



M.S. 584

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: M.S. 584
ADDRESS: 130 ROCHESTER AVENUE
TELEPHONE: 718-604-1380
FAX: 718-604-3784

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331600010584 **SCHOOL NAME:** M.S. 584

SCHOOL ADDRESS: 130 ROCHESTER AVENUE, BROOKLYN, NY, 11213

SCHOOL TELEPHONE: 718-604-1380 **FAX:** 718-604-3784

SCHOOL CONTACT PERSON: GILLEYAN J. HARGROVE **EMAIL ADDRESS:** GHargro@schools.nyc.gov

POSITION / TITLE PRINCIPAL

SCHOOL LEADERSHIP TEAM CHAIRPERSON: RUE MANN

PRINCIPAL: GILLEYAN J. HARGROVE

UFT CHAPTER LEADER: MICHAEL FERNANDEZ

PARENTS' ASSOCIATION PRESIDENT: VALERIE LIONEL

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization 3.10

NETWORK LEADER: YVONNE YOUNG

SUPERINTENDENT: EVELYN SANTIAGO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
GILLEYAN J. HARGROVE	Principal/Staff	
MICHAEL FERNANDEZ	UFT/Staff	
VALERIE LIONEL	PA President/Parents	
RUE MANN	SLT Chair (Asst. Principal)/Staff	
NORINE MEDAS	Treasurer/Parents	
NICOLA HALL	DC 37/Staff	
D'LANA WALLACE	Parent	
CAMISHA HURDLE	Parent	
LASHONDA RANDOLPH	Teacher/Staff	
	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.

Granville T. Woods Middle School for Science and Technology, M.S. 584, is located in the historic neighborhood of Weeksville in Crown Heights, Brooklyn. The neighborhood contains a mix of public housing, private homes, local churches and small businesses. M.S. 584 shares its physical space with P.S. 335 and occupies part of the second and entire third floor of the building. Our school enrollment consists of 231 students in grades six through eight.

Eighty-six percent of our students identify as Black, 12% Hispanic/Latino, 1% Native American and 1% White. English Language Learners (ELL) are 3.03% of the population. Our Special Needs population is 27.7% with 18.61% designated in the Least Restrictive Environment and 9.09% in the Most Restrictive Environment categories.

Clear and high expectations for academic and social excellence are the basis of our educational philosophy. We believe in ongoing professional development, partnering with parents to support student achievement and collaborative leadership. Eighty-eight percent of our students are Title I eligible; well above the city average but the same for schools with similar demographics. Attendance averaged 89% in 2009-10. M.S. 584 is a Title I School in Good Standing

M.S. 584 was awarded Title I School Wide Program (SWP) status in 2008-09. In addition, M.S. 584 is one of 51 schools to receive Middle School Initiative funding. We have enriched our science and technology facility with the construction of a Science Demonstration Laboratory. We also have access to the Turner Computer Lab, a double sized room that gives students access to personal computers for internet research and project development. The Turner Lab also serves as a state-of-the-art conference space for both schools. Our school also provides teachers with job-embedded professional development from a Literacy Specialist and a Math Coach.

M.S. 584 has an active student government that discusses student concerns, plans activities, and is a way to include the student input about our school to the leadership. There is a Nutrition Committee that is comprised of students from both M.S. 584 and P.S. 335. These students meet with the school nutritionist to obtain student input about cafeteria offerings. We have two staff facilitated peer groups, The Brotherhood & The Sister Circle, which help students with the challenges of early adolescence. Extracurricular activities include our Saturday Academy (ELA and Math enrichment), Boys & Girls Basketball Teams, and The C.H.A.M.P.S. (Cooperative, Healthy, Active, Motivated, Positive Students) program has formed Handball Teams with the intent of having annual tournaments. M.S. 584 participates in the Math A Regents Test Prep program at and with Benjamin Banneker High School.

Our annual Career Day has attracted professionals from the legal, arts, sports, and business arenas to share their experiences and inspire students to achieve their goals. The non profit organization, Community, Counseling & Mediation (CCM) provides after school services in dance, fashion, recreation/sports, and study hall to 75 students.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	M.S. 584			
District:	16	DBN #:	16K584	School BEDS Code: 331600010584

DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.7	91.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: - % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.4	95.93	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:					
Grade 6	97	97	72	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	106	100	97		51.3	78.4	92.4		
Grade 8	83	106	100						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	6	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	Recent Immigrants: - Total Number					
Total	287	303	269	(As of October 31)	2007-08	2008-09	2009-10		
					0	3	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					
(As October 31)	2007-08	2008-	2009-10	(As of June 30)	2007-08	2008-	2009-		

		09				09	10
# in Self-Contained Classes	24	26	23	Principal Suspensions	0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	2	9	TBD
Number all others	36	43	32				
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	5	7	6	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	0	1	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	23	21	TBD
				Number of Administrators and Other Professionals	7	9	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	0	0	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	1	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	2.1	1	1.1	Percent more than two years teaching in this school	30.4	33.3	TBD
Black or African American	86.1	89.1	87.7	Percent more than five years teaching anywhere	47.8	42.9	TBD
Hispanic or Latino	9.8	9.6	10.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0	0	Percent Masters Degree or higher	65	67	TBD
White	1.4	0.3	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	60	66.7	TBD
Multi-racial							
Male	51.9	50.8	51.3				
Female	48.1	49.2	48.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	Improvement Year 1						
<input type="checkbox"/>	Improvement Year 2						
<input type="checkbox"/>	Corrective Action (CA) - Year 1						
<input type="checkbox"/>	Corrective Action (CA) - Year 2						
<input type="checkbox"/>	Restructuring Year 1						
<input type="checkbox"/>	Restructuring Year 2						
<input type="checkbox"/>	Restructuring Advanced						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level		Secondary Level					
ELA:	Y	ELA:					
Math:	Y	Math:					
Science:	Y	Graduation Rate:					
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level		Secondary Level				
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-						

Multiracial						
Students with Disabilities	Ysh	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	4	4	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	83.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment <small>(Comprises 15% of the Overall Score)</small>	10.3	Quality Statement 2: Plan and Set Goals	
School Performance <small>(Comprises 25% of the Overall Score)</small>	23.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress <small>(Comprises 60% of the Overall Score)</small>	46.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The M.S. 584 School Leadership Team conducted a needs assessment in the spring 2010 semester to best determine the use of school resources to increase student achievement. We concentrated our assessment in four areas: *Curriculum & Instruction, Pupil Personnel Services, Parent Involvement, and Professional Development*. We also sought to assess the current state of our school climate and culture through staff and parent interviews along with surveys. The most recent data points used to update this assessment include: the NYCDOE Quality Review 2010-11, Learning Environment Survey Report 09-10, NYCDOE Progress Report 09-10, 2010-11 Principal's Performance Review – Goals and Objectives, ATS Register, New York State School Report Card 2009-10, and interviews with teachers and staff members in all content areas and across all grades.

The major findings and priority needs are organized below by the above categories. For each category, findings and needs are listed by content area if appropriate. In addition to the categorized findings, there were school wide trends of strengths and challenges that emerged during the needs assessment process. These findings are described separate from the findings in the content areas; however they can be viewed as a contextual frame for all areas that were assessed and as indicators of the current school climate.

School Wide Findings

Strengths:

The small size of M.S. 584 (231 students) provides an opportunity for staff to know students on an individual basis. This allows for more thorough assessment of student academic and social needs than could be done in a larger school. All teachers are using quantitative data to drive their instructional practices and are interested in acquiring and/or applying a variety of strategies

to differentiate content delivery. The principal began her tenure in September 2007 and instituted a number of practices to promote high academic achievement and behavioral expectations. Each grade has a dean. The addition of grade level deans have influenced the school tone in a positive manner by having extra personnel to help students with managing conflict, making connections with families, provide support with daily hallway, dismissal and line up transitions. In response to the 2009-10 Learning Environment Survey, the staff has implemented the 'Think First Program' & 'Positive Behavior Intervention Services", which emphasizes character development, self-esteem, and leadership. The deans and guidance counselors also coordinate prospective high school visits, career day and award ceremonies. The school is decorated with student work, inspirational poems and slogans as visual reinforcement of expectations.

Within and across content areas, teachers have indicated that they participate in some form of collaborative planning and would like to become more effective with this practice. The principal instituted a common preparatory period for each department to facilitate this type of planning. A common preparatory period for each grade and specialists has been implemented so teachers can create consistency in curriculum, rules, rewards and consequences across the grade.

Challenges:

According to the 2010-11 Quality Review, there is need to coordinate the schools' curriculum with State Learning standards, have consistent use of higher order questioning during instruction, and implement differentiated instruction in all classrooms. Strengthening data gathering on the instructional and administrative levels is also a concern. Administrators and teachers must refine protocols for using gathered information to improve instruction.

Almost 75% of our students enter M.S. 584 below proficiency (Level 1 & 2) in ELA and Mathematics. This fact affects curriculum pacing and requires teachers to provide higher levels of differentiated instruction and remediation. In addition, we have experienced a sharp decline in NYS exam scores due to adjustments in scoring by the State Education department.

These changes have negatively affected our 2009-10 Progress Report in the areas of Student Progress & Student Performance. For the 2006-07, 2007-08, 2008-09 we received a B, B, and A respectively. We received a C in 2009-10 due to smaller gains in the Student Performance and Student Progress after the scoring changes. In addition, these scoring changes came at the same time we experienced severe budget cuts that affected the number of professional and external resources we could use to help students progress in their academic achievement.

The special education population is more than 20% of the student body. While there are two self contained classes, there are a number of students with Least Restrictive Environment status in general education classes. There is a challenge for teachers without a special education background to meet needs of these students. In addition, according to the NYS School Report Card 2009-10 our school did not make AYP in the Students w. Disabilities subgroup in ELA or Mathematics. Adequately meeting the needs of special education students by all staff is one of our most urgent challenges.

Our average attendance rate for 2009-10 was 89%. Increasing the percentage of student attendance is one of the Principal's goals for this year.

Implications:

We will continue the policies that support our students' academic and social development. Collaborative planning, curriculum alignment with the learning standards, and focusing on higher level thinking skills will be a major focus of faculty team meetings. There will also be a school

wide assessment of student ELA & Math skills at the beginning of the school year so that teachers have the most recent data to address student needs.

Grade specific student and parent orientations take place prior to the start of classes. Attendance letters are sent to inform parents about student attendance patterns. We are also seeking to open dialogues with parents about the importance of student attendance, requirements for graduation, and its impact on High School preparation. Student contracts that clearly state the school's policies about uniforms, detention and after school activities, etc. are created for both students and parents to sign at the beginning of the year.

A Day One Faculty Orientation will be convened to articulate the expectations and actions required from the staff to set the tone in the school, increase achievement, and contribute positive social development of the students. Materials and discussions will include resources about understanding the world of middle schoolers, strategies for classroom management on the middle school level, the role of the deans and protocols for handling disruptive students, strategies to address behavioral issues and to develop rapport with students and parents.

We will also continue to have a Pupil Personnel Team to identify students with extreme behavioral issues so that we can provide proper intervention strategies and support for their success

Additional professional development and part of the faculty orientation will focus on the characteristic behavior of middle school students. We intend to increase teacher awareness about the uniqueness of the students' developmental stage and provide strategies for them to have increasingly positive interactions with students.

We will begin the process of preparing for high school with 6th graders. Some actions include informing parents about Regents prep classes, talented and gifted student programs, and specialized high school preparation.

We also intend to continue with celebrations and rewards for achievement and good citizenship. We will also continue with events such as Career Day, Twin Day and Spirit Day to promote more rapport in the school community. We are also in communication with the Rush Philanthropy Foundation about creating an art gallery and student murals throughout the school.

Curriculum & Instruction

ELA

Data :

In the English Language Arts content area, significant decreases in percentages of students at or above Level 3 took place in the 2009-2010 school year. A change by the State Education Department in the cutoffs that determined student achievement levels accounts for much of the decrease. The school did not make AYP in ELA for any subgroups. On Grade 6 (current 7th graders) 10% of tested students scored at Level 3 or higher; Grade 7 (current 8th graders) 9% of scored at Level 3 or higher; & for Grade 8 6% scored at Level 3 or higher.

Over the past four years, we've been successful in decreasing the percentages of students testing at Level 1 and increasing the percentage of students testing at Level 3, but the majority of our students were still approaching proficiency at Level 2 and there was virtually no movement of Level 3 students to Level 4. With the scoring changes, we now find the

overwhelming majority of our students at Levels 1 & 2 (Grade 6- 90%; Grade 7- 90%; Grade 8- 94%). The most urgent challenge for our school is to begin moving higher numbers of students from Level 1 to Level 2 and from Level 2 to Level 3 or above.

ELA teachers use results from Acuity test data and ITA assessments to group students for differentiated instruction and assess student progress throughout the year. This data is also used to select skills for re-teaching or to reinforce topics that data identifies as needing improvement. We are using Junior Great Books as our core Literacy texts. Kaplan Advantage and test preparation materials were purchased to provide additional instruction. The Teachers College Workshop model is used as the format for preparing ELA lessons & the Madeline Hunter model is used to introduce new content.

Priority Needs:

There is a need to incorporate Literacy skills across all curriculum areas. It is also important that all teachers learn research based strategies that support the academic achievement of low performing middle school students.

There is a need for curriculum alignment across the ELA content area with the NYS Content and NYC Performance Standards. Lower functioning students display a lower confidence in their reading skills. It is difficult to get students to write descriptively and with depth. Strategies are needed to help them develop these skills.

Teachers need professional development on how to modify lessons contained in their texts to meet their needs of struggling readers, the use of the TC model for lesson execution, and effective strategies for creating data driven instruction.

Particular attention needs to be given to Special Education students to support their academic achievement while providing teachers with the proper skills to teach students with IEPs.

Implications for 2010-11:

Teachers begin collaborative planning earlier in the school year. Regular assessment of student progress will inform curriculum planning and pacing. Our school will continue with a weekly common prep for departmental planning and a weekly common prep for each grade to foster more uniformity in lesson planning as well as integration of data driven ELA skills across content areas. An ELA AIS pullout program will continue to support lower functioning students in 7th and 8th grade that mirrors the Math AIS pullout program.

Analysis of individualized performance data (Acuity/ITA) will be used to inform ELA instruction. This data will be used in conjunction with IEP needs to address the knowledge and skill acquisition of Special Education students.

Collaborative curriculum mapping and lesson planning aligned with the standards will take place. Integration and emphasis on writing skills in ELA and across content areas will be implemented to help students progress from pre-writing strategies to fully developed work. Students need to be taught and given opportunities to practice a variety of writing genres.

Acquisition and execution of teaching strategies that help students increase proficiency with vocabulary, grammar, sentence structure, writing norms, and independent work will be the focus of professional development. Use of individual student data to determine which students are on the verge of moving from level 2 to 3 and providing appropriate interventions to support their academic progress.

Regular conferencing with students to help them understand their true proficiency levels throughout the year and to set progress goals based on their individual data will take place with all students.

Math

Data:

In the Mathematics content area, there was also a significant decrease in the number of students performing at Level 3 or above due to the NYS Education department changes. The school made AYP in 3 out of 4 subgroups. On Grade 6 (current 7th graders) 26% of tested students scored at Level 3 or higher; Grade 7 (current 8th graders) 19% of scored at Level 3 or higher; & for Grade 8 11% scored at Level 3 or higher.

Over the past four years, we've been successful in decreasing the percentages of students testing at Level 1 and increasing the percentage of students testing at Level 3, but the majority of our students were still approaching proficiency at Level 2. With the scoring changes, we now find the overwhelming majority of our students at Levels 1 & 2 (Grade 6- 74%; Grade 7- 81%; Grade 8- 89%).

Teachers are using Acuity data and ITA assessments to drive instruction and evaluate student progress. From the ongoing assessments, we have found that many students have difficulty with the concepts of fractions, multiplication, math vocabulary, number sense across all the grades. Seventh and eighth grade students eligible for AIS in Math are pulled out into a small group where content is delivered through instructional strategies that address their learning needs.

Budget cuts required the discontinuation of the Math Coach and Math Intervention Program that was addressing pedagogical support and the needs of low-performing students.

Priority Needs:

An assessment of all students at the beginning of the year is needed to determine which students should receive intervention and to assist with the grouping of students for differentiated instruction. Ongoing assessment is needed to have the most accurate data about student performance throughout the year.

The most urgent challenge for our school is to begin moving higher numbers of students from Level 1 to Level 2 and from Level 2 to Level 3 or above. Regarding mathematics, another area of concern that arises from this data is the fact that we did not make Adequate Yearly Progress in the Students with Disabilities and we made it last year using Safe Harbor. An in depth analysis of special education student data by all faculty is needed and in turn the creation of pedagogical strategies to increase these students' achievement in mathematics.

Enrichment activities for Level 3 & 4 students must be continued to support high achieving students.

Implications for 2010-2011:

Teachers continue to collaborate during their lesson planning. Teachers will analyze the content standards and state examinations for grades 6-8 in order to map the curriculum across the grades in order to provide a uniform content regardless of instructional strategy.

There is a need for curriculum alignment across the Math content area with the NYS Content and NYC Performance Standards. Lower functioning students display a lower confidence in their math skills. Strategies are needed to help them develop these skills.

There is more use of the Acuity assessment to determine student grouping and skill acquisition. After students take the Acuity exam assignments are generated for each student based on the skill areas that were identified for improvement. Teachers Test prep to begin earlier in school year for students who need reinforcement of skills content needed for success.

Teachers would have additional focus on the analysis, pedagogical strategies, and progress of special education students in mathematics. They would work collaboratively to incorporate these factors in the delivery of instruction.

Science/Technology:

Data:

The NCLB School accountability measures show that our school has met AYP in Science for the 2009-10 school year. However, for the Black & Economically Disadvantaged subgroups we missed making AYP by one point and three points, respectively. The majority of our eighth graders (50%) scored at Level 2. Hands-on activities have increased since the completion of our science lab in 2009.

Technology has been incorporated across the curriculum with the use SMART Boards in all classrooms. With funding from an external grant in 2009 we were able to purchase 120 NetBooks for student use, equip every teacher with a laptop, and laptop carts for classroom use on both floors. We also created the MS 584.org website that is used by staff, students, and parents to stay abreast of school events. We also have a full-time technology teacher on staff that supports the development of students' research skills using technology.

Science teachers give students weekly classwork grades, and use a combination of lab scores, projects, and tests to assess student progress. Teachers worked after school to provide additional instruction to low performing students. Students have shown improvement in their writing, organization, analysis and synthesis of information, applying info to a new scenarios. However, teachers have to break down assignments to very small parts and students have shown resistance to independent research.

Teachers also receive science professional development from the non-profit organization, Urban Advantage. Students also get support with developing their 8th grade exit projects from Urban Advantage. Across the grades we had high levels of engagement by students in the Science Fair and the 8th grade exit projects. The exit projects require Power Point presentations from all participants.

Priority Needs:

While we made AYP in Science, we had 25% of our students scoring Level 1 on the NYS Science Exam and 50% of them scored a Level 2. This indicates a need to focus on the efficacy of 6th & 7th grade science instruction as well as test preparation opportunities across all grades.

There is a trend for students to compartmentalize science and mathematics as separate subjects. As a result there has been resistance by some students to “do math” in science class. There is a need to help students make the connection between science and math.

There is a need to increase the amount of hands on science/technology activities students are able to participate in and also increase the use of technology in science lessons.

Implications for 2010-11:

Construction of a modern Science Demonstration Laboratory was completed in 2009. This laboratory provides students and teachers with a facility to do extensive hands-on lessons and experiments. FOSS Kits have been purchased and training will be provided over the summer for the teachers in the use of them.

Teachers will continue to plan collaboratively and align their instruction with content and performance standard. They will also continue to analyze older exams for content strands that the and using those questions for in class daily problem. Teachers are also seeking professional develop to acquire teaching methods the differentiation of assignment formats in order to reach more students.

Teachers will cover similar skills in the lab, emphasize mathematical formulas, and make an effort incorporate ELA practice in their lessons across all grades.

Social Studies

Data:

Teachers participate in common planning and the common preparatory period instituted in second semester has helped facilitate this process. Together they researched the standards and coordinated Social Studies curriculum for seventh and eighth grades. The sixth grade curriculum needs more structure. At present there are a number of content standards that are under modification and the teacher has taken the big ideas to map curriculum. All teachers are using assessments (ex. 8th grade NYS Social Studies exam, High School Global history test) to do determine skills to be taught and to perform backward planning.

Priority Needs:

Students need more support with interpreting maps and charts, responding to open ended questions, writing in the content area, and mechanics/grammar. There is a need for students to increase their competency in sustained reading and essay writing. Many look to the teacher to answer questions for them and get discouraged easily from challenges.

There is a need for updated student textbooks on all grades. Sets should also include supplemental materials that help students envision the events (ex. Reenactments, vignettes)

There is a need for more support and professional development regarding the alignment of standards and developing a curriculum map for each grade.

Implications for 2010-11:

Teachers hold departmental meetings to come up with uniform, effective pedagogical strategies and participate in interdepartmental meetings to see how all teachers can address

student needs. If possible, scheduling of classes would allow for a double block and/or a daily schedule to give additional time for reinforcement of skill acquisition.

Emphasis in the beginning of the year on skills needed to promote Social Studies content and performance achievement. Teachers would plan together with the goal of integrating ELA skills, particularly writing, into Social Studies lesson plans.

Teachers will be included in the decision making process for selecting Social Studies teaching and media materials. They would work together to align media with classroom lessons in the early part of the school year.

Special Education

Data:

Currently we have two self-contained 12:1:1 classes (6th/7th – 7th/8th) & two CTT classes on 6th & 7th grades. Learning Disabled (LD), Emotionally Disabled (ED), and Speech & Language students are in both classes. Thirty-one students receive pull out services from a SETSS teacher.

The 2009-10 ELA and Math performance data for the special education subgroup indicate areas for improvement. Looking at the disaggregated data for this group, Adequate Yearly Progress was not met in ELA or Math. Although we had been seeing increases in the academic performance of our special education students, the revised scoring of NYSED negatively impacted the number of students meeting proficiency this year.

Teachers have a common planning period and use a variety of strategies for teaching reading including the Wilson program and Kaplan Advantage. Retention of information is a challenge for many students and teachers reinforce isolated skills in the morning for a few days after the initial lesson. Graphic organizers are used to plan writing; interactive academic games, contests, hands-on activities, pronunciation exercises of multisyllabic words, pre & post tests are some tools used to assess progress and modify instruction for students.

Multiple grouping combinations (age, special education classification, grades) make it very challenging to differentiate instruction. In addition to teaching two different curriculums, students also have major variations in the modification needed for their instruction. For students with an ED classification, there is a need for effective behavior modification strategies. These behavioral issues cut into academic time on task for all students.

Academically, we have a high number of students functioning at very low level in reading and writing. This fact has fostered reticence from students to perform academically. Many students have difficulty with writing full paragraphs and practicing the form of writing essays. We have found that students have been more engaged in ELA activities when they include acting out scenes from books and kinesthetic learning methods.

Very few students hand in homework and it is a challenge for teachers to find solutions to this problem. Another challenge for the school is to help special education students retain information over the summer. Speech & Language related services are provided by a teacher housed in P.S. 335. The teacher has been required to fulfill other duties by their principal and this has kept her from consistently servicing eligible students in M.S. 584. These additional responsibilities make it very difficult to meet the demands of both roles and as a result students aren't receiving consistent services particularly during testing season.

Parent involvement is very important but very low for our special education students. It is a challenge to get parents to engage in the specialized support their child may need because of a learning or emotional disability. Letters are sent to each parent to tell them how they can support their child. Students have shown higher levels of motivation when a parent or relative comes to cheer them on at an activity.

Priority Needs:

Increasing the student performance level of Special Education students in ELA, Math, and Science is a top priority. Over the past three years we had realized significant gains in this subgroup across the curriculum. However, the changes in scoring by the state had our percentage of students at Level 2 or above drop by as much as 72%.

Teachers need to acquire supplemental strategies that incorporate the content and performance standards to increase reading, writing, and mathematics proficiency.

There is a need for general education teachers to receive professional development to acquire the skills, training, and knowledge to serve special education students effectively. In addition, general education teachers may need support in reviewing and incorporating IEP mandates in their instruction.

There is a need for additional support staff to increase the amount one on one student time with teachers. It is preferably that any new hires have a Special Education license and be trained in Wilson.

There is a need for additional modes of parent outreach in order to solicit more support & provide them with information pertinent to their child's educational progress.

Implications for 2010-2011

Both guidance counselors will meet with Special Education parents to speak with them about their child's IEP and clarify any questions they may have. They will also provide information about available services and resources to support their involvement in their children's educational progress.

Assessments and evaluations will be review to make sure that the data is current. Teachers will identify and provide intensive intervention for students scoring Level 2 and below on the ELA and mathematics examinations. They will also receive professional development to apply various methods to the teaching of writing.

We proposed to provide professional development sessions to be provided for general education teachers about special education instructional and behavior strategies.

Teachers would receive more professional development on using the program for assessment, diagnostic information, and creating problem sets based on student results.

English Language Learners

Data:

Our school has seven ELL students, the majority of which are Spanish speakers. The attached Language Allocation Policy covers use of funding for ELL and strategies used to serve them. Students are served by an ELL teacher that is a .5 split between M.S. 584 and P.S. 335. The teacher uses the NYSESLAT Exam History Profile at the beginning of the year to ascertain proficiency levels of students and set progress goals. Letters are sent to parents in the fall to notify them whether or not their child has tested out of ELL services.

Interim Assessments (Harcourt Brace) are usually given twice a year (fall, spring) to assess student progress reading, writing, and listening. This data is used to determine which services are most appropriate.

The ELL program is implemented a push-in format. The ELL teacher pushes into ELA classrooms to support students while in class. The teacher sits with the group the child is in and provides direct support to student during ELA lessons. This format has been found to be more effective in the delivery of related services.

Priority Needs:

More direct student (one to one) contact with ELL teacher to increase language acquisition progress.

Some long term ELL students are not taking advantage of services and applying the skills they've learned in classes. They could be getting caught up in peer pressure, and as a result all their grades are suffering. Conferences have been held with students and parent conferences but with mixed results.

Implications for 2010-2011:

Continue with the push-in format for ELL services. The ESL teacher will be used to provide translation of documents for non-English speaking parents.

More planning collaboration will take place between the ELL teacher and ELA teachers to better serve students.

Professional Development

Data:

Professional development is an integral component of our continuous improvement. Over the past three school years the percentage of teachers that are highly qualified has increased consistently. At present, two teachers out of 24 do not meet the Highly Qualified criteria. They are working on their Masters degrees to fulfill the requirements. Teachers meet by subject area once a week on a common preparatory period to plan lessons. Unfortunately, budget cuts required us to discontinue our Teacher Center, Literary Coach, and Math Coach. Those staff members are now classroom teachers.

As a result, professional development activities are limited to online offerings and workshops offered by the Network. For new teachers, there is mentoring from a veteran teacher in the school. In addition, the DOE sends a monthly calendar for external Professional Development opportunities that teachers select with the coach's help.

The Quality Review indicates there is a need to increase observations of new and non-tenured faculty to support their professional growth. In addition, the current professional development offerings & plan need to be differentiated to address the varying needs of teachers.

Priority Needs:

The elimination of our internal professional development staff has created a void in our PD initiatives. We have to design PD plans that address the differentiated needs of teachers (i.e. inexperience, research-based strategies).

The highest priority is professional development in Literacy. Student performance data indicates that more than 75% of students are at Level Most staff members have less than three years experience teaching. There is a need for professional development in the areas of classroom management, and collaborative planning, integration of state & city learning standards and lesson pacing.

Based on our student data, it is clear that directed effort toward moving students from Level 2 to Level 3 or above, in ELA and Math, is one our top priorities. Therefore our professional development must be tailored to the information we obtain from student data. All teachers need professional development to increase their skills at analyzing data and then applying the results as a tool to plan lessons and assessments.

Implications for 2010-2011:

Observations of new faculty by administrators will be more frequent to support their development. We will develop protocols for learning walks and observations to provide a common lens that evaluates instructional practices and identifies next steps.

Cross grade, subject based planning will be done to create continuity and alignment with learning standard throughout the school. Teachers give feedback into lessons created by one teacher. Teachers can then have lessons that can be adapted for their grade level.

The majority of external PD will be offered by DOE and the Network. There will be more use of online PD offerings and veteran teachers to provide mentoring.

Teachers would receive more professional development on using Acuity/ITA for assessment, diagnostic information, and creating problem sets based on student results.

Parent Involvement

Data:

At the beginning of the school year a Meet & Greet was arranged for parents to meet staff members. A monthly calendar is sent to parents to inform them about school programs, PTA & SLT meetings, and special events. Parents are also able to communicate with the school and stay abreast of events/activities using our MS 584.org website.

We use School Messenger, an automated telephone service, to contact parents about absences and school events. The program also provided real-time hard data about parent outreach and allowed us to track communication.

We have also held curriculum workshops, two in ELA, one in Math, and one in Science to provide guidance for parents to help their children with assignments, projects and presentations. A Math Regents workshop was held for parents of eligible students to gain information about the exam and preparation strategies. Urban Advantage provides trips to science museums for families to support student exit projects and science lessons.

An awards ceremony was combined with a Parents Association meeting and the PA president spoke to parents about the kinds of information available to help them, clarified the role and purpose of the PA, signed up parents, and collected emails for a contact list.

We have made a number of services available for parent education but there is (ex. Brooklyn Public Library program for parent ESL classes, Learning Leaders, and an on-site GED program that is free if 20 or more parents participate).

Priority Needs:

While there have been a number of activities offered to parents it has been difficult to get high participation levels. We need to come up with some innovative and effective strategies to increase parent participation in offerings and activities.

- How do we promote parent involvement when parents work “24 hours” vs. “9 to 5”?
- How do we use technology to have parents involved that aren’t physically in the building?
- What incentives can be implemented to encourage parent participation in the school?

There is a need for more parent-child activities to increase parent involvement. We are also seeking to increase parent participation in open school afternoon and evening.

There is a need to help parents get and use resources that will help them be more involved with their children’s academic progress.

Implications for 2010-2011:

A Parent-Teacher Meet & Greet will be held at the beginning of the year to foster positive relationships in our community. A Parent Survey will be distributed at the beginning of the year in order to ascertain what workshop offerings they would like, interests they have, and capacities in which they could help the school. It is also important find out what they see as obstacles and concerns about being involved in school activities, the kinds of activities they like to see/participate in, and their talents.

We will continue to dovetail awards ceremonies and performances with the parent meetings to increase parent participation (ex. Parent Talent Show, Parent and Child Day).

Parent orientations and grade level interim parent meetings will be held to keep parents informed about activities, expectations for children, and actions they can take to support the school. We must also look at addressing the needs of non-English speaking parents so they can be more involved in their children academic and social progress. We will continue to offer curriculum workshops and resources for parent education.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
Goal #1 By June 2011, our sixth, seventh, & eighth grade students achieving proficiency (Level 3 & 4) on the NYS ELA Examination will increase by 5%.	Focus on the movement of Level 1 students to Level 2 and Level 2 to Level 3 or above
Goal #2 By June 2011, our sixth, seventh, & eighth grade students achieving proficiency (Level 3 & 4) on the NYS Math Examination will increase by 5%.	Focus on the movement of Level 1 students to Level 2 and Level 2 to Level 3 or above
Goal #3 By June 2011, IEP students in all grades will gain one year of progress in ELA and Math as demonstrated on the New York State examinations.	Data indicates the need for closer examination of instructional strategies, content, and test preparation among Special Education students
Goal #4 By June 2011, we will increase parent participation in school engagement offerings by 5% as evidenced by attendance sheets from meetings & workshops	Continuation of parent engagement strategies initiated in 2009.
Goal #5 By June 2011, schoolwide attendance will average 90% or above as evidenced by weekly attendance logs and iLog in ATS.	Initiatives to increase attendance that are in accordance with Principal’s Performance Review goals.

SECTION VI: ACTION PLAN

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

English Language Arts

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, our sixth, seventh, & eighth grade students achieving proficiency (Level 3 & 4) on the NYS ELA Examination will increase by 5%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • ACUITY exams will be administered four times a year to track data, monitor progress and assign lessons to students. Additional time and instruction will be provided for our lowest performers. • Kaplan Advantage, Kaplan Test Companion, & Focus on Reading will be used to support teaching and learning. • The ELA department will be trained in Junior Great Books to support higher level thinking and academic rigor. Materials for Junior Great Books will be purchased and ongoing professional development will be provided. • Teachers will create curriculum maps aligned with ELA Standards. Common planning time is incorporated into the schedule for teachers to meet by grade and content area. We will receive support from the Network via professional development. • Student progress will be monitored by teachers using ARIS (Acuity, ITA's, and Predictives) results of progress to set up small groups • Teachers will help students will create monthly goals in ELA based on performance data & will have meetings with students in 4 week cycles to discuss progress and benchmarks. • We will continue to use Kaplan Teach Binders to support instruction through providing additional resources and strategies in specific content areas. We will provide afterschool for targeted students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax Levy Title I Funding Title I Set Aside for Professional Development Network sponsored Professional Development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Acuity, ITA results, grades on periodic exams ▪ Principal and Assistant principal will conduct formal and informal observations weekly and give teachers feedback to improve practice ▪ Administrators will check for alignment between lesson plans and curriculum calendars weekly. ▪ Administrators will utilize checkpoints for goal setting and revisions monthly. ▪ Teachers use performance indicators from NYC Performance Standards as “checkpoints” to determine individual child’s mastery level every month ▪ Teachers and Administrators analyze student progress on a variety of assessments on a monthly basis

Subject Area (where relevant) : Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, our sixth, seventh, & eighth grade students achieving proficiency (Level 3 & 4) on the NYS Math Examination will increase by 5%.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • ACUITY exams will be administered four times a year to track data, monitor progress and assign lessons to students. Additional time and instruction will be provided for our lowest performers. • Kaplan Advantage & Kaplan Test Companion will be used to support teaching and learning. • Teachers will create curriculum maps aligned with Math Standards. Common planning time is incorporated into the schedule for teachers to meet by grade and content area. We will receive support from the Network via professional development. • Student progress will be monitored by teachers using ARIS (Acuity, ITA's, and Predictives) results of progress to set up small groups • Teachers will help students will create monthly goals in Math based on performance data & will have meetings with students in 4 week cycles to discuss progress and benchmarks. • We will continue to use Kaplan Teach Binders to support instruction through providing additional resources and strategies in specific content areas. We will provide afterschool for targeted students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax Levy Title I Title I Set Aside for Professional Development Network sponsored Professional Development</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Acuity, ITA results, grades on periodic exams ▪ Principal and Assistant principal will conduct formal and informal observations weekly and give teachers feedback to improve practice ▪ Administrators will check for alignment between lesson plans and curriculum calendars weekly. ▪ Administrators will utilize checkpoints for goal setting and revisions monthly. ▪ Teachers use performance indicators from NYC Performance Standards as “checkpoints” to determine individual child’s mastery level every month ▪ Teachers and Administrators analyze student progress on a variety of assessments on a

monthly basis

Subject Area (where relevant) : Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, IEP students in all grades will gain one year of progress in ELA, Math and Science as demonstrated on the New York State examinations.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Continued use of the Wilson program to support students with Literacy skills • Increased use of performance data to differentiate content of instruction • Teachers (general ed & special ed) will be familiar with the IEPs of all the Special Education students they instruct. Incorporation of IEP directives will be used to differentiate instruction for students • Student progress will be monitored by teachers using ARIS (Acuity, ITA's, and Predictives) results of progress to set up small groups • Teachers will help students will create monthly goals in ELA based on performance data & will have meetings with students in 4 week cycles to discuss progress and benchmarks. • We will continue to use Kaplan Teach Binders to support instruction through providing additional resources and strategies in specific content areas. • Additional support will be given to students identified at Levels 1&2 in our afterschool program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax Levy IDEA Title I Title I Set Aside for Professional Development</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> ▪ Acuity, ITA results, grades on periodic exams ▪ Principal and Assistant principal will conduct formal and informal observations weekly and give teachers feedback to improve practice ▪ Teachers will use interim assessment data to individualize instructional strategies on a monthly basis ▪ Administrators will utilize checkpoints for goal setting and revisions monthly. ▪ Teachers use performance indicators from NYC Performance Standards as “checkpoints” to determine individual child’s mastery level every month
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Subject Area (where relevant) : Parent Involvement

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2011, we will increase parent participation by 5% in school engagement offerings as evidenced by attendance sheets from meetings & workshops</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • We will schedule workshops, meetings, and training sessions for parents (i.e. Learning Leaders, GED program). Parent coordinator will do further outreach and conduct workshops based on topics suggested by parents. • Parent Coordinator will focus on developing parent ability to provide academic support to their children, share information about community resources, and foster good attendance habits with students. • We will create a parent room for meetings and resources. Parents will be invited to student activities/performances/celebrations to encourage student achievement • We conduct monthly PTA meeting in conjunction with student performances and focused workshops (theme based meetings). We will meet with parent district representative for additional support in increasing parent involvement. • School messenger system will be used as an additional means of communication with parents. Parents will receive monthly notifications/updates through the newsletter and calendar. • Orientation to MS 584.org for parents will be conducted in the beginning of the year and parents are encouraged to use it as a way to communicate with the school community.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I Set Aside for Parent Involvement Parent Coordinator District & Network Parent Liaison</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Parent Coordinator will manage all trainings focused on parental engagement (ex. Urban Advantage, Learning Leaders) PA President will take attendance at all meetings and share parent concerns at School Leadership Team meetings Attendance will be taken at student events and performances that dovetail with parent meetings Parent Coordinator will survey parents informal about their concerns and desires for the school. Results of Learning Environment Survey will inform direction of future parent engagement activities</p>

Subject Area (where relevant) : Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, schoolwide attendance will average at 90% or above as evidenced by weekly attendance logs and iLog in ATS</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • MS 584 is currently participating in the Mayor’s Interagency Attendance Initiative. Its focus is on truancy, chronic absenteeism and at-risk youth. We have partnerships with agencies in the community to support our attendance outreach. • We hold weekly Student Success Meetings and quarterly Parent Summit Meetings. We have created an attendance plan. We meet with targeted students weekly to check on their progress and address their needs/concerns and receive a weekly student dashboard with important information on targeted students. • We will celebrate students during assembly and acknowledge them in the parent and student newsletters. A bulletin board is dedicated to celebrate attendance. • Attendance Teacher & Parent Coordinator will conduct outreach to families of students identified with less than 90% attendance in a month

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ▪ Student Success Team includes the principal, guidance counselors, attendance teacher, dean and parent coordinator. ▪ We received AIPD funds to offset the cost for incentives and incidentals. ▪ Attendance Teacher and Parent Coordinator will be the lead staffers focusing on students and families, respectively.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Monthly attendance award assemblies, celebrate daily homeroom attendance ▪ school messenger announcements, acknowledgement of most improved and 100% attendance in parent and student newsletters including MS 584.org ▪ Provide incentive trips to most improved and 100% attendance students, parent awards/incentives ▪ Weekly monitoring of attendance using district report and iLog. Will share data with staff/students to reinforce importance of being in school on a weekly basis

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	54	45			13			
7	81	72			17			
8	81	78			18			
9								
10								
11								
12								

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

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

o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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

<p>Name of Academic Intervention Service (AIS) requirement for all schools</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (e.g., during the school day, year (2010-2011 school year), Saturday, etc.).</p>
<p>Part A: Language Allocation Policy - Attachment 1</p> <p>ELA:</p> <p>Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students - School Year 2010-2011</p> <p>NOT APPLICABLE – SCHOOL DOES NOT RECEIVE TITLE III FUNDING</p>	<p>Students are placed in small groups to focus on reading and writing skills and strategies. These services are provided during the school day and afterschool. The programs being used are: Kaplan Focus on Reading, Kaplan Test Companion and ACUITY. There is a specific on skills that have not been mastered.</p>
<p>Mathematics:</p> <p>In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SELB approval.</p>	<p>Students are placed in small groups to focus on math concepts, skills and strategies. These services are provided during the school day and afterschool. The programs being used are: Kaplan Advantage, Kaplan Keys, Kaplan Test Companion and ACUITY. There is a specific on skills that have not been mastered.</p>
<p>Science:</p> <p><input type="checkbox"/> There will be <u>no</u> revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).</p>	<p>Science teachers identify students that have low performance in science and provide additional tutoring. Urban Advantage provides extra support for 8th grade students in the creation of their exit projects.</p>
<p>Social Studies:</p> <p><input type="checkbox"/> We have made <u>minor revisions</u> to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.</p> <p><input type="checkbox"/> We have made <u>minor revisions</u> to our school's approved 2009-10 Title III <u>budget</u> for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.</p>	<p>Social Studies teachers provide one-to-one tutorial and small group support for exit projects during after school.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p> <p>Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The Title III plan is described in Sections II and III below.</p>	<p>Guidance counselor meets with students individually and in groups to address specific concerns with students. These sessions take place one to three times a week during the school day.</p>
<p>Section 2: Student and School Information</p>	
<p>School Psychologist:</p> <p>Grade Level(s) 6,7,8</p>	
<p>At-risk Services Provided by the Social Worker:</p> <p>Number of Students to be Served:</p> <p>LEP 7</p> <p>Non-LEP 224</p>	<p>N/A</p>
<p>At-risk Health-related Services:</p> <p>Number of Teachers 24 Other Staff (Specify)</p> <p>School Building Instructional Program/Professional Development Overview -- See Needs Assessment</p>	<p>N/A</p>

Section II. Title III, Part A LEP Program Narrative SEE ATTACHMENT 2

Language Instruction Program

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

Professional Development Program

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

Section III. Title III Budget

SCHOOL DOES NOT RECEIVE TITLE III FUNDING

School:
BEDS Code: 331600010584

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session		

- Per diem		
Purchased services - High quality staff and curriculum development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When children are enrolled in the school, a Home Language Identification Survey is given the parents to complete at the time of registration. If parents indicated a language other than English as their primary language, then the ELL Teacher adds that parents name to a list of those who need language translation. Once identified, those parents receive notices and communication from the school in their primary language and English. Through ongoing communication with the parent coordinator, home phone calls are made with the support of staff that are fluent in language needed, the oral interpretation and written translation needs were assessed.

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.

Through ongoing communication with the Parent Coordinator we determined that ELL Parents would like to effectively communicate their concerns and stay informed about their child/children as well as activities and events that are taking place in our school. In order for this to take place they need to be informed in their first language.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

M.S. 584 will actively seek out teachers and volunteers to transcribe written documents in languages that represent those of our students' first language such as Spanish, Haitian Creole and Fulani. We will inform parents of those service providers through letters and phone calls. We will use our staff and parent volunteers at the beginning of the school year 2010-2011.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- **All oral interpretation services are provided by in-house school staff.**
- **When trying to contact parents that can not be reached by phone, the Parent Coordinator will make home visits. If this parent has been identified as having Spanish as his/her primary language, then the PC will be accompanied by a Spanish speaking staff member.**
- **In-house bilingual staff members will assist non-English speaking families with their oral translation needs in meeting with administrators, teachers, and Guidance personnel.**
- **Interpretation and translation are provided during PTA meetings and other group events attended by non-English speakers.**

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

We will send home translated written letters in every represented home language informing parents that our school will be providing them with translation and interpretation services which they will be able to use to effectively communicate their needs and concerns to us. In addition, we will be able to keep them informed about their child as well as our school events and activities.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	297,893	23,344	321,327
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,979	233	3,212
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,895	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29,789	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **According to our 2009-2010 School Report Card 72% of teachers of core academic subjects are Highly Qualified. This percentage has increased to 92% since the release of the School Report Card.**

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **At present, we have two (2) teachers who are not highly-qualified on our staff. They are currently in Masters programs and expect completion within the next 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 AND SCHOOL-PARENT COMPACT

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

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.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact. **SEE ATTACHMENT 1**

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.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

SEE pgs 10-21

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.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	X			297,893	X	
Title I, Part A (ARRA)	Federal	X			23,344	X	
Title II, Part A	Federal			X			

Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			113,411	X	
Tax Levy	Local	X			1,157,739	X	

1Reminder: 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.

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS NOT APPLICABLE

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

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

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

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

NOT APPLICABLE

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

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

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

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

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

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

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: For Title I Schools

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

We have seven (7) Students in Temporary Housing as of April 29, 2011

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

Families of Students in Temporary Housing will receive additional outreach from our Parent Coordinator. Student attendance will be carefully monitored by our Guidance Counselor in order make sure continuity of instruction is in place and to address any noticeable trends in absences. Both staff members will provide students and their families with resources available in the local community and through the DOE to help with academic support. To address the needs of our STH population, identified students are assessed for reading and math levels to determine if there is a need for academic support. If a staff member indicates a higher concern for a student's progress and well-being, the Principal and a team will make a site visit to speak with the student & his/her family.

Part B: For Non-Title I Schools

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

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

CEP RELATED ATTACHMENTS

Attachment 1

Template for Title I Parent Involvement Policy and Parent-School Compact for Middle School 584¹

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Middle School 584, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Middle School 584's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Middle School 584 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Middle School 584's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to

This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Middle School 584 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Middle School 584 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ²dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Middle School 584 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

Middle School 584, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Middle School 584 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Gilleyan J. Hargrove on December 14, 2010.

This Parent Involvement Policy was updated on April 30, 2011.

The final version of this document will be distributed to the school community on January 19, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Attachment 2

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

I. Language Allocation Policy Team Composition:

Principal:

Mrs.Hargrove

Assistant Principal:

Mr.Mann

Guidance Counselor:

A.Barnette

ESL Teacher:

Ms.Weekes

English Teacher:

Mrs.Randolph

Parent

Coordinator:

Mrs.W James

II. Teacher Qualifications

M.S.584 has an eager staff servicing the ELL population consisting of five permanent licensed content area teachers (Math, ELA, Sp. Education, Social Studies), and two conditional licensed teachers (Science, ESL); however, we are committed to ensure that ELLs will receive instruction from fully certified staff in the forthcoming school year 2010-2011.

III. ELL Demographics and School Description:

M.S.584, *The Granville T. Woods School of Science and Technology*, is located in the Crown Heights area of Brooklyn, New York. At present, the school shares the same building with P.S.335. However, each school has developed its own organization, its own entrance and exit. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. All students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

M.S.584 has a student population of 231 students from culturally diverse backgrounds whom are from places like Puerto Rico, Dominican Republic, Honduras, Africa and the U.S. According to the latest ethnic data, 1% of the students are White, 86% are Black, 12% are Hispanic and 1% are Asian, Pacific Islanders, Alaskan Natives and Native Americans. About 3% of the students are English Language Learners. The total # is 7. Our English Language Learner population is 3% of the total population. We offer ESL services to entitled general education and special education students. The sixth grade ELL population consists of 3 students, 3 participate in the Freestanding ESL programs. The seventh grade ELL population consists of 2 students, 2 participate in the ESL program. The eighth grade ELL population consists of 3 students, 3 students in the ESL program. The Special Education population has students in the program, 1 identified student is served as per the IEP.

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 ELL 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 DVD* where program placement options are presented with clarity and objectivity.

This *parent orientation* DVD is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. M.S.584 is proud to offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, all parents including ELL parents are very involved in the life of our school. During the school year, M.S.584 will provide meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

IV. Current English Language Learners Instructional Programs

M.S.584 implements a Freestanding English as a Second Language (ESL) Program. This choice of program had been the trend for the last five years. The language instruction is aligned to ESL\ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the 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

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 8 students. They range from Beginner to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are 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, Conferencing with students in and out of class and informal assessments.
- 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 untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teacher's College Workshop Model. The ELL teacher provides intensive language development activities utilizing scientifically based resource strategies and uses various techniques and approaches incorporating them into a balanced literacy approach with the workshop model (i.e. Whole Language Approach, Total Physical Response, Cooperative Learning, Cognitive Academic Language Learning Approach, and Phonics).

This includes the use of high interest / low level texts. In addition, we use technology and Native Language texts when needed. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA
- New York State Coach: Mathematics

In efforts to raise the learning standards, the ESL teacher uses a variety of literature, graphic organizers (i.e. Venn diagram, Cause and Effect Chart, Semantic Webs and Story Maps, outlines, strategy charts, etc.) Manipulative, realia, audiocassettes, and storybooks to allow concepts to be taught through activities involving content topic and integrated thematic units. Language activities not only focus primarily on vocabulary learning, but also involve constant reinforcement to acquire language.

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:

- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and ESL. Additionally, activity clubs in art, are offered. Attendance rates are at over 90% for this outreach program.
- **After School Program:** Monday through Thursday we offer our students an academic tutorial support for instruction.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the ESL 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.
- **Urban Advantage:** This hands on science program includes students and their parents to explore and learn about the science fields simultaneously.
- **Monthly Chat and Chew:** Teachers, parents and students have a monthly theme based meeting where they socialize, eat and enjoy a feast.

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 comers. During 2008-09, our sixth grade and eight grade population was the largest one.

After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is the case in the beginner and intermediate level ELLs.
- After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenging area. Therefore the ESL provider is able to create effective lessons that target these challenging areas.

Periodic Assessments inform the school that ELLs still need more support in the acquisition of English for their literacy skills to be as high as some native English speakers.

NYS ELA

After reviewing the NYS ELA, data shows that on every grade level, our students scored at level 1 this year.

NYS Math

After reviewing the NYS Math, data shows that two sixth grade ELLs scored at level two and one eighth grade ELL scored at level two. Two eighth graders scored at level one. Our seventh grade ELLs all scored at level one.

NYS Science

After reviewing the NYS Science, data shows that two eighth grade ELLs scored at level one.

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, NYS ELA, 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.
- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
- During Math and ELA we will place students in a smaller group for targeted instruction to meet their academic needs.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services in Math for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

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 ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, 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 in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) 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 is 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 ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating 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 answers
- 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 student specific 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 Math coach works closely with teachers to support rigorous instruction
- Continue to provide Academic Intervention Services in math for those who are struggling and scoring below grade level

VI. Plan for Newcomers

In this school we have one newcomer. 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 and their parent to participate in all of our Supplementary Programs and After School activities.
- An informal assessment is provided to identify appropriate Academic Intervention Services.
- Home school communication.

VII. Plan for SIFE

In this school we have one SIFE student. The SIFE population is little this year SY 08-09 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services. We will provide the following resources to facilitate the student.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

VIII. Plan for Long Term ELLs

Long terms ELLs are the largest number of ELLs across the grades. In this school we have four long term ELLs. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing four days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in all supplementary programs to enrich their language and academic skills

IX. Plan for Special Needs Students

We have one class of special needs ELLs in both our ESL program. Our policy for special needs students 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 student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.

X. 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 literacy needs of our ELL population within the prescription of the Teacher's College model.
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives, realia 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
 - QTEL-Quality Teaching for English Language Learners
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
 - Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
 - Scaffolding in the content areas
 - QTEL-Quality Teaching for English Language Learners

XI. Instruction Delivered:

The model that we use here at M.S. 584 is push in and pull out. All ELL students will receive access to academic rigorous standards based instruction. To ensure that we are meeting the needs of our ELLs and provide opportunities for them to achieve at high level areas as well as language development to inform instruction. ELLs will be included in standardized assessments under optimal testing conditions. In State assessments they will be given the testing accommodations allowed by State regulations.

Students are mixed by proficiency levels as well as by grades. Students are allowed by the staff to leave their classes and go to the ESL classroom, according to their scheduled time in order to receive their mandated minutes. When it is time for the ESL provider to push into various classes, she goes to the appropriate classroom to co-teach in order to ensure that the mandated minutes are provided. In ESL, the content areas are delivered by the use of content area vocabulary. The ESL provider frequently articulates with the content area teachers and plans lessons that support difficult vocabulary and concepts. In addition, this includes the use of scaffolding techniques. The provider also shares these strategies with the content area teachers for them to use. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. Students are allowed to use their native language with the teacher and/or peers to express understanding or as for clarification. Books in the different native languages are available to support instruction as well as for students to take home.

For SIFE students we plan to work with these students in small groups during extended day and have Native language resources available to strengthen their literacy skills. In addition, we will use our technology for the purpose of listening activities etc. For Newcomer ELLs, we plan to use scaffolding methodology such as modeling and bridging, books on tape, a buddy system in class to strengthen their speaking skills, and literacy skills. For ELLs receiving 4-6 years of service, we plan to group them by different grades and levels, use various genres and age appropriate texts for their interests, practice more writing activities and assignments for them, in order to keep them engaged and strengthen their literacy skills. We will also provide more time for listening and speaking activities that motivate them to participate and strengthen their confidence to communicate. For Long Term ELLs we will also provide more opportunity for them to engage in reading and writing activities that strengthen their literacy skills. For Special Need ELLs we will provide Academic Intervention Services during the day, use technology and our Extended Day Tutoring in addition to using ESL methodology to strengthen their skills in each modality.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 584					
District:	16	DBN:	16K584	School		331600010584

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.7	91.8	89.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.4	95.9	92.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	97	72	54	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	100	97	71		51.3	92.4	91.8
Grade 8	106	100	99				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	6	13
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	303	269	224	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	3	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	23	20	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	6	10	Superintendent Suspensions	2	9	19
Number all others	43	32	35				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	23	21	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	9	5
# receiving ESL services only	7	6	TBD				
# ELLs with IEPs	1	1	TBD	Number of Educational Paraprofessionals	0	0	5

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	0	14	% fully licensed & permanently assigned to this school	100.0	100.0	90.9
				% more than 2 years teaching in this school	30.4	33.3	63.0
				% more than 5 years teaching anywhere	47.8	42.9	55.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	1.0	1.1	1.3	% core classes taught by "highly qualified" teachers	65.0	67.0	77.8
Black or African American	89.1	87.7	86.2				
Hispanic or Latino	9.6	10.4	11.6				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.3	0.7	0.9				
Male	50.8	51.3	54.0				
Female	49.2	48.7	46.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	18.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	10.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 304	District 16	School Number 584	School Name Granville T.Woods
Principal Mrs.Hargrove		Assistant Principal Mr.Mann	
Coach		Coach N/A	
Teacher/Subject Area D.Weekes, ESL Teacher		Guidance Counselor Mrs.A Barnett	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Mrs.W James	
Related Service Provider J.Davis		Other	
Network Leader Dr.Young		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		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	267	Total Number of ELLs	7	ELLs as Share of Total Student Population (%)	2.62%
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Part II: ELL Identification Process

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

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

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

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

1. There are different steps followed for the initial identification of those students who may possibly be ELLs. These steps 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. If necessary, the licensed pedagogue, the ESL teacher, and the secretary help to fill out the HLIS in order to identify the child's language proficiency. After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. Student has to be tested with LAB-R within ten business days of the enrollment in the school. Hand scores are done after administering the LAB-R test which are kept confidential and are checked after the formal scores are shown in the system. Furthermore, if the student is a Language Learner and speaks Spanish the Spanish LAB- R is given to the student by a person in a school: a pedagogue, Para or other qualified pedagogue who is proficient in this language.

The New York State English as a Second Language Achievement Test (NYSESLAT) is a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. NYSESLAT is the only approved test for measuring LEP students' level of English proficiency annually to determine whether or not the student continues to be LEP. Additionally, students are given the interassessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take NYSESLAT.

Also, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ESL teacher. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non- Entitlement letter from the ESL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient.

2. 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. Then, 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. To ensure the proper communication between school and ELL parents, the HLIS are distributed according to home languages. In addition, the parents receive the ELL Parent Brochure and Parent Survey and Program selection form via personal mail together with the invitation to the Parent Orientation meeting, all in their home languages . In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place. It includes one-on-one and phone conversation with the help of the bilingual school staff.

Parents participate in a parent orientation that describes various programs for ELL of where they place their children in three program choices (Transitional Bilingual, Dual Language or Freestanding ESL). 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. After they watch a video ESL teacher discusses with parents the choices, different programs available and describes the plans. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Children are placed as per parent choice. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ESL program.

3. 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. The entitlement letters, in home languages, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file and kept confidential. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. Parents of newly enrolled ELLs are invited to two additional iformational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent-Teacher Conferences. The submitted forms are closely reviewed by ESL teacher in order to conform with the choice of the parents, and any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.

4. There are many criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. Students are placed in the ESL group according to their proficiency level, the results from the LAB-R and the NYSESLAT results. The

parents are informed about their children's placement and the letters are distributed to them in their native language. The communication or consultation activities with the parents are also in their native language. During the meetings the translation is available with parent, either Para, or a pedagogue or the translation services over the phone are used. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent-Teacher Conferences. The Parent Coordinator is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities. They are also provided with an access to the translation unit.

5. Parents complete the parent selection form and the school will conform to the parental choice selections. The results of the Parent Choice paperwork indicate that most parents choose the Freestanding.

6. The program models offered at our school is aligned with parent request. To build alignment between parent choice and program offerings we give them sufficient information about the program and explain the benefits of choosing the program of their choice for their children. In addition, Freestanding ESL is the only program offered.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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	ELLs	Long-Term ELLs

	(0-3 years)			(4-6 years)			(completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3			2		1	3		1	8
Total	3	0	0	2	0	1	3	0	1	8

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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.

Current English Language Learners Instructional Programs

M.S.584 implements a Freestanding English as a Second Language (ESL) Program. This choice of program had been the trend for the last five years. The language instruction is aligned to ESL\ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the program is to assist students in achieving English Language proficiency.

- 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

Freestanding English as a Second Language Program

1. In the Freestanding ESL component we have 7 students. They range from Beginner to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom.

2. 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, Conferencing with students in and out of class and informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

3. 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 untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

4 . Plan for Newcomers

In this school we have one newcomer. 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 and their parent to participate in all of our Supplementary Programs and After School activities.
- An informal assessment is provided to identify appropriate Academic Intervention Services.
- Home school communication.

VII. Plan for SIFE

In this school we have no SIFE students. The SIFE population this year is non-existent for this year SY 09-10. We will provide the following resources to facilitate the students in the future.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development to identify SIFE students; and in strategies that benefit the SIFE within classroom instruction.

VIII. Plan for Long Term ELLs

In our school we have two long term ELLs, but in the future if we do we have an action plan for them. Our action plan for the student/s involves:

- An after school program, targeting reading and writing four days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in all supplementary programs to enrich their language and academic skills

IX. Plan for Special Needs Students

We have one special needs students. Our policy for special needs students 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 student for possible special needs status.
- The delivery of AIS services during school.

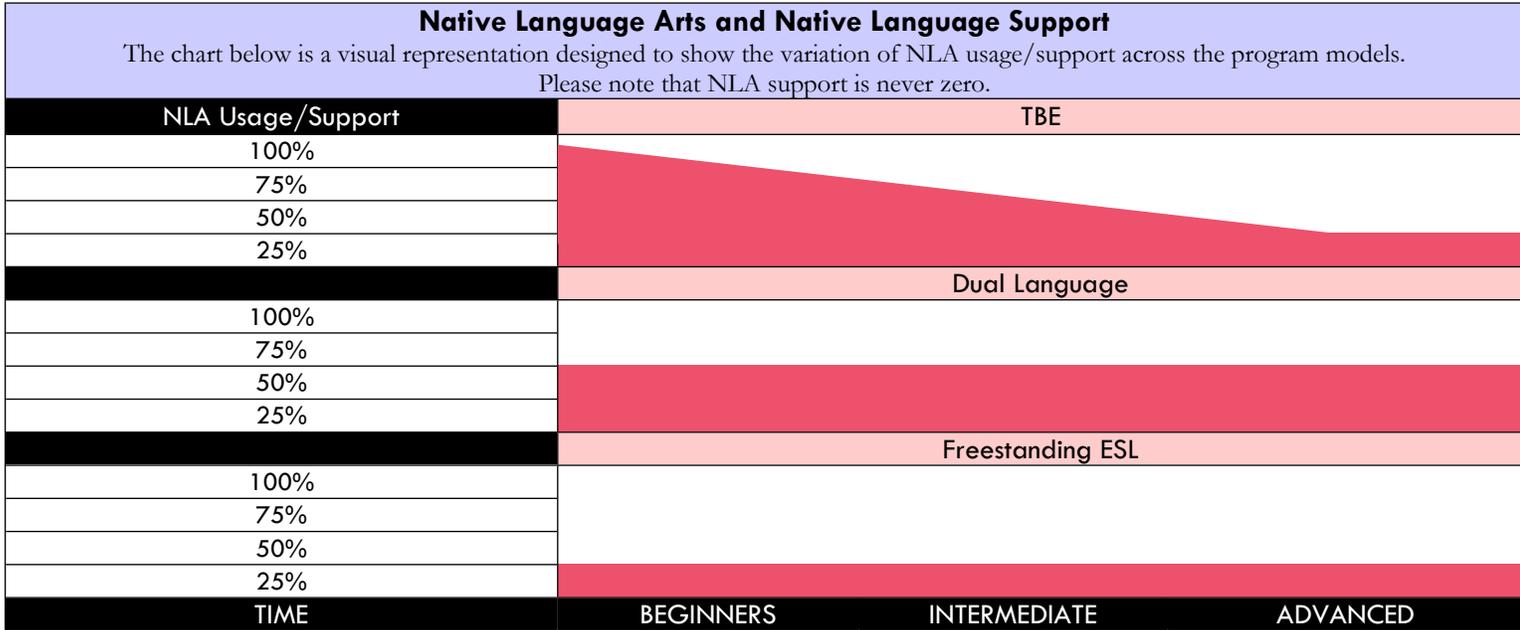
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

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



B. Programming and Scheduling Information--Continued

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

5. Targeted intervention programs in our school for ELLs in Math, ELA and other content areas are SETS, ESL, Math intervention, Occupational Therapy and Speech. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs the classroom teachers concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. They use Guided reading, and vocabulary quizzes to make instruction more involving and effective.

6. The school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. For example, students are eligible for two years of test accommodation for all the NYS tests. Also parents of former ELL students are invited to the school wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

7. For the upcoming school year, I will suggest the Rosetta Stone program for our ELLs to assist in the pursuit of communication and to help build their vocabulary and phonetic skills.

8. None of programs and services will be discontinued.

9. ELLs at M.S. 584 have equal access to all afterschool programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities. 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.

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. Additionally, interpretation services are a daily help in communication between school staff and parents. Bilingual paras are available to help to communicate with students and parents.

10. Instructional Materials:

The Freestanding ESL program does not use a particular text, we use literacy instruction as an element within the framework of the Workshop Model and the Literacy by Design. This includes the use of high interest / low level texts and leveled library. The exception to this pattern is where materials are used to familiarize students with the state assessments, including: Attanasio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA and New York State Coach: Mathematics. M.S. 584 follows the balanced Literacy model. The school uses the Literacy by Design which also includes a specific ESL component, and TC writing program. All the grades are using also Everyday Math program.

Students are provided with books, tapes and assisted technology to promote student achievement and success. The ESL classroom has the library level books and magazines, high interests books, content areas books for Math, ELA, social studies and science, bilingual books, language games and activities and the cd player for listening to songs and stories that are used by the teacher and the students. The ESL students uses computers in the technology lab, so students can use programs that help them with phonics, vocabulary, reading, writing, and

math. In addition, the internet resources are used to practice math, ELA and other content areas for example, Starfall. The Wilson program is used for learning foundations in writing, spelling and phonics. The Picture dictionaries, Weber dictionaries as well as Bilingual dictionaries are also frequently used in the ESL instruction.

11. In M.S.584 there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, English dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations, and also, the Department of Education may provide them with translated editions of some tests.

12. The required services support, and resources correspond to ELL's ages and grade levels. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Acuity Tests to drive teaching goals and instruction.

13. Our ELL population is quite small- not enough to make a subgroup population. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. Our parents and students are invited to attend and participate. In addition, there are meetings with the principal and vice principal, school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. The over the phone translation is used if necessary and bilingual paras are also available.

14. Students have choice and are permitted to use their native language with each other and bilingual dictionaries can be used in the classroom for additional support.

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.

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 literacy needs of our ELL population within the prescription of the Teacher's College model.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives, realia 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
- o QTEL-Quality Teaching for English Language Learners

- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
- o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
- o Scaffolding in the content areas
- o QTEL-Quality Teaching for English Language Learners

Our staff of M.S.584 including ESL teacher and a guidance counselor provide parents, and the students with information about different schools, helping make the proper placement of those ELL students who transfer from junior-high school to high school.

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?

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:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and ESL. Additionally, activity clubs in art, are offered. Attendance rates are at over 90% for this outreach program.
- After School Program: Monday through Thursday we offer our students an academic tutorial support for instruction.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the ESL 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.
- Urban Advantage: This hands on science program includes students and their parents to explore and learn about the science fields simultaneously.
- Monthly Chat and Chew: Teachers, parents and students have a monthly theme based meeting where they socialize, eat and enjoy a feast.

1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system. The parents come for the Open School days to meet with the teachers. The ESL teacher provides parents with the necessary information about the school. In the school there are school wide events, parents' workshop and volunteering. Translations are available as needed. Bilingual staff are available to help students who speak: Spanish.

3.The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, schools events, PTA meetings, etc. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make students referral for different services, according to the students' needs and the parent always makes choices for their children academic and social economic growth.

4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and improvements.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1						2
Intermediate(I)								2	2					4
Advanced (A)							2							2
Total	0	0	0	0	0	0	3	3	2	0	0	0	0	8

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

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

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

NYS Science

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

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

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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 comers. During 2009-10, our sixth grade population was the largest one.

After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is the case in the beginner and intermediate level ELLs.
- After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student’s strength and challenging area. Therefore the ESL provider is able to create effective lessons that target these challenging areas.

Periodic Assessments inform the school that ELLs still need more support in the acquisition of English for their literacy skills to be as high as some native English speakers.

The assessment tools that we use to assess early literacy skills is the LAB-R for newcomers. The results from these are very important to us because they provide insight for each student. It provides knowledge about the students’ acquisition of English in various categories and their strengths and challenges. This data is useful for the ESL provider to keep informed by these periodic assessments which are broken down and easy to inform lesson plans.

After review the NYSESLAT data, the patterns reveal were:

- It is the Reading and Writing skills that holds our students back from the proficiency level therefore the academic intervention is focused on writing and reading.
- Speaking is in line with general abilities for the majority of the intermediated and advanced students.
- According to the NYSESLAT test results in listening and speaking ELL students need less instructional support.
- The reports also show that an English language learners' performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.
- ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient.
- ELLs who are in the beginning level are the new comers at all grade levels or ELL students from Kindergarten.

After analyzing the ELA scores of ELLs and former ELLs it was noticeable that students who are former ELLs are often outperforming some

planning.

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, Teacher Assessments, and informal observations). This year we are going to continue to strongly target language development across the grades and content area for ESL students performing below grade level during the school day as well as extended hours. We also offer additional support in listening skills for Newcomers, including increased use technological activities in their classrooms. Adjustments and improvements to our program this year will additionally include Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. There is the focus on the improvement of the Reading and Writing skills especially the students on Advanced levels. School leadership and teachers are using the results of the Acuity Assessment for the future planning in the instruction and to find the strength and weaknesses of the ELL students. 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).

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:

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions (Aris)
- Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

6.The success of the program for ELLs at MS 584 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, and across the language modalities. The success of the program is measured based on the porcentages gain of NYSESLAT result from beginner to advanced levels.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		3/19/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		