **Implications for the Instructional Program:**

Our **Social Studies** Department has been redesigned in terms of personnel, resources, and support. The Social Studies Curriculum Development Team meets weekly to plan professional development, map curriculum, and inventory textbooks and additional materials. The curriculum is made up of inquiry-based, in-depth studies of history, geography, economics, government, and culture. Units of study are planned around essential questions of large, enduring concepts. Lessons are presented in the workshop model (including a minilesson, independent/group work and share). Students are engaged in active learning through independent inquiry and cooperative group work in order to make the concepts of Social Studies meaningful and real. Students explore inquiries through authentic research and integration of reading, writing, observation, discussion, and debate. They are guided through an examination of multiple perspectives using primary and secondary resources, interviews, and field trips.

Teachers will be trained on methods to engage and challenge their students by showing the complexities of history in ways that promote critical and creative thinking. We will also adapt several units of study focusing on multicultural awareness and social concerns. Social Studies reading and writing projects will be included in the Traveling Literacy portfolio.

Students learn to answer document-based questions (DBQS) in the study of specific Social Studies content. They are also coached in the reading and interpretation of maps, charts, and diagrams.

At the end of 8th grade, students will produce a Portfolio and an Exit Project in Social Studies in which they research a topic in depth and create a product to demonstrate their skills and knowledge. Projects contain a written, visual, and oral component and are presented in class.

**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 2010-2011 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 (SINI/SRAP/SURR 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 presumably be aligned to the school’s annual goals described in this section.

**Goal 1: To further extend the use of data to inform planning so that differentiated instruction meets the needs of all students.**

**Objective: that teachers plan and execute lessons that use a variety of instructional strategies that result in student growth as shown in assessment results every 4-6 weeks.**

**Summary: Based on our weekly PD Team Meetings; the implementation of our B, D, S differentiated student groups that are reviewed and evaluated every 6 weeks, our school-wide use of ARIS I believe we are on-target to meet this goal. In addition, through continual staff PD we have maintained individual teacher binders that include ARIS and Acuity information; assessment results, writing samples, reading inventory results, and Gains Report data we are constantly informing and changing our instructional practices.**

| <b>Goal Number 2</b>        |  |
|-----------------------------|--|
| <b>Goal</b>                 | <p><b>Describe your goal.</b></p> <p>To increase student attendance 2% from 91.7% to 93.7%.</p>  |
| <b>Measurable Objective</b> | <p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p>Through staff PD and student “town Hall” discussion about the importance of attendance, a majority of 582 students will showcase improved attendance.</p>  |
| <b>Action Plan</b>          | <p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>➤ Communicate with staff and students the 582 Attendance Policy.</li> <li>➤ Use of incentives to reward the homeroom with highest monthly attendance.</li> <li>➤ Consistent follow-up with phone calls to homes of students who are consistently absent by faculty and staff.</li> <li>➤ Prompt follow-up and resolution of all attendance 407’s.</li> <li>➤ Attendance “trips” for students who maintain perfect attendance.</li> </ul> |
| <b>Evidence</b>             | <p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>➤ Monitoring of working class lists for attendance.</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>➤ Use of ATS monthly attendance report to monitor attendance.</li> <li>➤ Staff PD minutes on attendance policy.</li> <li>➤ Parent outreach log sheets</li> <li>➤ Incentive programs to motivate students to come to school every day.</li> </ul> |
|--|---|

|                      |  |
|----------------------|--|
| <b>Goal Number 3</b> |  |
|----------------------|--|

|                             |   |
|-----------------------------|---|
| <b>Goal</b>                 | <p><b>Describe your goal.</b></p> <p>To improve the literacy program so that our students achieve academic success on the ELA and raise the number of level 3's and 4's by 10% from 65.0% in 2009 to 75% in 2011.</p>   |
| <b>Measurable Objective</b> | <p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>➤ A majority of students will achieve a minimum of 16 scale point growth on the ELA exam.</li> <li>➤ A majority of teachers/staff will use ARIS to track growth of B/D/S students during assessment results.</li> <li>➤ Monitoring of the Holt Benchmark assessment results.</li> </ul>   |
| <b>Action Plan</b>          | <p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>➤ Use of the schedule to double block as many ELA periods as possible so that the ELA program includes the Holt Curriculum and Independent Reading with small group instruction and conferring time built into the program.</li> <li>➤ Use of an ELA Pacing Calendar that outlines the curriculum to be covered on a daily basis.</li> <li>➤ Use of weekly ELA Team meetings to review and monitor the progress of staff towards implementing the ELA pacing calendar and Holt program.</li> <li>➤ Use of the Extended Day Program to be tailored toward student acquisition of literacy skills.</li> </ul> |
| <b>Evidence</b>             | <p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>➤ Improved Acuity results.</li> <li>➤ Greater use of ARIS by students/staff/parents to monitor student achievement.</li> <li>➤ Improved reading and response notebooks and writing journals which are reviewed regularly.</li> </ul>   |

**Goal 4: Increase the number of students achieving level 3 & 4 on the NYS Math exam from 78.4% to 88.4%. by June 2011.**

**Objective: To increase the scores of students scoring level 3 & 4 on the State Math exam with a median score increase from 3.38 to 3.55.**

**Summary: In Mathematics, I believe we will reach our goal. Our student assessments showed student growth. We have used the Extended Day Program to support Math achievement. The Math Coach will work with the Assistant Principal to improve each math teachers delivery of instruction. In our weekly PD Math Team Meetings we continually assess student outcomes. We have used Acuity, ARIS, our Math Practice exams to provide targeted instruction and improved student performance.**

**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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts grade 6,7&8  
General Education, ELL students

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>To decrease the percentage of students in Level 1 by 5% and increase the percentage of students in Level 3 and 4 by 10% by June 2010 on the ENGLISH LANGUAGE ARTS state assessments by using a balanced literacy program based on New York State Standards.</p>  |
| <p><b>Action Plan</b><br/> <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>We have mobilized various members of our faculty (Computer teacher, AIS providers) to support our initiative in implementing our new ELA curriculum. We have employed scheduling (double block literacy periods, used of Extended Day program, use of remediation after school) to support student learning. Our ELA pacing calendar, and weekly ELA Team PD sessions to monitor the skills taught (main idea, sequence) as well as to assess and review student achievement. Our improved Acuity results, Practice exams both show student improvement.</p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <p>Intervention Services: Push in/ pullout programs 3- 4 days/week<br/> Afterschool program 3:00-5:00 P.M., three days/week (Afterschool Program)<br/> Literacy Activities: Sept. 2010-June 2011 Independent reading—30min./day,<br/> Independent writing—45 minutes 3 times a week,<br/> Guided reading—30 minutes four times a week<br/> Resources: Literary Activities—Tax Levy, Title I After School Programs—<br/> Principal, Assistant Principal , AIS teachers , Teacher Leaders, Teachers</p>   |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>— Establish benchmarks every six weeks to monitor student progress<br/> Reading and writing projects’ rubric based on state performance standards<br/> Final assessment of student portfolios for promotional purposes<br/> Mid-year administration of in-house assessments on reading and writing (e.g. PAL)<br/> Informal review of Reading and Writing notebooks<br/> Meeting the 25 books standard<br/> Use of running records in conjunction with reading and writing conferences<br/> Evidence of growth in reading—fluency, stamina, vocabulary, range of genre, quality of reader response, achievement of personal goals as per reading survey as measured by ongoing teacher assessment and conferring notes<br/> Evidence of growth in writing—length of piece, skilled use of language conventions, variety in genre, increasing independence as a writer, achievement of personal goals as per writing survey<br/> Improved quality of student portfolio<br/> Publishing and celebration of writing pieces<br/> Evidence of students’ use of technology in their work<br/> Portfolios that include evidence of standard-setting student work via increased display of students’ work of bulletin boards.</p> |
| <p><i>WHAT</i><br/> - Objective</p>  | <p><b>To increase the percentage of SPECIAL EDUCATION STUDENTS achieving mastery of the IEP LITERACY goals by 5% by June 2011 by incorporating the New York State Standards.</b></p>   |
| <p><i>WHO</i><br/> - Target Population</p>   | <p>Special Education students—Grades 6-8</p>   |
| <p><i>HOW</i><br/> - Major Tasks/Activities*</p>   | <ul style="list-style-type: none"> <li>• Implement a workshop model</li> <li>• Align curriculum to NYS and NYC standards</li> <li>• Provide NYC and NYS curriculum guides to all staff members</li> <li>• Provide professional development in: <ul style="list-style-type: none"> <li>—Differentiated instruction to meet the needs of all Special Education learners</li> <li>—The use of sensory modalities (visual, auditory, kinesthetic, and tactile) to engage students in lessons</li> <li>—The use of IEP data/testing categories</li> </ul> Expand Teacher Leader model to include special education teachers </li> <li>• Use technology (computers, software, tape records, ) to facilitate student learning</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Employ strategies to develop phonemic awareness</li> <li>• Develop IEP goals that reflect the skill students need to become literate and which are based on authentic assessments</li> <li>• Design activities that will lead students to become fluent readers with appropriate comprehension skills</li> <li>• Develop group and individual projects that compel students to use effective oral and written communication skills</li> <li>• Provide appropriate interventions for at-risk special education students during extended day and summer</li> <li>• Participate in Literacy workshops with general education teachers</li> </ul>  |
| <p><i>WHEN</i></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>   | <p>Intervention Services: 4 days/week , afterschool 3 days/week (Afterschool Program)<br/>         Literacy Activities: Sept. 2010-June 2011 Independent reading—30 minutes/day, Independent writing—45 minutes 3 times a week, Word study—45 minutes/week, Guided reading—30 minutes three times a week</p>  |
| <p><i>SUPPORT</i></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source<br/>             (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul> | <p>Resources: Literary Activities—Tax Levy, Title I After School Programs</p>   |
| <p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>   | <p>Establish mid-year benchmarks to monitor student progress<br/>         Reading and writing projects' rubric based on state performance standards<br/>         Mid-year administration of in-house assessments on reading and writing (e.g. ELAP)<br/>         Informal review of Reading and Writing notebooks<br/>         Meeting the 25 books standard<br/>         Use of running records in conjunction with reading and writing conferences<br/>         Evidence of growth in reading—fluency, stamina, vocabulary, range of genre, quality of reader response, achievement of personal goals as per reading survey as measured by ongoing teacher assessment<br/>         Evidence of growth in writing—length of piece, skilled use of language conventions, variety in genre, increasing independence as a writer, achievement of personal goals as per writing survey<br/>         Publishing and celebration of writing pieces<br/>         Evidence of students' use of technology in their work<br/>         Evidence of standard-setting student work via increased display of students' work of bulletin</p> |

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|  | boards and MS 582 website.<br>Standardized ELA state assessment tests (decrease Level 1 by 5% and increase Level 3 and 4 by 5% by June 2011) |
| <b>ACCOUNTABILITY</b><br>- Person(s) or Positions(s) Responsible | Assistant Principal , Special Education Supervisor, Special Education Teachers, SETTS Teachers, AIS Teachers                                 |

**GOAL: MS 582 will provide a rigorous Literacy instructional program to enable all ELL students to achieve high academic standards.**

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| <b>WHAT</b><br>- Objective              | English Language Learners should meet the Adequate Yearly Progress pursuant to NCLB on the NYSESLAT.   |
| <b>WHO</b><br>- Target Population       | ELL students (grades 6-8) in ESL   |
| <b>HOW</b><br>- Major Tasks/Activities* | <ul style="list-style-type: none"> <li>- Ensure that our ESL instruction supports the corresponding grade curriculum so that English language learning is consistent with classroom instruction for our ESL students.</li> <li>- Have our ESL teacher work with our staff to incorporate ESL strategies into the classroom.</li> <li>- Effective practices for English language learners such as brainstorming, role-play, graphic organizers, K-W-L, and shared reading should be evident in our classrooms.</li> <li>- Each classroom should be equipped to provide high interest, leveled books to all English language learners.</li> <li>- Ensure that English language learners are part of the school’s AIS program.</li> <li>-To continue to provide appropriate materials to enhance native language arts instruction as a vehicle to improving English skills acquisition in alignment with the performance standards in Spanish Language Arts.</li> <li>-To continue to align the standards for Spanish Language Arts instruction with English Language Arts instruction.</li> <li>-Utilize a push in &amp; pull-out method with students in need of ESL services</li> <li>-Follow the writer’s workshop model to engage students in writing</li> </ul> |

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| <p><b>WHEN</b></p> <ul style="list-style-type: none"> <li>- Beginning Date, Frequency, and Duration</li> </ul>  | <p>Intervention Services: 3:00-4:30 P.M., two days/week (Afterschool Program)<br/>         Literacy Activities: Sept. 2010-June 2011 Independent reading—20 minutes/day, Independent writing—30 minutes 3 times a week, Word study—45 minutes 2 times a week, Guided reading—30 minutes four times a week</p> |
| <p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>- Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</li> </ul> | <p>Resources: Literacy Activities—Tax Levy, Title I; After School Programs, Title III</p>   |
| <p><b>INDICATORS OF SUCCESS</b></p> <ul style="list-style-type: none"> <li>- Interval of Periodic Review</li> <li>- Instrument(s)/Projected Gains</li> </ul>  | <ul style="list-style-type: none"> <li>• Show Annual Yearly Progress on NYSESLAT</li> <li>• Student portfolios</li> <li>• Ongoing teacher assessment</li> </ul>   |
| <p><b>ACCOUNTABILITY</b></p> <ul style="list-style-type: none"> <li>- Person(s) or Positions(s) Responsible</li> </ul>  | <p>Assistant Principal in chare of ESL, ESL teacher, content area teachers trained in ESL methodology</p>   |

## MATHEMATICS

### ACTION PLAN:

|                                  |   |
|----------------------------------|---|
| <p><b>WHAT</b><br/>Objective</p> | <p>To implement a comprehensive program in mathematics that will enable all grade 6,7 &amp;8 students, in all student subgroups to perform at or exceed a proficiency level of 3 or 4 in alignment with the NYS Performance Standards from 58.7% to 68% and increase the proficiency rating median score from 3.38 to 3.55.</p> |
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| <b>WHO</b><br>Target Population   | <b>All students in grades 6, 7 &amp; 8</b>   |
| <b>HOW</b><br>Major Tasks/Activities  | <ol style="list-style-type: none"> <li>1. Revise Glencoe Pacing Calendars for the math curriculum.</li> <li>2. Math instruction will focus on strategies for problem solving through a variety of differentiated instructional approaches for B.D.S groups using differentiated instruction.</li> <li>3. Teachers will assess baseline achievement levels for all students and target students below proficiency level 3. Instruction will be driven by data provided by the NYSTART, ACUITY, ARIS and teacher made tests. Portfolios, math journals and school wide Practice tests.</li> <li>4. AIS Teacher will provide small group targeted instruction to level 1&amp;2 students.</li> </ol> |
| <b>WHEN</b><br>Beginning Date,<br>Frequency and Duration  | <p>Start Date: Week beginning September 9, 2010.</p> <p>Daily during a Math block of 90 minutes.</p> <p>September 2010 - June 2011.</p>  |
| <b>SUPPORT</b><br>Resources/Cost/Funding<br>Source  | <p>1 administrator, math coach, cluster teacher</p> <p>Cost: \$120,000.00</p> <p>Tax Levy</p>  |
| <b>INDICATORS OF<br/>SUCCESS</b> Interval of<br>Periodic Review<br>Instrument(s) Projected<br>Gains | <ul style="list-style-type: none"> <li>-Glencoe materials received and in place</li> <li>-schedule of day posted in room and program cards</li> <li>-workshop model for mathematics in place</li> <li>-student notebooks and math journals</li> <li>-increase in mathematical ability demonstrated in classroom conversations and assessments.</li> <li>-Achievement will be measured using results of teacher-made tests, portfolios and benchmark assessments achievement on the NYS Mathematics exam</li> </ul>   |
| <b>ACCOUNTABILITY</b><br>Person(s) Or Position(s)<br>Responsible                                    | <p>Assistant Principal</p> <p>Mathematics Coach</p> <p>SETSS Teacher</p> <p>AIS Teachers</p> <p>Math Teachers</p>  |

**ACTION PLAN**

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| <p><b>WHAT</b><br/>Objective</p>  | <p>To further extend the use of data to inform planning so that differentiated instruction meets the needs of all students.</p>  |
| <p><b>WHO</b><br/>Target Population</p>   | <p>All Teachers</p>  |
| <p><b>HOW</b><br/>Major Tasks/Activities</p>  | <p>-Administration will provide Professional development for teachers on how to differentiate lessons for Beginner (B) , Developing (D) and Secure (S) groups within each of their classes.<br/>-Team meetings will be devoted to creating lessons that include various instructional strategies for B,D,S groups . Teachers will differentiate learning activities , homework and writing activities and rubrics.</p>   |
| <p><b>WHEN</b><br/>Beginning Date,<br/>Frequency and Duration</p>   | <p>Start Date: Week beginning September 9, 2010<br/>Weekly Team meetings ; one period per week during subject team meeting<br/>September 2010 - June 2011.</p>   |
| <p><b>SUPPORT</b><br/>Resources/Cost/Funding<br/>Source</p>   | <p>1 administrator, teacher leader<br/>Cost: \$120,0000.00<br/>Tax Levy</p>  |
| <p><b>INDICATORS OF SUCCESS</b> Interval of<br/>Periodic Review<br/>Instrument(s) Projected<br/>Gains</p> | <p>-weekly PD Team Meetings; the implementation of our B, D, S differentiated student groups that are reviewed and evaluated every 6 weeks,<br/>- school-wide use of ARIS<br/>-continual staff PD that includes every teacher maintaining an individual DATA binders that include ARIS and Acuity information; assessment results, writing samples, reading inventory results, and lesson plans, pd data on learning styles, differentiation , the Gains Report<br/>- student growth as shown in assessment results every 4-6 weeks.<br/>-student portfolios with the process and rubric attached including teacher feedback throughout the process, rubric score and revisions.</p> |
| <p><b>ACCOUNTABILITY</b><br/>Person(s) Or Position(s)<br/>Responsible</p>                                 | <p>Assistant Principal, all teachers</p>   |



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**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 SINI AND SRAP SCHOOLS**

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2010-2011 REQUIREMENT FOR ALL SCHOOLS**

**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:<br>Guidance<br>Counselor | At-risk Services:<br>Social worker | At-risk Services:<br>Speech    | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|------------------------------------|--------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS | # of Students<br>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     | 37                             | 28                             | 18                             | 10                             | 9  |                                    |                                |                                       |
| 7     | 38                             | 38                             | 25                             | 15                             | 5  |                                    |                                |                                       |
| 8     | 42                             | 35                             | 48                             | 30                             | 6  |                                    |                                |                                       |
| 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**

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| <p>Name of Academic Intervention Services (AIS)</p>                | <p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>  |
| <p><b>ELA:</b></p>   | <p>Small group instruction provided during and after school that enhances literacy among students who did not score above level 2 in ELA or who scored a level 3 but did not make progress as indicated by negative gains. Areas of concentration are figurative language, sounds of language, poetry, facts/opinions, main idea, author’s purpose, inference, summarizing, recalling facts and details, understanding sequence, predicting, context clues, cause and effect, and comparing and contrasting. Shared, paired, and guided readings are used as learning modalities.</p>  |
| <p><b>Mathematics:</b></p>   | <p>Small group instruction provided during and after school that enhances literacy among students who did not score above level 2 in Math or who scored a level 3 but did not make progress as indicated by negative gains. Areas of concentration are using drill and practice, manipulatives, cooperative learning and whole group instruction. Basic skills are reviewed and applied through hands-on work and word problems. Measurement, fractions, decimals, factoring, algebraic expressions, and graphing are the foci.</p>  |
| <p><b>Science:</b></p>   | <p>Small group instruction provided before, during and after school, that reviews components of the scientific method, measurement skills, and remedial work with grade 6,7 &amp; 8 science curriculum. Teachers are able to provide small group tutoring to selected students at various times during the day-before school, once daily during the AIS preparation period of 50 minutes, or after school. Targeted areas of instruction will be determined by students’ needs based on the science curriculum for their grade.</p>  |
| <p><b>Social Studies:</b></p>                                      | <p>Small group instruction provided during and after school that reviews and reinforces main concepts of the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade social studies curricula. Emphasis is on short answer techniques, DBQ answering strategies and the proper format of a well-written essay. Areas of concentration are figurative language, sounds of language, poetry, facts/opinions, main idea, author’s purpose, inference, summarizing, recalling facts and details, understanding sequence, predicting, context clues, cause and effect, and comparing and contrasting as it pertains to social studies concepts.</p> |
| <p><b>At-risk Services Provided by the Guidance Counselor:</b></p> | <p>Individual and/ or small group counseling based on teacher referrals, anecdotes, and observations of a student. The guidance counselor works to identify issues, concerns, feelings, of the student that are inhibiting academic, social, or emotional growth.</p>  |

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

*NCLB/SED requirement for all schools*

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

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

**Language Allocation Policy Team Composition:**

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*Principal: Brian Walsh*

*ESL Teacher: Elizabeth*

*Assistant Principal: Danielle  
Capuano*

*Lanza*

*IEP Teacher:*

*Antoinetta Inzerelli*

*Guidance Counselor: Jamie  
Goldstein*

*Math Coach: Helen*

*Lind*

*Content Area Teacher:  
Christine Brown(ELA), Tricia  
Boland (ELA) Allison Green  
(ELA) and Kelly Barrick*

*Content Area Teacher: Nicole  
Iannotto (MATH), (MATH),  
Vanessa Velez,  
(MATH), Analene Tangente  
(MATH) Joseph Mattina*

*Parent Coordinator:*

*Bibiana Rodriguez*

**I. Teacher Qualifications**

Brian Walsh has an eager staff servicing the ELL population consisting of one permanent ESL teacher and 25 licensed teachers (Math, Sp. Education, Social Studies, Science & ELA), we are committed to ensure that ELLs receive instruction from certified staff in the forthcoming school year 2010-2011.

**II. ELL Demographics and School Description:**

M.S. 582, The Upper Academy, is located in the community of Williamsburg in Brooklyn, New York. At present, the school shares the same building with P.S. 196. However, each school has developed its own organization, its own entrance and exit. In addition, both schools share the cafeteria and schoolyard. All students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

M.S. 582 has a student population of 310 students from culturally diverse backgrounds whom are mostly from Hispanic background. Our English Language Learner population of 33 students averages 10% of our total population. At Middle School 582, the sixth grade ELL population consists of 13 students. The 7<sup>th</sup> grade ELL population consists of 10 students; and in the 8<sup>th</sup> grade we have a total of 10 students.

### III. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

### IV. Current English Language Learners Instructional Programs

Middle School 582 implements a Push-In 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

#### English Program

#### Push In English as a Second Language Program

In the Push-In ESL component we have 33 students, from 6-8<sup>th</sup> grade. They range from Beginner to Advanced Proficiency levels. They all receive 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-Out assistance in their classroom. Our teacher in the ESL program is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferring with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to tackling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as an atlas, maps, and illustrations to increase comprehension.

### **Instructional Materials:**

The Push-In ESL program utilizes the ELL Resource kit that supports our ELA Holt Elements of Literature curriculum and leveled texts in Spanish. The ELL classroom libraries include high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- *English, YES! Level 6*
- *English, YES Level 5*
- *English, YES Level 4*
- New York State Coach: ELA
- New York State Coach: Mathematics
- Holt Elements of Literature ELL Resource kits/ supplementary materials

### **Supplementary Programs**

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Afterschool Academy:** Our Afterschool Academy offers both remediation and enrichment in Mathematics and ELA.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Festivals, and International Day Festival. At these events, the school and community can come together to recognize student achievements.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

## **V. Assessment Analysis**

### **NYSESLAT**

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new students in the sixth grade.

After review the data from state assessments, acuity predictives and acuity ITA's the patterns revealed were:

- Vast majorities of our 6th grade ELL population is partially meeting learning standards, but have made progress from 07-08.
- Students are approaching language proficiency.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- ELL Students have made more progress this year than in previous years
- MS582 ELL students outperform ELLs in our peer schools

### **Implications for Instruction**

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

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom. .
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the of State Assessments.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

### ***Implications for LAP in English Language Arts Area***

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

### ***Implications for LAP in Mathematics Content Area***

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELL's data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporate writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Math coach works closely with teachers to support rigorous instruction

## **VI. Plan for Incoming ELL students**

When a new student is registered in our school, we provide the following resources to facilitate the transition.

An informal student orientation

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the Saturday Program and After School activities.

An informal assessment is provided to identify possible Academic Intervention programs.

Home school communication.

## **VII. Plan for Long Term Ells**

The Long terms Ells are the largest number of ELLs across the three grades. An analysis of their scores on the ELA and Math assessments suggests that their problem is one of reading, writing and problem solving Our action plan for this group involves.

- An after school program, targeting reading and writing two days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Additional small group instruction separated by grade with the ELL specialist

## **VIII. Plan for Special Needs Students who are also ELLs**

For those students who are both Special Needs and ESL our policy includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE students for possible special needs status.
- Inform all subject area teachers of the criteria for each student to be promoted
- Behavior/Academic plans are distributed upon need

- Close advisory work is completed for all the students under this category. A strong commitment from our school is to build personal relationships with these students to ensure success

## IX. Professional Development:

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - The ELL teacher was trained in September to use the Glencoe textbook effectively. The ELL teacher will use the online support from Glencoe to tailor lessons specifically for the ELL and Special Needs population. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulative and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - Scaffolding in the content areas
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and ELL teachers

- Social Studies and Technology workshop
  - **Wilson Program for Special Education teachers.**
- 

## Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

---

Type of Program: \_\_\_ Bilingual  \_\_\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2010-2011\_35\_  
 (No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
  - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
  - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2010-2011)Activities and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.
- VII. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child’s language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child’s identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

Middle School 582 maintains a “push in” ESL program although certain groups are “pulled out” at times. Students receive small group instruction within a classroom environment. Our ESL teacher is a supplemental resource to provide services to the students in need. Instruction covers language, phonics, grammar, and writing) in content areas and culture. Our students are grouped into four classes according to grade to better fit the need of the individual student. All students are serviced in the English language. Students are serviced based on instructional needs as well lessons modified so individual goals can be met. The ESL teacher’s report to the ELA Coach/math Coach and administration for concerns and support, she also attends CLSO Professional Developments.

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs.

Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

All of our students including the ELL population are offered the opportunity to participate in many different after school programs. The academic after school programs consist of the following: The New York State English Language Arts Preparation Course, New York State Math Preparation Course, TACHS Exam Preparation Course, New York City Specialized High School Preparation Course, Homework Assistance, Science Assistance, Social Studies Assistance and Saturday Academy for ELA and Math. The Enrichment ESL students are strongly encouraged to attend all afterschool academic enrichment programs on Tuesday and Thursday as well as participate in our Saturday Test Prep courses.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

All students are exposed to a variety of clubs during the day. In September, students choose a club program for the first half of the year. Some clubs are: cooking, art, sports club, math games, chess, newspaper, yearbook, movie appreciation. Advisory/ Club period was implemented to expose the students to a variety of different activities and to allow the students to grow socially within the school setting. During this period, students meet other students who are not in their homeroom throughout the day. We all get to know one another on a different level during enrichment clubs.

After School program consists of: flag football, basketball, cheerleading, boys wrestling, dance, chorus, art portfolio development, swimming and drama. Our school works closely with The Urban Advantage Program, The Women's Project Theatre, The American Ballroom Theatre, The Penny Harvest, Pascal Dance Studio, The School Settlement House, CHAMPS, Beat the Streets, Progress High School, The Beacon Program, NFL Junior, Sports and Arts, Brooklyn Botanical Gardens, HONK Junior, and Hall of Science. We feel

building community relationships will better serve our students academically as well as socially. We have implemented a full enrichment club period for all students.

All of our academic and athletic programs are available to all students. We offer a wide variety of programs throughout the year for the children to participate in.

- VIII. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parents participate in an *orientation* that describes various programs for the ELL's and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

Our ESL teacher is required to contact all the students parents on a weekly basis to keep them informed of their child's progress. Our parents are informed and invited to have their children participate in homework help that is offered on Wednesdays, as well as our afterschool enrichment programs ranging from chess to music. Parents are also strongly encouraged to attend all PTA meetings and Parent/Teacher conferences.

- IX. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Students that are participating in the program are notified prior to the first day of school of their class and programs for the year. The ESL teacher introduces herself and the requirements for the program.

- X. Staff Development: Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulative and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - Scaffolding in the content areas
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers

Our ESI teacher will turn key information to all of our teachers with a focal point of our ELL population. She will discuss the strategies and modification she will be using in the classroom as well go over regulations for NYS Testing procedures.

XI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Parents and students have availability of the following support staff within the school: guidance counselor, social worker, parent coordinator, OT, PT, SETSS staff, family worker, AIS staff and others. Translations are available whenever necessary.

XII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. N/A

## Number of Teachers and Support Personnel for 2010-2011

School Building: \_\_\_\_\_ 14k582 \_\_\_\_\_ District \_\_\_\_\_ 14 \_\_\_\_\_

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

| School Building | Number of Teachers<br>2008-2009 |                |  |                | Number of<br>Teaching<br>Assistants or<br>Paraprofessionals*** |                | Sub-<br>Total    |
|-----------------|---------------------------------|----------------|--|----------------|--|----------------|------------------|
|                 | Appropriately<br>Certified*     |                | Inappropriately<br>Certified or<br>Uncertified<br>Teachers** |                |  |                |                  |
| Building Name   | Bilingual<br>Program            | ESL<br>Program | Bilingual<br>Program   | ESL<br>Program | Bilingual<br>Program   | ESL<br>Program |                  |
| 14k582          |                                 | 1              |  | 0              |  | 0              | 1                |
|                 |                                 |                |  |                |  |                |                  |
| <b>TOTALS</b>   |                                 |                |  |                |  |                | Grand<br>Total 1 |

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

## SAMPLE STUDENT SCHEDULE 2010-2011 ESL

ESL Program Type:            \_\_\_ Free-Standing    \_\_\_<sup>\*\*\*</sup> Push-in            \_\_\_ Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning            \_\_\_ Intermediate            \_\_\_ Advanced

School District: \_\_\_\_\_ 14 \_\_\_\_\_

School Building: \_\_\_\_\_ 582 \_\_\_\_\_

| Period              | Time       | Monday | Tuesday        | Wednesday | Thursday | Friday                    |
|---------------------|------------|--------|----------------|-----------|----------|---------------------------|
| <b>Extended Day</b> | From:8:00  | ED     | ED             | ED        | ED       | Morning Assembly/ Line-up |
|                     | To:8:38    |        |                |           |          |                           |
| <b>Home Room</b>    | 8:38-8:50  | HR     | HR             | HR        | HR       | HR                        |
| <b>1</b>            | From:8:50  | Math   | Social Studies | Science   |          | ELA                       |
|                     | To:9:30    |        |                |           |          |                           |
| <b>2</b>            | From: 930  | Math   | ELA            | LUNCH     | Math     | ELA                       |
|                     | To:10:10   |        |                |           |          |                           |
| <b>3</b>            | From:10:10 | ELA    | ELA            | Math      | Math     | Spanish                   |
|                     | To:10:50   |        |                |           |          |                           |
| <b>4</b>            | From:10:50 | ELA    | Science        | Math      | Lunch    | Computers                 |
|                     | To:11:30   |        |                |           |          |                           |

|                      |                        |                |                    |                |                    |         |
|----------------------|------------------------|----------------|--------------------|----------------|--------------------|---------|
| <b>5</b>             | From:11:30<br>To:12:20 | LUNCH          | LUNCH              | LUNCH          | LUNCH              | LUNCH   |
| <b>6</b>             | From:12:20<br>To:1:15  | Social Studies | Math               | ELA            | Social Studies     | Art     |
| <b>7</b>             | From:1:15<br>To:2:00   | Spanish        | Math               | ELA            | Spanish            | Science |
| <b>8</b>             | From: 2:00-<br>2:45    | Science        | Advisory/<br>Clubs | Social Studies | Advisory/<br>Clubs | Gym     |
| <b>Home<br/>Room</b> | 2:45-2:55              | HR             | HR                 | HR             | HR                 | HR      |

**Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1)(a) N/A**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP  
 Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

## ADDITIONAL LANGUAGES

|                 |                  |                  |                      |
|-----------------|------------------|------------------|----------------------|
| Acholi (ACH)    | Finnish (FIN)    | Malayalam (MAL)  | Slovak (SLK)         |
| Adangme (ADA)   | Garifuna (CAB)   | Maltese (MLT)    | Slovenian (SLV)      |
| Afrikaans (AFR) | Georgian (KAT)   | Mandinka (MNK)   | Somali (SOM)         |
| Akan (AKA)      | German (GER)     | Marathi (MAR)    | Sotho-Southern (SOT) |
| Algonquin (ALQ) | Guarani (GUG)    | Mende (MEN)      | Sukuma (SUK)         |
| Amharic (AMH)   | Gujarati (GUJ)   | Mohawk (MOH)     | Swahili (SWH)        |
| Arabic (ARB)    | Hausa (HAU)      | Ndebele (NDE)    | Swedish (SWE)        |
| Arawak (ARW)    | Hebrew (HEB)     | Nyanja (NYA)     | Tajiki (TGK)         |
| Assamese (ASM)  | Hindi (HIN)      | Oneida (ONE)     | Tamil (TAM)          |
| Aymara (AYC)    | Hungarian (HUN)  | Papiamento (PAP) | Telugu (TEL)         |
| Basque (BAQ)    | Ibo (IBO)        | Pashto (PST)     | Thai (THA)           |
| Bemba (BEM)     | Icelandic (ISL)  | Romanian (RON)   | Tigre (TIG)          |
| Bengali (BEN)   | Ilocano (ILO)    | Romansch (ROH)   | Tonga (TNZ)          |
| Bhili (BHB)     | Indonesian (IND) | Rundi (RUN)      | Turkish (TUR)        |
| Brahui (BRH)    | Kabyle (KAB)     | Samoan (SMO)     | Ukrainian (UKR)      |
| Breton (BRE)    | Kamba (KAM)      | Sanskrit (SAN)   | Urdu (URD)           |
| Bulgarian (BUL) | Kashmiri (KAS)   | Seneca (SEE)     | Wolof (WOL)          |
| Cebuan (CEB)    | Konkani (KNN)    | Seri (SEI)       | Yoruba (YOR)         |
| Cham (CHA)      | Lao (LAO)        | Shan (SHN)       | Zulu (ZUL)           |
| Czech (CES)     | Latvian (LAV)    | Shona (SNA)      |                      |
| Danish (DAN)    | Lithuanian (LIT) | Shina (SCL)      |                      |
| Estonian (EST)  | Macedonian (MKD) | Sidamo (SID)     |                      |
| Ewe (EWE)       | Malay (MLY)      | Sindhi (SND)     |                      |

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

**Form TIII – A (1)(a)**

**Grade Level(s)** 6-8                      **Number of Students to be Served:**    5    **LEP** 27    **Non-LEP**

**Number of Teachers** 1 Teacher **ESL, AIS** **Other Staff (Specify)**    Classroom teachers

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**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.

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-5 LEP students in grade 6,7&8 are in a group together for ESL instruction , they are the Beginner group. The ESL teacher does not push in to their classrooms , she pulls them out for instruction using the Rosetta Stone. LEP students are assessed for reading ability by the ESL teacher using books in Spanish. The AIS teacher also takes the LEP students as a separate group and works on the sounds of the alphabet and other phonemic awareness strategies, fluency, phrasing and decoding. LEP students receive individualized classwork ,homework and reading materials. All ESL students are paired with a buddy in every class to translate for them and help them to get acclimated to our school.

-The afterschool program beginning on October 17, 2009, will include a class of 15 ELL students and one Spanish teacher who will focus on vocabulary , remedial reading and math instruction to prepare our students for the NYS assessments . This program will run from October to May for 1.5 hours every Tuesday, Wednesday and Thursday. We will be using NYS Coach books in Reading and math on the grade 3 level and the teacher will progressively increase the grade level for the students as they master each level.

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

---

The ESL teacher provides professional development for the staff at monthly pd meetings to inform the staff on strategies for teaching ELL students and using authentic assessments to evaluate their progress. The ESL teacher will also work with the classroom teachers in order to support them in differentiating instruction for our ELL students.

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

| <b>Allocation:</b>  |                        |   |
|---|------------------------|---|
| <b>Budget Category</b>  | <b>Budgeted Amount</b> | <b>Explanation of Proposed Expenditure</b>  |
| Professional staff, per session, per diem<br>(Note: schools must account for fringe benefits) | \$11,196.00            | Example: After School Program 2teachers x 20 sessions x 2 hours x \$49.73                         |
| Supplies  | \$3,304<br>\$500       | Describe or list materials purchased for Title III program Rosetta Stone and ESL E Block Software |
| Purchased services such as curriculum and staff development contracts                         |                        |   |
| Supplies and materials  |                        |   |
| Travel  |                        |   |
| Other   |                        |   |
| <b>TOTAL</b>  | \$15,000.00            |   |

**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**

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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.

Middle School 582 uses data from The Home Language Identification Survey (HLIS). Communication is a vital component of the success of M.S. 582 therefore we use a variety of methods to communicate with our parents. All correspondences' that are sent home with the students are translated. We also have full-time bi-lingual office personnel used for interpretation for those in need. During our monthly PTA meetings or other school events, translation services are provided upon request.

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.

After analyzing the data through the HLIS report, we have concluded that our school population is comprised of 89.6% Hispanic. Therefore, large majority of accommodations are geared toward the dominant language of our school.

### **Part B: Strategies and Activities**

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- 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.

Middle School 582 uses the resources needed to communicate with parents. Office Personnel is used for written translation accommodations. If necessary, community resources are used to further meets the need of our population. The PTA of Middle School 582 also has bi-lingual members to provide the parents with resources in their language.

- 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.

Middle School 582 uses the resources needed to communicate with parents. Office Personnel is used for oral translation accommodations. If necessary, community resources are used to further meets the need of our population. The PTA of Middle School 582 also has bi-lingual members to provide the parents with resources in their language.

- 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>.

Middle School 582 will adhere to Chancellor's Regulation A-663 by communicating with parents through use of the translation services according to their needs.



## **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**

1. Enter the anticipated Title I allocation for the school for 2009-2010 **402,533.00** \_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **3,100.00** \_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **15,281.00** \_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year **100%** \_\_\_\_\_
5. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## Part A: School Parental Involvement Policy

### Title I Parent Involvement Policy

1. MS 582 THE UPPER TEN EYCK SCHOOL 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:
  - HOLD MONTHLY PARENT MEETINGS
  - PROVIDE PARENTS WITH NOTICES, AGENDAS, LETTERS & MEMOS
  - POSTINGS ON PTA AND STAFF BULLETIN BOARDS
  
2. MS 582 THE UPPER TEN EYCK SCHOOL 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:
  - FORMATION OF SCHOOL LEADERSHIP TEAM WITH EQUAL NUMBER OF STAFF AND PARENTS
  - FORMATION OF PTA
  - VOTING PROCEDURES USED AT ALL MEETINGS
  
3. MS 582 THE UPPER TEN EYCK SCHOOL will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
  - COMMUNICATION BETWEEN PARENTS AND STAFF THROUGH MEETINGS
  - PTA MEETINGS
  - SCHOOL LEADERSHIP TEAM

4. 582 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.

- *ORAL AND WRITTEN PRESENTATIONS*
- *PARENT MEETINGS/DISCUSSIONS*
- *SURVEYS & QUESTIONNAIRES*
- *DISCUSSION AND REVIEW OF DRAFT COMPREHENSIVE EDUCATIONAL PLAN*
- *TOWN HALLS*
- *PARENT INTERVIEWS*
- *PTA MEMBERS AND PARENT COORDINATOR, STAFF MEMBERS & ADMINISTRATION WILL BE RESPONSIBLE FOR CONDUCTING IT*
- *WE WILL FOCUS ON THE PARENTS IN OUR COMMUNITY*

5. MS 582 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.

- *PARENT WORKSHOPS ON LITERACY AND MATH*
- *CONFERENCES*
- *ESL CLASSES FOR PARENTS*

b. MS 582 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:

- LITERACY TRAINING WORKSHOP FOR PARENTS
- ELA WORKSHOP FOR PARENTS TO HELP STUDENTS PREPARE FOR THE STATE EXAM
- MATH WORKSHOP FOR PARENTS TO HELP STUDENTS PREPARE FOR STATE EXAM

c. MS 582 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:

- \*PROFESSIONAL DEVELOPMENT SESSIONS OUTLINING WAYS TO BUILD COMMUNITY WITH PARENTS
- \*WORKSHOPS FOR STAFF ON HOW TO ESTABLISH RELATIONS WITH AND WORK WITH PARENTS

d. MS 582 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:

- ESTABLISHING A LEARNING LEADERS PROGRAM SO PARENTS CAN WORK IN THE CLASSROOMS WITH THE TEACHERS
- PARENTS COMPLETING READING LOGS WITH CHILDREN
- CARE PACKS OF LITERACY FOR PARENTS TO COMPLETE WITH CHILDREN

e. MS 582 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:

**\*ALL CORRESPONDENCE WILL BE PROVIDED IN ENGLISH AND SPANISH; AS WELL AS ANY OTHER LANGUAGE NECESSARY TO ENSURE INFORMATION IS DISSEMINATED TO ALL PARENTS IN A LANGUAGE THEY CAN UNDERSTAND**

### **Adoption**

This School Parent 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\_\_\_\_\_.

This policy will adopted by MS 582 on 06/28/10 and will be in effect for the period of \_1 year. The school will distribute this policy to all parents of participating Title I Part A children on or before 9/10/10.

Principal's Signature:\_\_\_\_\_

Date \_\_\_\_\_

## **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**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.

**\*\*See SECTION IV:NEEDS ASSESSMENT**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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.
  
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.

### **ACTIVITIES TO UPGRADE INSTRUCTION**

A. To supplement our current efforts to inspire our students to excellence, with a special focus on all students who are not meeting City and State standards, we propose to do the following through a School wide Program:

- use instructional time more effectively (we currently have focused year long on not missing any instructional opportunities) through implementation of longer instructional blocks that will allow for in-depth instruction as well as mini-lessons on skill needs in a flex grouping of students.

- expand intervention services for all students during morning, and after school, hours.
- expand the interdisciplinary approach that focuses on integrating content areas.
- create a school environment -- with support from our parents to improve teaching and learning -- that allows students and faculty to know each other well and adapt instruction to further excellence.
- continue to utilize Grow Reports & Princeton Review data to inform instruction
- allow more time for teachers to plan collegially in both a grade level, and subject specific manner.
- Purchase additional materials (Science Lab) geared for student achievement.

B. We plan to use the School wide Program's flexibility to help ensure the achievement of State and City standards by:

- promoting additional Professional Development to staff to improve teaching and learning.
- designing and implementing instructional programs that meet the needs of all students.
- increasing parent involvement.

**Directions:** Describe how the school will implement the following components as required under NCLB:

1. Instruction by highly qualified teachers:

Ten Eyck Upper School – MS 582 believes that everyone – student, teacher, and parent – is both learner and teacher. All members of the school community are everyday, as well as, life-long learners. Our focus is on student achievement through academics, attendance, and attitude. The most important part of any day is the learning that occurs in our classrooms. We strive to educate our students to think critically and make what they believe in happen as productive members of a global culture.

2. Strategies to attract highly qualified teachers:

Ten Eyck Upper School- ms 582 offers a rigorous academic program utilizing the Teacher’s College Workshop Model of Instruction across the curriculum. We strive for students to maximize their potential through the production of quality work and their ability to share and reflect on their experience. We promote high expectations for student success in a safe environment. Our entire learning community celebrates and supports each student.

3. High-quality and ongoing professional development, aligned with the State and City standards (see guide):

Our faculty has been specially selected for their skills, ability, and enthusiasm for learning. They continually work to improve craft practice and instruction. Our staff attends professional development at both the school and regional level. All Professional Development designed by the Assistant Principal, Literacy coach, math coach, SBST Team, focuses on school concerns, curriculum and student performance in alignment with the NY State and City Standards for education. MS 582’s participation in the Leadership Academy’s New Principal Vision Institute will help us to ensure future growth and development.

4. List the Federal, State, and local resources and programs that the school will consolidate in the Schoolwide Program. Describe how these resources will be coordinated and integrated to support the Schoolwide Program:

Ten Eyck Upper School- MS 582 has a formative and collegial School Leadership Team and Parent -Teacher Association. Our School Leadership Team is comprised of administration, the UFT Chapter Chairperson, teachers, and parents. The team meets monthly to discuss issues of concern revolving around instruction and student performance. As a new school our PTA has worked diligently to improve parent performance. We, in partnership with our PTA, recently hosted our first ever “Bring Your Parent to School” Day to involve, with great success, our parents. We have also offered Parent Workshops on a variety of topics.

To implement our plans as a School wide Program school, we now have the flexibility to combine Title I funds, funds from a number of other Federal programs, most State PCEN funds, and local tax-levy funds. This funding flexibility enables MS 582 to move away from fragmented programs by developing and implementing a single, coherent instructional plan for the whole school. Federal legislation requires Title I funds to be supplementary



5. Instruction by highly qualified teachers:

Ten Eyck Upper School – MS 582 believes that everyone – student, teacher, and parent – is both learner and teacher. All members of the school community are everyday, as well as, life-long learners. Our focus is on student achievement through academics, attendance, and attitude. The most important part of any day is the learning that occurs in our classrooms. We strive to educate our students to think critically and make what they believe in happen as productive members of a global culture.

6. Strategies to attract highly qualified teachers:

Ten Eyck Upper School- ms 582 offers a rigorous academic program utilizing a blend of the Holt Reading program and the most effective pieces of the the Teacher’s College Workshop Model of Instruction across the curriculum. We strive for students to maximize their potential through the production of quality work and their ability to share and reflect on their experience. We promote high expectations for student success in a safe environment. Our entire learning community celebrates and supports each staff member and each student.

7. High-quality and ongoing professional development, aligned with the State and City standards (see guide):

Our faculty has been specially selected for their skills, ability, and enthusiasm for learning. They continually work to improve craft practice and instruction. Our staff attends professional development at both the school and regional level. All Professional Development designed by the Assistant Principal, Literacy coach, math coach, SBST Team, focuses on school concerns, curriculum and student performance in alignment with the NY State and City Standards for education. MS 582’s participation in the Leadership Academy’s New Principal Vision Institute will help us to ensure future growth and development.

8. List the Federal, State, and local resources and programs that the school will consolidate in the Schoolwide Program. Describe how these resources will be coordinated and integrated to support the Schoolwide Program:

Ten Eyck Upper School- MS 582 has a formative and collegial School Leadership Team and Parent -Teacher Association. Our School Leadership Team is comprised of administration, the UFT Chapter Chairperson, teachers, and parents. The team meets monthly to discuss issues of concern revolving around instruction and student performance. As a new school our PTA has worked diligently to improve parent performance. We, in partnership with our PTA, recently hosted our first ever “Bring Your Parent to School” Day to involve, with great success, our parents. We have also offered Parent Workshops on a variety of topics.

To implement our plans as a School wide Program school, we now have the flexibility to combine Title I funds, funds from a number of other Federal programs, most State PCEN funds, and local tax-levy funds. This funding flexibility enables MS 582 to move away from fragmented

programs by developing and implementing a single, coherent instructional plan for the whole school. Federal legislation requires Title I funds to be supplementary.

These required components for SWP schools are addressed through the questions in Appendix 3, as well as through additional questions embedded in other sections of the CEP.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

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.
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.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

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.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$ \_\_\_\_\_; 10% of Title I allocation = \$ \_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development 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.

**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.

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

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To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State

Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics

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To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1)

classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

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instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **CEP APPENDIX 7**

**MS582 The Upper Academy: REFLECTION AND RESPONSE TO CURRICULUM AUDITS**  
**Principal : Brian Walsh**

**Response to the questions for ELA Key Finding 1A &2A:**

The process utilized to address whether the findings are relevant to MS 582 's educational program has been a critical analysis of student Standardized assessment results, the gains report, item skill analyses, ELA curriculum, student portfolios, and the NYS Learning standards for each grade. We have instituted communication meetings between all departments and subjects. The administration and staff (including Inquiry Team members) is in constant communication with the ELA Department (June Planning, weekly congruence meetings and grade meetings), revisiting curriculum, analyzing data, analyzing Inquiry Team data spreadsheets and formal observations.

The findings were relevant to our school until the year 2007-2008. In the year 2007-2008, MS 582 was involved with Teacher's College Reading/Writing workshop. Throughout the year, we had weekly meetings to discuss curriculum, assessments and alignment with State Standards. After carefully analyzing our weekly findings and assessments, we noticed many components that are mandated by the State were not being addressed. For example, spelling, grammar, vocabulary, test taking skills, and assessments that provide data that determines the needs for individual students. In addition, the Teachers College curriculum did not address the needs of our ELL students and our students with special needs. Therefore, we created our own program to address these needs. Our program currently consists of the Holt Elements of Literature Comprehensive Textbook across all grades, monthly novels, test prep strategies, assessments,

grammar, spelling, vocabulary and essential elements of the TC Writing Workshop such as conferring, small group instruction, strategy lessons, and guided reading. Each grade receives 7 periods of ELA, double and single periods. In order to correctly address the individual needs of all students, school-wide assessments from the previous 3 years are administered throughout the year and item skills analysis data is created. The students are grouped according to the results within their class. This data informs the development of each class's differentiated groups- B (beginner), D (developing, S (secure). Skill group instruction takes place within the ELA block three times per week . The data created by the Inquiry Team drives our instruction in our ELA, Science, Social Studies, Math. Our interdisciplinary approach to instruction focuses on teaching reading and writing in the content areas and integrating technology into all subject areas. We create a monthly writing piece calendar for each subject that is aligned with the State Standards on each grade level. Our AIS and After School programs provide targeted small group skill instruction that is differentiated for our ELL and students with special needs populations. All curricula are constantly monitored , evaluated and revised as needed based on the needs of our students and the State Standards.

A variety of effective practices and instructional strategies are being implemented this year which is in alignment with the State Learning Standards. We are confident this will lead to overall improved student performance on Standardized Assessments in Grade 6, 7 and 8 in English Language Arts (ELA) during the 2008-2009 school year. Based on the curriculum and instructional reform at MS582, we will provide our students with a seamless instructional program in all subjects and in all grades. Much of our reform can be contributed to a deeper focus on a data-driven approach to improving student performance using assessment results obtained from ARIS, Acuity, NYSTART and school-wide

**practice tests ( that emulate the NYS ELA ), item skills analyses, portfolio assessments, teacher made formal and informal assessments, with an emphasis on Academic Intervention Services for all students.**

**Increased opportunities for mainstreaming of our general education students in general education settings are provided along with an expansion of our CTT model. Ongoing professional development was developed and coordinated by the administrative team to foster a genuine collaboration between CTT teachers and general education teachers which has lead to differentiated instruction in all subjects and grades.**

### **Instructional Components/Strategies**

- **Daily small group guided reading instruction and strategy lessons.**
- **Integration of phonics, word study, curriculum connections and individualized teaching opportunities.**
- **Differentiation of instruction for each class's 3 groups –B (beginner), D (developing), and S (secure) is implemented in all subjects on all grade levels.**
- **The ELA Holt Elements of Literature Reading Program is implemented daily in the workshop model for a 90 minute Balanced Literacy Block.**
- **Writing curriculum is comprised of the Holt Elements of Literature and essential elements of the Teacher's College units of study including mini-lessons, shared writing, interactive writing, and read alouds, small group instruction with an emphasis on maximizing independent writing time and conferring.**
- **NYS Coach , NYS Measuring Up, and Kaplan Programs with a curriculum map that addresses skills to be mastered, strategies to be taught, and student outcomes to be attained , as well as a focus on vocabulary instruction.**

- **Special Education students are mainstreamed into General Education classrooms for skill based literacy instruction.**
- **Implementation of Wilson program for all Special Education students.**
- **Push-in and pull-out models are implemented for the Title I Reading teacher and paraprofessional, the AIS teacher, and the ESL teacher with an emphasis on specific targeted reading instruction based on Reading Level Assessment data.**
- **Continual reinforcement of literacy strategies occurs during content area instruction.**
- **Ongoing teacher made assessments that emulate the NYS assessments and school- wide practice assessment data determine targeted needs for individualized instruction based on item skills analyses.**
- **Intensive Academic Intervention Services (AIS) are provided for all students not meeting State Standards based on assessment results from the previous year as well as teacher referrals.**

### ***Professional Development Components/Strategies***

- **Classroom teachers, AIS providers, paraprofessionals, the administrative team attend weekly grade level congruence meetings. Topics are determined by student and teacher needs.**
- **Weekly demonstration lessons of “best practices” by the Assistant Principal and teacher leaders are viewed by teachers during lab site visits.**
- **Formal and Informal classroom observations with immediate feedback are conducted by the administrative team**

- **A professional library with requisite materials, resources and technology is available to teachers.**
- **Professional books were purchased and all staff members participate in study groups to further their professional development and inform their practice.**
- **Administration and Teacher Leaders provide demonstration lessons and training for all teachers.**
- **Intervisitation schedules are in place for new teachers to view veteran teachers.**

### **Home-School Components/Strategies**

- **A school-wide reading log initiative signed by parents increases accountability for students to read at home.**
- **Parents participate in children’s publishing parties as a culminating celebration for each unit of study.**
- **Parents participate in our Care Pack program whereby students bring home a variety of literature and writing journals for parents and their children to share literary experiences.**
- **Both students and parents are recognized and rewarded for their achievements at monthly awards assemblies.**
- **School Leadership Team members participate in the writing of our CEP which is our Comprehensive Educational Program for instruction for MS582.**
- **Parent workshops are conducted in reading, writing, the Acuity website and the NYS ELA and Math assessments to provide them with information on how to work with their child at home.**
- **Staff members and our Parent Coordinator attend all parent workshops to provide translation for non-English speaking parents.**

- Literacy workshops are conducted for parents by teachers and administrators.

### **Response to the questions for Mathematics Key Finding 1B& 2B:**

The process utilized to address whether the findings are relevant to MS 582 's educational program has been a critical analysis of student Standardized assessment results, the gains report, item skill analyses, Math curriculum, student portfolios, and the NYS Learning standards for each grade in mathematics. We have instituted communication meetings between all departments and subjects. The administration and staff (including Inquiry Team members) is in constant communication with the Math Department (June Planning, weekly congruence meetings and grade meetings), revisiting curriculum, analyzing data, analyzing Inquiry Team data spreadsheets and formal observations.

The findings were not relevant to our school. In the year 2006-2007, MS 582 implemented the Glencoe Math Program. The administration and math teachers created a pacing calendar for each grade level. This Scope and Sequence is in complete alignment with the NYS Learning Standards and the culminating learning activities and assessments are aligned with the performance indicators in Math. Our June Planning in Math consists of revising the Glencoe Curriculum maps so that each map encompasses content topics , skills to be mastered, strategies to be utilized, and student outcomes to be attained , with an emphasis on vocabulary instruction, differentiated instruction and monthly writing pieces from every class that exemplify mastery of content and mathematical concepts. Throughout each year, we have weekly meetings to discuss curriculum, assessments and alignment with State Standards.

The Glencoe Mathematics Program is the primary vehicle for math instruction in grades 6, 7, & 8. A shared time math coach, along with a math teacher leader, and the administration support the effective implementation of the program, through focused, on-site math staff development.

Mathematics will continue to be taught using a workshop model in all grades whereby students are provided the opportunity to collaborate with each other and cooperatively problem solve the various mathematical situations provided to them. The Mathematics curriculum is sequentially developed and assessments are administered periodically in various settings to monitor student progress. As students problem-solve their way through mathematical experiences, interdisciplinary links between all other subjects and mathematics will be encouraged. Based on the success that Kaplan has provided our students and staff, we will continue to use its strategies as part of our instructional program to reinforce and enrich Impact Math concepts and skills. NYS Coach and Measuring Up to the NYS Standards was purchased for our test prep skills period. The Rally Books and EMAP assessments will be used as supplementary resources to acquire data and drive instruction.

The following is a snapshot overview of the Components of the Comprehensive Instructional Approach for Mathematics at MS582:

**Grades 6 – 8:**

***Instructional Materials/Texts: Glencoe Mathematics supplemental by Hot Words, Hot Topics Planning Guide – Scope and Sequence Pacing and Alignment Calendar:***

**90 Minute Math Block:**

- ***Motivation: Explore***
- ***Mini-lesson:***
  - ***Investigate***
  - ***Problem Set A***

- *Think/Discuss*
- *Problem Set B*
- *Share/Summarize*
- *On Your Own*
- *Connect/Extend*
- *Homework, Skills Practice, Test Prep*

***Intensive Professional Development, including:***

- *School-based Professional Development Team, which includes the Administrators, Math Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.*
- Ongoing PD for teachers, the math coach, and school administrators from the CLSO.*

**Response to the questions for Teacher Experience and Stability Key Finding 3:**

The process utilized to address whether the findings are relevant to MS 582's educational program has been an analysis of the data from the student and teacher surveys that is reflected on our school report card. We have also administered our own surveys to teachers in order to get anonymous feedback in terms of job satisfaction, teacher efficacy, teacher morale and professional development topics of interest. After a review of the results from the surveys and other relevant feedback from staff meetings and the school report card, we determined that these findings were relevant until the year 2007-2008. This year, we have implemented communication meetings between teachers and the administration. We also instituted a Social Committee for all staff to celebrate each other's personal accomplishments such as graduations, engagements, birthdays, etc. in an effort to build better staff relations at work. The administration also writes commendable letters to individual staff members in recognition of their professional growth and positive contributions to the students and/or staff at MS582. Based on the data from the survey we administered in the early part of November, we have received extremely positive feedback from teachers and our staff morale has improved greatly.

**Our staff feels that this is our best year to date and they feel that they are recognized for their individual talents. Most staff members said they feel empowered and are positive that our students will be successful this year as a result of the changes we have made at MS582.**

**Response to the questions for Professional Development-English Language Learners Key Finding 4 & Data Use and Monitoring-ELL Instruction Key Finding 5:**

**The process utilized to address whether the findings are relevant to MS 582 's educational program has been a critical analysis of student Standardized assessment results, the gains report, item skill analyses, ELA curriculum, student portfolios, and the NYS Learning standards for each grade. We have instituted communication meetings between all departments and subjects. The administration and staff (including Inquiry Team members) is in constant communication with the ESL teacher and the ELA Department (June Planning, weekly congruence meetings and grade meetings), revisiting curriculum, analyzing data, analyzing Inquiry Team data spreadsheets and formal observations.**

***The findings were relevant to our school until the year 2007-2008. In the year 2007-2008, MS 582 was involved with Teacher's College Reading/Writing workshop. Throughout the year, we had weekly meetings to discuss curriculum, assessments and alignment with State Standards. After carefully analyzing our weekly findings and assessments, we noticed many components that are mandated by***

***the State were not being addressed for our ELL students. For example, basic literacy foundational skills (such as phonemic awareness, fluency and phrasing), spelling, grammar, vocabulary, test taking skills, and assessments that provide data that determines the needs for individual students. In addition, the Teachers College curriculum did not address the needs of our ELL students because they did not have any strategies for differentiating instruction for ELL students. In 2006, our teachers, just like most teachers in the NYC school system, did not have a handle on how to differentiate instruction in order to meet each student at his / her place on the learning continuum. In addition, many teachers were not familiar with student learning styles or Gardner's multiple intelligences and even if they understood the theories, they probably were not clear on how to adopt that knowledge into their everyday lessons and apply it to their classroom practice. Therefore, we created our own program to address these needs. Over the last 2 years, we created a rigorous and intense Professional Development Plan for our staff that focused on Using Data to Drive Instruction and How to Differentiate Instruction on all grade levels and in all subjects.***

***The following is a list of the many ways we support and continue to professionally develop our staff on how to tailor instruction to the needs of our ELL population:***

- The ESL teacher, Classroom teachers, AIS providers, paraprofessionals, the administrative team attend weekly grade level congruence meetings where the progress of ELL students is discussed by all who service our ELL students. Practice assessments such as the Acuity results from the Interim ELL assessments are disaggregated by proficiency level of each student.
- Formal and Informal classroom observations with immediate feedback are conducted by the administrative team
- A professional library with requisite materials, resources and technology is available to teachers.
- Professional books were purchased and all staff members participate in study groups to further their professional development and inform their practice.
- Administration and Teacher Leaders provide demonstration lessons and training on how to modify instruction for our ELL students.
- Intervisitation schedules are in place for new teachers to view veteran teachers.

**Response to the questions for Professional Development-Special Education Key Finding 6 & Individualized Education Programs key Finding 7:**

The process utilized to address whether the findings are relevant to MS 582 's educational program has been a critical analysis of each Special education student's IEP. The administration and the IEP Team reviewed each student's Standardized assessment results, the gains report, item skill analyses, ELA curriculum, student portfolios, and the NYS Learning standards for each grade. We instituted communication meetings between the IEP Team , including the CTT teachers and all departments and subjects. The findings were relevant to our school until the year 2007-2008. In the year

**2007-2008, MS 582 began the school year with a new teacher induction program that included a series of workshops on understanding the IEP and the Implications for your Classroom instruction. This year, we continue to provide these workshops and we have weekly CTT meetings where the team discusses the progress of each special education student and teachers provide updates for each student's learning profile to measure progress and set target goals that are attainable based on data on the IEP. In addition, Behavioral plans are included that outline behavioral goals and objectives for our students with special needs. Our special needs students receive accommodations and/or modifications in the classroom environment, instructionally and when they are assessed. Our findings indicated that there is an alignment between the goals, objectives and the modified criteria that are included in each student's IEP and the content on which these students are assessed. Throughout the year, we will continuously have weekly meetings to discuss curriculum, assessments and alignment with State Standards in all areas and for all students at MS582.**

***Over the last 2 years, we created a rigorous and intense Professional Development Plan for our staff that focused on Using Data to Drive Instruction and How to Differentiate Instruction on all grade levels and in all subjects.***

***The following is a list of the many ways we support and continue to professionally develop our staff on how to tailor instruction to the needs of our Special Education population:***

- **The IEP teacher, CTT teachers , SETSS teacher, ESL teacher, Classroom teachers, AIS providers, paraprofessionals, and the administrative team attend weekly grade level congruence meetings where the progress of special needs students is discussed by all who service our special education students. Practice assessments such as the Acuity results from the Interim ITA's and Predictive assessments are disaggregated by proficiency level of each student.**
- **Formal and Informal classroom observations with immediate feedback are conducted by the administrative team**
- **A professional library with requisite materials, resources and technology is available to teachers.**
- **Professional books were purchased and all staff members participate in study groups to further their professional development and inform their practice.**
- **Administration and Teacher Leaders provide demonstration lessons and training on how to modify instruction for our special education students.**
- **Intervisitation schedules are in place for new teachers to view veteran CTT teachers.**

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V

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

| Grade | Subject | Special Population | Average Class Size 2007-08 | # New Classrooms/ Class Sections | Projected Average Class Size 2008-09 |
|-------|---------|--------------------|----------------------------|----------------------------------|--------------------------------------|
|       |         |                    |                            |                                  |                                      |
|       |         |                    |                            |                                  |                                      |
|       |         |                    |                            |                                  |                                      |

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes  
 No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

| Grade | Subject | Special Population | Teacher-Student Ratio 2007-08 | # Classes Targeted | Projected Teacher-Student Ratio 2008-09 |
|-------|---------|--------------------|-------------------------------|--------------------|---|
|       |         |                    |                               |                    |   |
|       |         |                    |                               |                    |   |
|       |         |                    |                               |                    |   |

**II. Time on Task**

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

- C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

### **III. Teacher and Principal Quality Initiatives**

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

#### IV. Middle and High School Restructuring

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

*For schools with middle or high school grades only:*

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

**V. Full-Day Pre-Kindergarten Programs**

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

**VI. Model Programs for Students with Limited English Proficiency (English Language Learners)**

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |          |             |        |               |  |              |
|---------------------|----------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | M.S. 582 |             |        |               |  |              |
| <b>District:</b>    | 14       | <b>DBN:</b> | 14K582 | <b>School</b> |  | 331400010582 |

**DEMOGRAPHICS**

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

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 0       | 0       | 0       |  | 90.4    | 91.2    | 90.6    |
| Kindergarten              | 0       | 0       | 0       |  |         |         |         |
| Grade 1                   | 0       | 0       | 0       | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 0       | 0       | 0       |  | 95.1    | 94.5    | 92.5    |
| Grade 4                   | 0       | 0       | 0       |  |         |         |         |
| Grade 5                   | 0       | 0       | 0       | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 104     | 96      | 99      | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 109     | 109     | 98      |  | 78.2    | 90.7    | 88.6    |
| Grade 8                   | 94      | 113     | 110     |  |         |         |         |
| Grade 9                   | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 0       | 0       | 0       |  | 4       | 7       | 7       |
| Grade 12                  | 0       | 0       | 0       |  |         |         |         |
| Ungraded                  | 1       | 0       | 0       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 308     | 318     | 307     | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 6       | 3       | 2       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 0       | 0       | 4       | Principal Suspensions                               | 16      | 40      | 54      |
| # in Collaborative Team Teaching (CTT) Classes | 31      | 30      | 28      | Superintendent Suspensions                          | 3       | 10      | 8       |
| Number all others                              | 41      | 38      | 43      |   |         |         |         |

*These students are included in the enrollment information above.*

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

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 29      | 32      | 28      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 3       | 4       | 4       |
| # receiving ESL services only                                     | 36      | 31      | TBD     |  |         |         |         |
| # ELLs with IEPs  | 2       | 7       | TBD     | Number of Educational Paraprofessionals                | 1       | 1       | 1       |

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

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 1       | 2       | 17      | % fully licensed & permanently assigned to this school | 100.0   | 96.9    | 100.0   |
|   |         |         |         | % more than 2 years teaching in this school            | 44.8    | 59.4    | 64.3    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 13.8    | 18.8    | 39.3    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 52.0    | 59.0    | 71.4    |
| American Indian or Alaska Native                  | 0.3     | 0.6     | 0.3     | % core classes taught by "highly qualified" teachers   | 100.0   | 97.4    | 100.0   |
| Black or African American                         | 20.5    | 21.7    | 21.2    |  |         |         |         |
| Hispanic or Latino                                | 77.9    | 74.5    | 76.9    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 0.3     | 0.9     | 1.0     |  |         |         |         |
| White   | 1.0     | 1.9     | 0.7     |  |         |         |         |
| <b>Male</b>                                       | 54.9    | 51.9    | 52.8    |  |         |         |         |
| <b>Female</b>                                     | 45.1    | 48.1    | 47.2    |  |         |         |         |

**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**

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | 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** |                 |
| <b>All Students</b> | v                              | v    | v       |                        |      |             |                 |
| <b>Ethnicity</b>    |                                |      |         |                        |      |             |                 |

|   |          |          |          |  |  |  |
|---|----------|----------|----------|--|--|--|
| 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                      | v        | v        | -        |  |  |  |
| Limited English Proficient                      | -        | v        | -        |  |  |  |
| Economically Disadvantaged                      | v        | v        |          |  |  |  |
| <b>Student groups making</b>                    | <b>5</b> | <b>6</b> | <b>1</b> |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |    |  |
|--|------|--|--|--|----|--|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |    |  |
| <b>Overall Letter Grade:</b>             | B    | <b>Overall Evaluation:</b>                                 |  |  | NR |  |
| <b>Overall Score:</b>                    | 53.2 | <b>Quality Statement Scores:</b>                           |  |  |    |  |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |    |  |
| School Environment:                      | 6.6  | Quality Statement 2: Plan and Set Goals                    |  |  |    |  |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |    |  |
| School Performance:                      | 9.2  | Quality Statement 4: Align Capacity Building to Goals      |  |  |    |  |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |    |  |
| Student Progress:                        | 32.1 |  |  |  |    |  |
| <i>(Comprises 60% of the</i>             |      |  |  |  |    |  |
| Additional Credit:                       | 5.3  |  |  |  |    |  |

|  |   |
|--|---|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| 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](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 <b>type here</b>                           | District <b>14</b> | School Number <b>582</b>                    | School Name <b>The Upper Academy</b> |
| Principal <b>Brian Walsh</b>                               |                    | Assistant Principal <b>Danielle Capuano</b> |                                      |
| Coach <b>type here</b>                                     |                    | Coach <b>type here</b>                      |                                      |
| Teacher/Subject Area <b>Elizabeth Lanza/ESL Teacher</b>    |                    | Guidance Counselor <b>Jaime Goldstein</b>   |                                      |
| Teacher/Subject Area <b>Helen Lind/AIS</b>                 |                    | Parent <b>Rebecca Delgado</b>               |                                      |
| Teacher/Subject Area <b>type here</b>                      |                    | Parent Coordinator <b>Bibiana Rodriguez</b> |                                      |
| Related Service Provider <b>Angelina Petraglia / SETSS</b> |                    | Other <b>type here</b>                      |                                      |
| Network Leader <b>Kathy Pelles</b>                         |                    | Other <b>type here</b>                      |                                      |

### 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                          | <b>1</b> | 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 (%) | <b>%</b> |
|------------------------------------|----------------------|---|----------|

## 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.
1. Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days,
  2. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form.
  3. The ESL staff follows up with parents and assures all parent survey and program selection forms are returned in a timely manner.
  4. Once a student is identified as an ELL he begins to receive ESL services to assist him in achieving English Language proficiency. As a beginner the student receives 360 minutes of free standing ESL Services administered in small groups by a certified instructor.
  5. All of our Parent Survey and Program Selection forms for the past few years indicate parents prefer to place their children in a free standing ESL program.
  6. The program offered at our school is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

|                                       |                                       |                                       |                            |                             |                             |                             |
|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <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 |

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 # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| <b>Self-Contained</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Push-In</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

|          |    |  |   |                               |    |
|----------|----|--|---|-------------------------------|----|
| All ELLs | 29 | Newcomers (ELLs receiving service 0-3 years) | 7 | Special Education             | 1  |
| SIFE     |    | ELLs receiving service 4-6 years             | 7 | Long-Term (completed 6 years) | 14 |

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

| ELLs by Subgroups |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|                   | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE               |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| Dual Language     |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| ESL               | 7                | 0    | 0                 | 7                | 0    | 0                 | 13                                 | 0    | 1                 | 27    |
| Total             | 7                | 0    | 0                 | 7                | 0    | 0                 | 13                                 | 0    | 1                 | 27    |

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

### C. Home Language Breakdown and ELL Programs

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

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

| Dual Language (ELLs/EPs)<br>K-8                |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    |
|  | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|  | ELL | EP | ELL   | EP |
| French   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Other  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| Dual Language (ELLs/EPs)<br>9-12               |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish  |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese  |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian  |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean   |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian  |     |    |     |    |     |    |     |    | 0     | 0  |
| French   |     |    |     |    |     |    |     |    | 0     | 0  |
| Other  |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

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

| 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  |   |   |   |   |   |   | 8 | 7 | 12 |   |    |    |    | 27    |
| Chinese  |   |   |   |   |   |   | 1 |   |    |   |    |    |    | 1     |
| Russian  |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| Bengali  |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| Urdu   |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| Arabic   |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| Haitian  |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| French   |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| Korean   |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| Punjabi  |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| Polish   |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| Albanian                                       |   |   |   |   |   |   |   |   |    |   |    |    |    | 0     |
| Other  |   |   |   |   |   |   |   | 1 |    |   |    |    |    | 1     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 12 | 0 | 0  | 0  | 0  | 29    |

## 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.

1.a. Middle School 582 implements a Push-In 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 ELL's 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.

2. In the Push-In ESL component we have 29 students, from 6-8th grade. They range from Beginner to Advanced Proficiency levels. They all receive 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-Out assistance in their classroom. Our teacher in the ESL program is fully certified. Students are grouped by proficiency level.

B) The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferring with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that here is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to tackling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as an atlas, maps and illustrations to increase comprehension.

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

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom. .

- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the of State Assessments.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

#### Implications for LAP in English Language Arts Area

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

#### Implications for LAP in Mathematics Content Area

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze Ell's data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporate writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Math coach works closely with teachers to support rigorous instruction

#### VI. Plan for Incoming ELL students

When a new student is registered in our school, we provide the following resources to facilitate the transition.

An informal student orientation

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the Saturday Program and After School activities.

An informal assessment is provided to identify possible Academic Intervention programs.

Home school communication.

#### VII. Plan for Long Term Ells

The Long terms Ells are the largest number of ELLs across the three grades. An analysis of their scores on the ELA and Math assessments suggests that their problem is one of reading, writing and problem solving Our action plan for this group involves.

- An after school program, targeting reading and writing two days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Additional small group instruction separated by grade with the ELL specialist

VIII. Plan for Special Needs Students who are also ELLs

For those students who are both Special Needs and ESL our policy includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE students for possible special needs status.
- Inform all subject area teachers of the criteria for each student to be promoted
- Behavior/Academic plans are distributed upon need
- Close advisory work is completed for all the students under this category. A strong commitment from our school is to build personal relationships with these students to ensure success

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

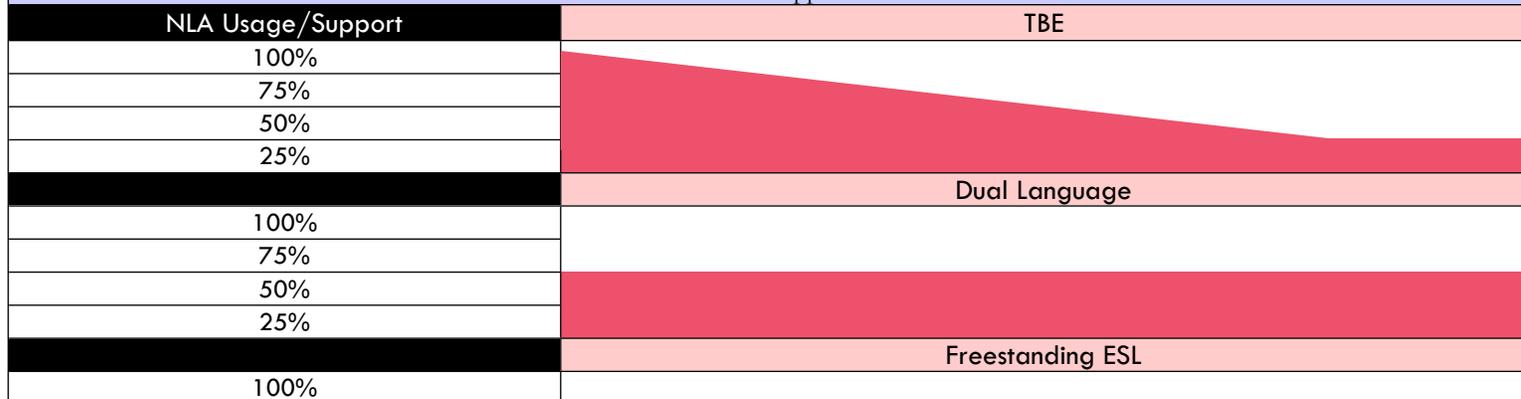
|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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**

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

**Native Language Arts and Native Language Support**

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



|      |           |              |          |
|------|-----------|--------------|----------|
| 75%  |           |              |          |
| 50%  |           |              |          |
| 25%  |           |              |          |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

## B. Programming and Scheduling Information--Continued

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

5) The targeted intervention programs for ELLs in ELA, math and other areas are:

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- Analyze Ell's data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporate writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction

- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Math coach works closely with teachers to support rigorous instruction

- Afterschool remedial program

- Academic Intervention Services - Pull-Outs

- Differentiation of instruction in all lessons.

-Leveled reading books in Spanish and English

10) Technological software including Rosetta Stone that reinforces skills in Spanish and in English for all levels of ELLs.

- Educational Software to improved reading comprehension in Spanish and in English.

11) The Push-In ESL program utilizes the ELL Resource kit that supports our ELA Holt Elements of Literature curriculum and leveled texts in Spanish. The ELL classroom libraries include high interest / low level texts plus Native Language picture dictionaries. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- English, YES! Level 6
- English, YES Level 5
- English, YES Level 4
- New York State Coach: ELA
- New York State Coach: Mathematics
- Holt Elements of Literature ELL Resource kits/ supplementary materials

13) To assist newly enrolled students at the beginning of the school year

- A letter is sent home to the family inviting the student and family to our new student orientation in late August.

- A buddy system is established identifying a similar student in his/her class that will assist him/her throughout the day.

An informal assessment is provided to identify possible academic intervention programs and home school communications is established through teacher parent meetings.

### 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.

### 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?

**Question D - Professional Development**

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
    - o The ELL teacher was trained in September to use the Glencoe textbook effectively. The ELL teacher will use the online support from Glencoe to tailor lessons specifically for the ELL and Special Needs population. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulative and experiments.
    - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
  
  - Support Personnel: Workshops taken by teachers on our ESL staff have included:
    - o Scaffolding in the content areas
    - o Native Language Literacy Development
    - o Differentiation in the ESL classroom
    - o ESL in the Mathematics classroom
- Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and ELL teachers
- | Social Studies and Technology workshop
  - | Wilson Program for Special Education teachers. Paste response to questions 1-4 here

## Part V: Assessment Analysis

**A. Assessment Breakdown**

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |    |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|----|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   |   |   |   |   |   |   | 2 | 1 | 1  |   |    |    |    | 4     |
| Intermediate(I)   |   |   |   |   |   |   | 3 | 1 | 6  |   |    |    |    | 10    |
| Advanced (A)  |   |   |   |   |   |   | 3 | 7 | 5  |   |    |    |    | 15    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 | 12 | 0 | 0  | 0  | 0  | 29    |

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

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |

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

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

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

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

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
|                             |                            |                 |                             |                 |

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

- Students are approaching language proficiency.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- ELL Students have made more progress this year than in previous years
- MS582 ELL students outperform ELLs in our peer schools

### 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.

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

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom. .
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the of State Assessments.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

## 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                |  |  |

**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:  | \$200, 253    | \$55,078     | \$255,330   |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | \$2, 002      | \$550.78     | \$2, 552.78 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$10, 012     | *            |             |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | \$20, 025     | *            |             |

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

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

\* 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.

**The Parent Involvement Policy will be distributed in November 2010 to all Title I parents and the annual review held. Consequently, the Policy discussed and currently being implemented is described below;**

Public School 125 believes that through a strong parent-teacher partnership all students can reach the highest standards of achievement.

Parent Involvement at Public School 125 will be actively supported by:

1. Assuring that all parents have ample opportunities to voice their ideas, concerns and comments to the Principal, School Leadership Team and/or PA Executive Board.
2. Assuring that all parents will be supported in their efforts to become involved in the education of their child by offering workshops, meetings and conferences which explain the school's CEP, reimbursable programs and services, parent-school compact, school safety rules and regulations and parenting skills.
3. Providing ample opportunities for parent access to student information regarding academic progress, his/her instructional program, behavior, attendance and health.
4. Encouraging parent volunteer training with School Learning Leaders.
5. Providing family inter-active curriculum workshops during the school day, evening and designated Saturdays.

Continuing to encourage parent participation in the School Leadership Team, Book Clubs and other school-wide committees.

**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.

#### Teachers and Parents Working Together To Insure That All Students Reach High Standards of Achievement

##### The School Agrees To:

1. Schedule monthly parent meetings, workshops and conferences for Title I parents; encourage active parental involvement, and to keep parents informed of all school programs, including the specific performance criteria for students receiving Title I/PCEN services.
2. Offer parent workshops with flexible scheduling, which serve to enable parents to help students to achieve higher performance standards in literacy and mathematics.
3. Provide a quality educational program in a nurturing and child centered environment, which supports all children performing at their personal best and striving to achieve higher standards.
4. Strengthen communication between home and school by:

- Establishing a viable PTA
- Conduct Parent/School Orientation Meeting
- Conduct Parent Curriculum Conferences
- Parent/Teacher Conferences
- Encourage parent participation in school Volunteer Program
- Parental participation on School Leadership Team
- Parent participation on School Safety Committee

Saturday Family Arts Workshops  
Saturday Community Trips

## **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.

### **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<br><i>(i.e., Federal,<br/>State, or Local)</i> | Program Funds Are<br>“Conceptually” <sup>1</sup><br>Consolidated in the | Amount<br>Contributed to<br>Schoolwide Pool | Check (✓) in the left column below to<br>verify that the school has met the intent<br>and purposes <sup>2</sup> of each program whose |
|--------------|--|---|---|---|
|--------------|--|---|---|---|

<sup>1</sup> **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.

<sup>2</sup> **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.

|                         |         | Schoolwide Program (✓) |    |     | <i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | 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 | X                      |    |     | 168,214  | ✓   | 21,23,25,68 |
| Title I, Part A (ARRA)  | Federal | X                      |    |     | 54,527   | ✓   | 21,23,25,65 |
| Title II, Part A        | Federal | X                      |    |     | 117,392  | ✓   | 31          |
| Title III, Part A       | Federal |                        | X  |     | 15,000   |   |             |
| Title IV                | Federal |                        |    | X   |  |   |             |
| IDEA                    | Federal |                        | X  |     |  |   |             |
| Tax Levy                | Local   | X                      |    |     | 1,476,007  | ✓   | 23,25       |

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