



[MIDDLE SCHOOL 821]

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

**SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 15K821)
ADDRESS: 4004 4TH AVENUE
TELEPHONE: (718) 965-3331
FAX: (718) 965-3330**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15k821 **SCHOOL NAME:** Middle School 821/Sunset Park Prep

SCHOOL ADDRESS: 4004 4th Avenue

SCHOOL TELEPHONE: (718) 965-3331 **FAX:** (718) 965-3330

SCHOOL CONTACT PERSON: Lola Padin **EMAIL ADDRESS:** Lpadin@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Shari Tabb

PRINCIPAL: Lola Padin

UFT CHAPTER LEADER: Franky Gutierrez

PARENTS' ASSOCIATION PRESIDENT: Joan Blankenship

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** CFN# 102

NETWORK LEADER: A. Sheehan/J. Cassidy

SUPERINTENDENT: Anita Skop

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
Lola Padin	*Principal or Designee	
Franky Gutierrez	*UFT Chapter Chairperson or Designee	
Joan Blankenship	*PA/PTA President or Designated Co-President	
Cynthia Felix	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elaine Pinckney	Member/	
Shari Tabb	Member/	
Jenny Gonzalez	Member/Grade 6	
Yudelkis Hernandez	Member/Grade 7	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

We believe it is our responsibility to foster self-esteem, respect and a strong belief in the value of educational excellence in each of our students. Our staff of highly trained teachers engages in ongoing professional development in order to provide students with the highest quality education available. All the members of the Sunset Park Prep community—teachers, students, parents, and staff—are building a culture where learning flourishes.

Mission

Sunset Park Prep has been established to meet the needs of highly motivated high-achieving students. We provide a rigorous standards-based program in a small school setting, assuring a safe and nurturing environment for our students, staff and families.

Sunset Park Prep is situated on the third and fourth floors of the Middle School 136 building located at 4004 4th Avenue in the Sunset Park section of Brooklyn. As of September 2010, we have a Middle School consisting of grades six through eight. Our school has seven eighth grade classes, seven seventh grade classes, and seven sixth grade classes; of these, three are self-contained Special Education classes, and three are Collaborative Team Teaching classes. Our enrollment remains at 500 students.

Although our population is culturally diverse, our overwhelming majority of students are Hispanic. The school appeals to motivated, high-achieving students not only in the Sunset Park area of Brooklyn, but throughout District 15. This year's entering class encompasses students from eighteen of twenty-four elementary schools.

Our student body will be served by 47 professionals and support staff, including (1) principal, (1) assistant principal and (1) guidance counselor. We currently have (2) secretaries, (3) school aides and (1) security guard. As in past years, we will employ an A.U.S.S.I.E coach in Math one day a week. Additionally, we have an ELA coach on staff during the school year. We are also participating in the Teacher's College Readers/Writers Project (TCRWP). A TCRWP staff developer will work with our ELA staff 25 days this year. We also have a staff developer from Morningside Center for Social Responsibility. This staff developer consults with teachers on Social-Emotional learning (SEL) one day per week.

Our school serves an ethnically, linguistically and culturally diverse population of approximately 500 students mostly from the Sunset Park neighborhood. This diversity is reflected in the school's student body; which includes 70.85% Hispanic (from a wide array of Spanish speaking countries), 4.6% white, 11.4% black and 13% Asian and other populations.

Based on our current enrollment, 67 of our students are ELL, 50.8% are male and 49.2% are female. The socioeconomic data for 2008-2009 indicated that 85% of our students were eligible for free lunch. Our average daily attendance rate is 95%.

The teaching and learning environment fosters and encourages student achievement. Our teachers assess the individual learning styles of students and then differentiate instruction to promote optimal learning experiences. Standards-based rubrics are prominently displayed in each classroom. Resource materials—classroom libraries, student-generated charts, and reports, student laptops, manipulatives, etc.—are readily available in each classroom to foster learning and independence.

Our intensive Mathematics program provides rigorous instruction to all students. Integrated Algebra in grade 8 and Impact Mathematics in grades 6 and 7 assure that our students are constantly engaged in mathematical inquiry, discussion and process for eight periods each week. Block programming is provided.

English Language Arts, structured into Reading and Writing Workshop, is provided eight periods each week. Students are provided with laptops to publish their writing pieces and conduct research. Block programming is provided.

Social Studies is taught as a separate subject. The program follows the curriculum mandated by the DOE, New York City and New York State. Social Studies is conducted in an inquiry-based workshop model. **Students receive Social Studies four times a week.**

Our inquiry-based science program provides rigorous instruction to all students. Students receive five periods of science, including hands-on experiences in a fully outfitted science lab. Select classes in the 8th grade will take the Living Environment Regents.

Student Support:

In order to meet the needs of the “whole child” we plan to support our students emotionally, socially and academically. By providing the services of a full-time guidance counselor, psychologist, and nurse, and a part-time social worker, the emotional and physical needs of our students are addressed. Our intervention team representing various members of the school community uses their expertise to identify and address problems. Our partnership with Lutheran Hospital provides our students with additional support from a psychologist, a nurse, a nutritionist and a social worker. Our partnership with Center for Family Life, a comprehensive neighborhood-based social service agency, is a resource for free services that include family counseling, adult and youth employment programs, a thrift shop and emergency food pantry, and extensive, year-round cultural, educational and recreational programs for youth and adults at three neighborhood public schools.

Addressing the Specific Needs of ELL's:

Our Spanish Special Ed students will remain in a self-contained class receiving extensive ESL support. They will have English instruction in Technology and Science by the Technology and Science Teacher. Our mainstream ELL students will receive ESL instruction from a full-time ESL teacher.

School-wide Education Initiatives:

M.S. 821 is entering its sixth year of an Interdisciplinary Arts partnership with Center for Family Life's “LifeLines” Community Arts Project. Funded by NYSCA and private foundation grants, this collaboration partners LifeLines artists and social workers with subject teachers to provide semester-long Interdisciplinary Arts projects for all 6th grade classes. The projects expose students to dance, theatre, visual arts and creative writing, strengthening their skills in these art forms as well as in communication, problem –solving, and self-evaluation. This year two seventh grade classes and one eighth grade class will participate again in the Arts Leadership/Service Learning project activities through which students will share their knowledge and skills in the arts with other populations in the community. Morningside Center for Teaching Social Responsibility allows us to provide Advisory and Peer Mediation to all students.

Academic Intervention Services:

In order to meet the needs of “at risk” students in Level 1 and 2 in reading, mathematics, science and social studies those students identified will be given support through:

Extended Day Program – Remedial Program. Students are assigned based on their identified needs in Reading, Math, Science and Social Studies. Classes are fluid; students are grouped on the basis of their common needs.

Enrichment Program: Following the completion of our Advisory Program mid-way through the school year, students will be enrolled in the following enrichment programs during the school day: school newspaper, chess, the arts, cooking, book talk groups. After school, the following programs are available year-long: mathematics enrichment, science enrichment, sports and Lego Robotics.

Center for Family Life “LifeLines” Community Arts Project provides a free five day a week after-school arts and literacy enrichment program on site and open to all MS 821 students. Students receive instruction in the visual and performing arts along with daily homework assistance, community service projects and opportunities to perform and exhibit their art skills for school and community.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Middle School 821				
District:	15	DBN #:	15K821	School BEDS Code:	331500010821

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.4	94.3	94.37		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	169	177	157		73.285		75%		
Grade 7	140	171	150						
Grade 8	126	125	173	Students in Temporary Housing: Total Number					
Grade 9				(As of June 30)	2007-08	2008-09	2009-10		
Grade 10					2	2	0		
Grade 11				Recent Immigrants: Total Number					
Grade 12				(As of October 31)	2007-08	2008-09	2009-10		
Ungraded					18	12	3		
Total	435	473	506						
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes			26	Principal Suspensions	1	18	6		
No. in Collaborative Team Teaching (CTT) Classes			29	Superintendent Suspensions	0	2	3		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants			N/A
# in Trans. Bilingual Classes	5	12	10	Early College HS Participants			N/A
# in Dual Lang. Programs	-	-	-				
# receiving ESL services only	28	38	50	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	7	12	(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	39	39	40
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	2
			0				
				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			28
American Indian or Alaska Native	0.5	0.2	0.2	Percent more than two years teaching in this school			31
Black or African American	10.3	8.5	8.5	Percent more than five years teaching anywhere			19
Hispanic or Latino	77.1	79.5	79.5				
Asian or Native Hawaiian/Other Pacific Isl.	7.6	7.6	7.6	Percent Masters Degree or higher			
White	4.6	4.2	4.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100
Multi-racial							
Male	52.3	53.5	50				
Female	47.7	46.5	50				

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 type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)	
	ELA:	1GS		ELA:	
	Math:	1GS		Math:	
	Science:	1GS		Grad. Rate:	

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	83.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	B 9.5	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	A 21.7	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	A 45.7	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

After a comprehensive review of our school's educational program including School Report Card, Progress Reports, Quality Review, interim assessments (acuity exams), ARIS, results of Inquiry Team research, surveys and school based assessments we have concluded the following:

What student performance trends can you identify?

1. Significant correlations exist between the students' NYS ELA scores and their final Teachers College Reading Assessment.
2. Observation and conferring with students indicated that positive, responsive feedback concerning individual student's participation and expression, contributed to student success.
3. There is a need for increased rigor in all classrooms to strengthen reading comprehension, higher-level critical thinking and writing instruction. Increased rigor and instruction in these areas will impact meeting student academic achievement standards in ELA, Math, Social Studies and Science.

What have been the greatest accomplishments over the last couple of years?

- Monthly departmental meetings to examine data and student samples
- Increased dynamic small group instruction
- Increased individual work assignments and conferences
- Use of online assessment intervention opportunity activities to identify and support individual needs
- Specialists assigned as the CTT teachers in all grades
- Reconfiguring two classes per grade to meet the needs of the highest achieving students
- Class sets of laptops made available to classrooms in addition to a full computer laboratory

- Extensive formal and informal data gathered at subject, grade and student level to give a balanced picture of student performance
- Analyzing data to gain a deeper understanding of variations in the performance of different ethnic and gender groups
- Data-driven instruction based upon the needs and interests of their students
- Valuing the Arts as a significant part of the curriculum and providing students with opportunities to develop a wide range of artistic skills and interests
- Informing parents about students' academic progress at school
- The principal shares her high expectations for instruction and learning with staff, students and parents.
- Extensive support and professional development for new and inexperienced teachers
- Data used routinely to monitor and revise plans to ensure that students continue to make progress

What are the most significant aids or barriers to the school's continuous improvement?

Aids

- Well-trained teachers
- ELA and Mathematics coaches including Teachers College Readers/Writers Workshop resources to provide professional development
- All necessary materials available in each subject area
- Professional Development for all staff members
- Parental participation
- Affiliation with Morningside Center for Teaching Social Responsibility (Holistic Discipline, Peer mediation, Advisory)

Barriers

- Inadequate Space

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.

Goal 1: To further develop the use of disaggregated score data to set challenging and quantifiable targets for cohorts and sub-groups.

- Monthly departmental meetings (ELA & Math) to examine data and samples
- Increased individual and small group work on specific skills and strategies identified as in need by inquiry teams, departments, and grade-teams

Goal 2: To ensure that all instruction is sufficiently compelling to hold the students' interest and engage them in purposeful learning activities

- Weekly departmental meetings to share ideas, student work and plan units of study
- Incorporating Booktalks into all meetings to discuss and disseminate professional materials
- Model lesson demonstrations and observations

Goal 3: To continue to develop the faculty's confidence in the use of data by providing more professional development

- Monthly professional development provided by coaches and technology specialists
- Outside specialists invited

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1 Further develop the use of disaggregated raw score data to set challenging and quantifiable targets for cohorts and sub-groups. Set the measurable target that will define whether you have met your goal in ELA & Math.</p> <ul style="list-style-type: none"> • An increase of 5% in the number of students achieving 3 to 4 scores (9 students in ELA and 17 students in Math). • An increase of 3% in the number of students moving from 2 to 3 scores (4 students in ELA and 2 students in Math). <p>An increase of 2% in the number of students moving from 1 to 2 scores (1 student in ELA and 1 student in Math).</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>STAFFING</u></p> <ul style="list-style-type: none"> • ELA, Math Teachers • ELA, Math Coaches • Reading and Technology Specialists <p><u>ADMINISTRATION</u></p> <ul style="list-style-type: none"> • Scheduling • Classroom and Extended Day • Funding Title I 	<ul style="list-style-type: none"> • There are monthly departmental meetings in ELA, Math, Social Studies and Science to create curriculum with increased attention to rigor in reading comprehension, higher-level critical thinking and writing instruction. The meetings will include all content teachers by subject, AUSSIE staff developers, Teacher’s College staff developer, in-house ELA Coach and lead teachers in Science and Social Studies. This increased rigor will be interwoven into small group, large group and individual instruction. • Students spend more time during class and extended day intervention working on targeted skills and strategies in need improvement. Students work in small groups and individually. • After each administration of the ELA and Mathematics Predictives, teachers will create dynamic groups as indicated by the results of the NYCDOE online assessment

		<p>intervention opportunities.</p> <ul style="list-style-type: none"> • These groups will then be provided small with instruction to support their individual needs and skill deficits. • Additionally, we are participating in the Teachers College Readers/Writers project. A staff developer will be on site 25 days this year. Our ELA teachers attend workshops at Teachers College a total of 35 calendar days. The principal and on-staff coach use the leadership slots to participate in coaching course. • In partnership with Teachers College, we use Assessment Pro to track student reading levels, in addition to the other periodic assessments and data systems. • Our AUSSIE Mathematics coach will be returning for the second year to lead our mathematics department. • Laptops are available for student use. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>			
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence</p> <p>All assessments will be used for objective evidence.</p> <p><u>PROJECTED TIME FRAME</u> This goal will be achieved by June 2010</p>	<ul style="list-style-type: none"> • Monthly departmental meetings to examine data and work samples. • Results of the ELA and Mathematics Predictives. • Results of the State Mandated ELA and Mathematics Exams • Results of Teacher Prepared Assessments • Teacher's College Reading Assessments 	

ALL SUBJECTS

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2 Ensure that all instruction is sufficiently compelling to hold the students’ interest and engage them in purposeful learning activities. Set the measurable target that will define whether you have met your goal in ELA & Math.</p> <ul style="list-style-type: none"> • An increase of 5% in the number of students achieving 3 to 4 scores (9 students in ELA and 17 students in Math). • An increase of 2.5% in the number of students moving from 2 to 3 scores (3 students in ELA and 1 students in Math) <p>An increase of 2% in the number of students moving from 1 to 2 scores (1 student in ELA and 1 student in Math).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • There are monthly departmental meetings in ELA, Math, Social Studies and Science to create curriculum with increased attention to rigor in reading comprehension, higher-level critical thinking and writing instruction. The meetings will include all content teachers by subject, our AUSSIE staff developer, Teacher’s College staff developer, in-house ELA Coach and lead teachers in Science and Social Studies. This increased rigor will be interwoven into small group, large group and individual instruction. • We will continue to provide weekly and/or bi-monthly (depending on the department) departmental meetings (school wide/grade level specific) to share ideas, student work and plan units of study. Coaches, the Enrichment and Curriculum Coordinator, lead teachers, administrators and consultants will facilitate these meetings. This will create increased opportunities to share experience and good practice. • Administration, the Enrichment and Curriculum Coordinator, coaches, lead teacher(s), and consultants will organize weekly professional development workshops about current teaching practices, These meetings will range in topics – such as student-centered teaching and creating engaging lessons – with the goal of meeting teachers’ needs while providing resources for greater student engagement. • Both department meetings and weekly professional development opportunities will incorporate book talks to facilitate regular staff discussions of current professional research and publications. • Teachers and coaches will not only observe each other and model effective lessons, but also will also discuss best practices and co-plan with the goal of implementing engaging lesson plans. • Cross curricula trips are planned to the Pocono Environmental Education Center. Sixth and seventh graders will spend 3 days and 2 nights exploring the natural world. Students will do pre-trip classwork focusing on studying plants, earth, water, animals, and nocturnal activities. Once on location students will be taking water samples in a pond ecology course, identifying plants and foliage, conducting soil and wildlife studies, studying astronomy, and participating in various team building activities.

	<ul style="list-style-type: none"> • Our 8th graders will spend 3 days and two nights exploring our nation’s capital. Lead by a team of Sunset Park Prep teachers our students will be exposed to museums, monuments, memorials and the inner workings of the US Government. This trip includes cross-curricula work in ELA, math and science. • Our 7th grade students will tour important U.S. artifacts and architecture in Philadelphia. Led by a team of teachers, students will engage in cross-curricular activities and reflections to enhance their knowledge of early US History. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Refer to Appendix 8</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence</p> <p>All assessments will be used for objective evidence.</p> <p><u>PROJECTED TIME FRAME</u> This goal will be achieved by June 2011</p>	<ul style="list-style-type: none"> • Monthly departmental meetings to examine data and work samples. • Results of the ELA and Mathematics Predictives. • Results of the State Mandated ELA and Mathematics Exams • Results of Teacher Prepared Assessments • Teacher’s College Reading Assessments

ELA/Mathematics

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3 Continue to develop the faculty’s confidence in the use of data by providing more professional development. Set the measurable target that will define whether you have met your goal in ELA & Math.</p> <ul style="list-style-type: none"> • An increase of 5% in the number of students achieving 3 to 4 scores (9 students in ELA and 17 students in Math). • An increase of 2% in the number of students moving from 2 to 3 scores (2 students in ELA and 1 student in Math). <p>An increase of 2% in the number of students moving from 1 to 2 scores (1 student in ELA and 1 student in Math).</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>STAFFING</u></p> <ul style="list-style-type: none"> • ELA, Math Teachers • ELA, Math Coaches • Reading and Technology Specialists • Assistant Principal • Parent Coordinator • Enrichment and Curriculum Coordinator <p><u>ADMINISTRATION</u></p> <ul style="list-style-type: none"> • Scheduling • Classroom and Extended Day • Funding Title I 	<ul style="list-style-type: none"> • Monthly formal professional development sessions by department on the effective use of data for instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>		

Indicators of Interim Progress and/or Accomplishment

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

Evidence

All assessments will be used for objective evidence.

PROJECTED TIME FRAME

This goal will be achieved by June 2011

- Monthly departmental meetings to examine data and work samples.
- Results of the ELA and Mathematics Predictives.
- Results of the State Mandated ELA and Mathematics Exams
- Results of Teacher Prepared Assessments
- Teacher's College Reading Assessments

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	70	50	6	0	25			
7	67	45	5	0	30			
8	68	47	10	0	27			
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	During extended-day intervention, small groups use <i>Rewards Plus</i> materials. These materials provide decoding strategies, increase vocabulary, build fluency and build content-area skills. Additionally, <i>Rewards Writing</i> is used to teach targeted writing skills, and revising strategies. These materials are provided after school in small group setting.
Mathematics:	After school small group work individualized to support student needs. <i>Math Triumphs</i> from Glencoe/McGraw Hill, Book 1,2 and 3. Grades 6,7,8
Science:	Workshop model – differentiated instruction – small group and individualized during school day – after school enrichment – small group – astronomy, lego robotics.
Social Studies:	Small group and individualized instruction during the school days, skills, strategies, reading and writing units – content based – non-fiction, historical fiction – during the school day.
At-risk Services Provided by the Guidance Counselor:	Individual and group counseling during school day.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6, 7, 8 Number of Students to be Served: 75 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) 1 (Special Education Spanish)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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.

Ms. Syta, our ESL Teacher and Coordinator, is planning to attend professional development workshops throughout the 2010-2011 school year and pass along instructional strategies to the subject area teachers of ELL’s at Sunset Park Prep. Topics include TC Readers and Writers Workshop and QTELL Vocabulary.

Section III. Title III Budget

School: MS 821 BEDS Code: 331500010821

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

TOTAL		
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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.

We require all families to return the Home Language Survey. Home Language preference is indicated on the blue emergency cards for all students.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our findings indicate that approximately 50% of our families need oral and written translation. Our Parent Coordinator informs parents through the School Messenger and flyers that are sent home. Our Parent Coordinator does the translations in house.

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.

See 2A

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

We have a large dual language staff for oral translation including the Principal, teachers, Parent Coordinator, Secretary and School Aide.

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

See 2A

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		145,251	145,251
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,672		4,672
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,359	*	
4. Enter the anticipated 10% set-aside for Professional Development:	75.000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

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 page 11, section 4 Needs Assessment)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

(See Section 6, Action Plan, pages 14-19, Goals 1-3)

3. Instruction by highly qualified staff.

Ninety five percent of the staff at Sunset Park Prep is Highly Qualified. Professional Development is being offered to ensure that we achieve 100%.

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.

See Goal #3, page 18-19

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

N/A

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

See Parent Compact

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Section 6 Action Plan, pages 14-19 Goals 1-3

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.

See Appendix I Academic Intervention Services – AIS Summary Form pages 21-22

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.

By consolidating Federal, State and Local funds, we aim to treat the funds or all funds it doesn't matter like they are a single pool of funds.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			467,189	X	23,24
Title I, Part A (ARRA)	Federal	X			145,247	X	23,24
Title II, Part A	Federal				-		
Title III, Part A	Federal	X			15,000	X	27
Title IV	Federal				-		
IDEA	Federal	X			160,538	X	23,24
Tax Levy	Local	X			2,970,996	X	24

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are no students in this school in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
N/A

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Sunset Park Prep					
District:	15	DBN:	15K821	School		331500010821

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.7	95.0	94.4
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		96.4	97.4	98.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	160	170	169	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	183	154	169		73.2	89.5	92.3
Grade 8	164	183	161				
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	20	3
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	507	508	500	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					12	4	2

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	23	28	27	Principal Suspensions	2	27	5
# in Collaborative Team Teaching (CTT) Classes	25	27	30	Superintendent Suspensions	7	2	3
Number all others	29	34	32				

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	11	4	TBD	Number of Teachers	36	36	36
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	19	6
# receiving ESL services only	38	37	TBD				
# ELLs with IEPs	5	26	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	0	2

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
	0	0	5	% fully licensed & permanently assigned to this school	100.0	100.0	97.2
				% more than 2 years teaching in this school	44.4	36.1	47.2
				% more than 5 years teaching anywhere	25.0	22.2	30.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	61.0	72.0	66.7
American Indian or Alaska Native	0.2	0.4	0.4	% core classes taught by "highly qualified" teachers	78.1	92.1	91.0
Black or African American	7.1	4.5	4.2				
Hispanic or Latino	78.9	82.1	83.6				
Asian or Native Hawaiian/Other Pacific	11.0	9.6	9.4				
White	2.8	3.3	2.4				
Male	53.3	51.0	50.6				
Female	46.7	49.0	49.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	69.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

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

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

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

School Parent Compact

School Responsibilities

Sunset Park Prep/Middle School 821 will:

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

The teaching and learning environment will foster and encourage student achievement. Individual learning styles will be considered and then utilized to promote many optimal learning experiences. Educationally diverse learning styles are embraced and supported by employing various instructional strategies. Rubrics relating the expected standards will be prominently displayed in each classroom. Reference materials, novels, classroom libraries, student-generated charts and reports, computers with Internet-connection, overhead projectors, and other physical resources relating to the curriculum of specific subjects are available.

- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held.**

Parent Teacher conferences are held one afternoon and one evening each term as per DOE regulations.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Parents receive Progress Reports quarterly, three weeks prior to each report card.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

All parents have been informed that they should call the parent coordinator to set up appointments with teachers throughout the year.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**

Parents are encouraged to observe classes during open school week each term.

Parent Responsibilities

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

(Describe the ways in which parents will support their children's learning, such as:

- **Supporting my child's learning by making education a priority in our home by:**
 - **making sure my child is on time and prepared everyday for school;**
 - **monitoring attendance**
 - **talking with my child about his/her activities every day;**
 - **scheduling daily homework time;**

- providing an environment conducive for study;
- making sure that home work is completed;
- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectation and offer praise and encouragement for achievement).

PLEASE DETACH AND RETURN TO MS. DELIZ, PARENT COORDINATOR IN ROOM 459.

I have read and received a copy of the above.

Parent's Signature

Date

Student's Name

Class

Title I Parent Involvement Policy

I. General Expectations

Sunset Park Prep School agrees to implement the following statutory requirements.

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental policy into its school involvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English Proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of the Title I, Part A funds reserved for parental involvement is spent.
- The School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental Involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-
 - That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organization of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. The Sunset Park Prep School/Middle School 821 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Education Agency Plans of the ESEA:

The Parent Coordinator will meet with the District Family Advocates.

2. Sunset Park Prep School/MS 821 will take the following actions to involve parents in the process of school review and improvement under Section 116-Academic Assessment and Local Educational Agency and School Improvement of ESEA:

Parents are given copies of Quality Review, School Progress Reports and the School Leadership budget.

3. Sunset Park Prep/Middle School 821 will provide the following necessary coordination, Technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities)>

Family Literacy Day

Family Math Day

Acuity Workshop

High School Information Workshop

International Night (ELL's)

4. Sunset Park Prep School/Middle School 821 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs.

Not applicable

5. Sunset Park Prep School/Middle School 821 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have Limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

List Actions

A survey will be sent to all parents in English, Spanish and Chinese. Our parent coordinator will be responsible for conducting it. The PTA executive board will meet with the parent coordinator to design and disseminate the survey.

6. Sunset Park Prep School/Middle School 821 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The School will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with their educators:

**LIST ACTIONS
SUCH AS:**

There will be monthly workshops during the school day and in the evening. Topics such as nutrition and health will be covered. There will be Saturday events – Math Family Day and Literacy Family Day. ESL classes are provided for parents.

- b. Sunset Park Prep School/Middle School 821 will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

LIST ACTIONS

Workshops in ELA, Mathematics, Assessing results of periodic assessments, High School information workshops.

- c. Sunset Park Prep School/Middle School 821 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

LIST ACTIONS

Parents and teachers are given numerous opportunities to communicate as equal partners. PTA meetings, Leadership Council, Parent Teacher Conferences, informal meetings.

- d. Sunset Park Prep School/Middle School 821 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
Not applicable

- e. Sunset Park Prep School/Middle School 821 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

LIST ACTIONS

Translations of all communications are available in English, Spanish and Chinese.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs. To enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____ . This policy was adopted by the Sunset Park Prep School/Middle School 821 on May 15, 2008 and will be in effect for the period of 2008-2009 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 15, 2008.

Principal's Signature _____

Date _____

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 102	District 15	School Number 821	School Name Sunset Park Prep
Principal Ms. Lola Padin		Assistant Principal Ms. Elaine Pinckney	
Coach Ms. Suzie Syta/ELL Coordinator		Coach Ms. Marijo Thompson/ELA	
Teacher/Subject Area		Guidance Counselor Ms. Shari Tabb	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Ms. Evelyn Deliz	
Related Service Provider		Other	
Network Leader		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	503	Total Number of ELLs	59	ELLs as Share of Total Student Population (%)	11.73%
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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.

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 of and the appropriate placement and educational services for every child in the NYC educational system.

All new admits to MS 821 come from the Enrollment Office and the following structures detail the ELL identification Process at MS 821:

- √ Upon first enrolling their child, parents are given a Home Language Survey (HLIS) to identify the child's language proficiency in L1 and a possible L2. Interpretation Services and assistance in filling out forms are readily available by staff at MS 821 in:
 - § Spanish: Ms. Evelyn Deliz, Parent Coordinator, Mr. David Torres, Dean of Students, and Mr. Franky Gutierrez, Math Teacher
 - § Mandarin: Ms. Paulina Ip, Math Teacher and Ms. Caitlin Minetti, ELA teacher
 - § Cantonese: Ms. Paulina Ip
 - § French: Ms. Suzie Syta, ELL Coordinator
 - § Russian: Ms. Katie Petrell, Spanish Teacher
- If the child is identified as an eligible candidate for LEP services based on the HLIS, Ms. Syta, a fully-licensed TESOL K-12 Teacher, is notified by Evelyn Deliz (Parent Coordinator), or Diana Souchet (Secretary of Student Records), to conduct an informal interview.
- If the child speaks a language other than English and little to no English, an informal interview is conducted in the child's L1 whenever possible, and Ms. Syta then administers the Revised Language Battery Assessment (LAB-R) to the child to determine whether they are an English Language Learner or English Proficient.
- Should the child score at a Beginner, Intermediate or Advanced Level, an entitlement letter is provided to parents to inform them of the child's ELL identification and the child is enrolled in the appropriate program within ten days.
- Should the child score at a Beginner level and their native language is Spanish, the Spanish LAB is administered to confirm the child's acquisition of a first language.

In order to enable parents to make sound educational decisions as to which ELL Program best meets the needs of their child, parents participate in several activities before making a decision:

- 1) ELL Parent Orientation. Ms. Suzie Syta, ESL Teacher/Coordinator, and Ms. Evelyn Deliz, Parent Coordinator, describe programs for ELLs, visit classrooms with parents, and share goals held and instructional strategies implemented for ELLs.
- 2) Parent Information DVD. Parents view a parent information DVD where program placement options are presented with clarity and objectivity. This parent orientation DVD is available in nine languages.
- 3) Parent brochures are disseminated in parents' native languages to enrich the understanding of each available program.
- 4) Questions are addressed and parents fill out the Parent Selection Form.

After parents complete the Parent Selection Form, the school will conform to the parental selection, either by providing the child with Free-Standing ESL services or assisting parents in transferring to a middle school that offers their first-choice program. The Parent Selection Forms are stored in the ESL Office. Next, PLACEMENT letters are sent to families of newly enrolled students, indicating the child's participation in our Collaborative Push-In ESL program.

Over the past three years, 6 newly arrived immigrant students have been enrolled at MS 821. One (1) child was placed at our school specifically to attend full-time Special Education Programming; all five (5) of the other eligible parents chose a Free-Standing ESL Program. Based on these Parent Choice trends, MS 821 currently offers a Free-Standing Collaborative Teaching / Push-In ESL Program. So, in future, if parents were to select Transitional Bilingual Education or Dual Language Programs, Ms. Deliz and Ms. Syta (with assistance from teachers who speak the parents' native language if needed) would take parents step-by-step through the process of finding the desired program in another middle school.

As it is evident, at present, ELL program offerings are strongly aligned with Parent Choice. Should the situation arise in the future that 15 or more new students are enrolled with the same home language, a Transitional Bilingual Education class would be formed.

The ELL Parent Orientation is held in September of each school year. Families are notified in at least three ways:

- 1) via the school calendar sent home with every student
- 2) via “phone messaging” – a powerful communication tool that leaves a voicemail message on families’ home phones
- 3) Families of those students who are enrolled after the Orientation are contacted by either Ms. Syta or Ms. Deliz to come to the school to receive all of the information described above in a one-on-one meeting.

All ELL parents are encouraged to attend the ELL Parent Orientation, as ELL programming may shift from year to year. Also in the fall, the various ESL Entitlement letters are generated by Ms. Syta, and sent out from Ms. Padin, according to the ELL Parent Information Case (EPIC) and the DOE website. (1) CONTINUING ENTITLEMENT letters are sent to families of students who received ESL services during the previous school year, performed at the B, I or A level on the NYSESLAT and will continue to receive ESL Services in the current school year. (2) NON-ENTITLEMENT / TRANSITION letters are sent to families of students who received ESL services during the previous school year, performed at the P level on the NYSESLAT and are now Transitional ELLs. The non-entitlement letter has been adjusted to highlight that the student is still receiving language support during their Transition Year according to our integrated ESL Push-In Services. (3) As above, PLACEMENT letters are sent to families of students who are newly enrolled in the NYC school system and have just submitted their Parental Selection Form. All three of these letters are found in the ELL Parent Information Case (EPIC) which are stored in both the ESL Office and the Parent Coordinator's Office.

New York State English as a Second Language Achievement Test (NYSESLAT)

Each spring, ELLs are administered the NYSESLAT as a diagnostic assessment to determine their current proficiency level in English. Students' language proficiency is evaluated in all four language skills: Speaking, Listening, Reading and Writing. In order to move on to the next proficiency level (Beginner, Intermediate, Advanced, Proficient), ELLs must score at that level in both the Speaking/Listening modality and the Reading/Writing modality.

We ensure the administration of this exam in all of its four parts in the following ways:

- Ms. Syta, our ELL Coordinator, is aware of the testing windows as soon as they are released. Given that the Speaking test is conducted one-one-one with each student, a longer timeframe is allowed to administer this portion of the exam.
- Ms. Syta is responsible for administering the one-on-one Speaking portion of the test within the given window. She creates a schedule and administers this portion of the exam in a quiet space. She scores the Speaking portion for each student as they are taking the assessment.
- The Listening, Reading and Writing sections are delivered during the second given window. About a month before the scheduled dates are to begin, Ms. Syta uses the class schedules of the school and especially room availability information to create a L, R, W Testing Memo in collaboration with Ms. Padin, Mr. Fortier (IEP Coordinator) and Mr. DeJesus (Testing Coordinator). The L, R, W Testing Memo is distributed to the staff to ensure that the school community is entirely aware of the exam schedule.

In creating the L, R, W Testing Memo, the following considerations are taken into account:

- The Listening section is delivered first, the Reading section second and the Writing section third.
- The tests are untimed, so the student groups are scheduled in rooms that are available with ample time.
- Ideally, the 8th graders are tested first because they have a NY State Science exam at the end of May and beginning of June.
- Should children also have Individual Education Plans (IEPs), any applicable modifications in place for NY State exams are also applied to the administration of the NYSESLAT.

After the exams are administered in full, an in-house Scoring Team is formed. This Scoring Team is responsible for scoring the Writing section of the NYSESLAT and transferring the ELLs' Speaking scores onto students' answer documents. The Testing Coordinator and ELL Coordinator send the Reading and Listening sections directly to the scoring center. Scoring Team members include the ELL Coordinator, ELA Coach and the IEP Coordinator. The Scoring Team is given time to complete these tasks during the Scoring window.

Should there be any questions during the planning, actual administration and scoring of the NYSESLAT, Ms. Syta reaches out to Mr. David Raphael, the Brooklyn Borough Assessment Implementation Director, who supports all Brooklyn schools in implementing assessments.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	34
SIFE	4	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	15

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	7	1	3	37	3	21	15	0	7		59
Total	7	1	3	37	3	21	15	0	7		59

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

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							27	15	12					54
Chinese							2	1	1					4
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	30	16	13	0	0	0	0	59

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.

At Sunset Park Prep we believe students learn best when teachers collaborate, share resources, emphasize literacy across the content areas, become experts in reaching every student, and create a nurturing and safe learning environment. This school year, 2010-2011, we are putting these beliefs into action through our ESL Programming. We are transitioning from an all Pull-Out Program to an all Push-in Collaborative Teaching Program. This change is in conjunction with similar changes in our SETSS and ICT Service, all with a focus on

accomplishing our school goals of writing across curricula and increasing vocabulary instruction. Our ELLs will no doubt benefit tremendously from learning content delivered with ESL scaffolding and by the added support of two teachers in the classroom.

Rationale for the Programming Change for English Language Learners

Over the past two years, Inquiry Teams targeted the needs of ELLs in our General Education, ICT and Self-Contained Settings. The Pull-Out model was not moving students the way we believe ESL Literacy Programming can support diverse students' reading and writing goals. Students' struggles with the model were demonstrated:

- > New York State ESL Achievement Test (NYSESLAT) scale scores in R&W modality increased for some students, but tended to remain the same or decrease across the population.
- > NYS ELA scale scores for ELLs did not show significant gains. In fact, many of them decreased as well.
- > Through conversations between the ELL Coordinator and content teachers, it was clear that ELLs were having difficulty making up missed work in content classes due to being pulled-out for ESL. ELLs' grades in content classes suffered throughout the year.

With the aim to increase our instructional and organizational coherence, we analyzed our pull-out model and considered other programming options. During this process the ELL Coordinator:

- 1) Attended Professional Development with our (then) Empowerment Network.
- 2) Visited schools like PS 503 that have successfully integrated co-teaching for ELLs across grade levels.
- 3) Became familiar with research showing that Collaborative Teaching is more effective than Pull-Out for students to make significant gains in second language literacy.

The team then decided to implement and integrated Collaborative Push-In Teaching model to help our students make significant progress. ESL Specialists can now make concepts accessible to our students within core subject area classes.

Immediate benefits we are already seeing:

- > The ESL Specialists are more aware of the expectations for learning in each subject area.
- > Gaps in student understanding can be more readily seen, and support can be more immediately targeted.
- > Now, the added burden of making up missed work is erased and instead, ELLs receive more scaffolding to grasp content concepts.
- > This deliberate programming allows our students to have a more integrated, consistent and solid experience in middle school.

Intended Long-Range Outcomes:

Receiving scaffolded language support in core classes will:

- > Strengthen students' literacy and fluency in academic language while supporting higher student achievement across content areas, as shown on various classroom teacher-created assessments and NY State exams.
- > Aid students in mastering core aims while continuing to grow as full members of the classroom communities.
- > By receiving support from the ELL Coordinator, classroom teachers will be better equipped to integrate specialized strategies into their lesson plans, including:
 - Marrying Content Objectives with Language Objectives
 - Ensuring "message abundance" for challenging concepts and challenging vocabulary
 - Scaffolded Language Techniques for student practice within cohesive content lessons. (visuals, audio, physical movement, art, music, categorizing, sorting, matching, using slower rates of speech, emphasizing key words, rephrase and restate information, opportunities to practice language through social interaction: structured partner work, group work, whole class tasks, such as "novel ideas only".)
 - Until, over time, every teacher at Prep thinks of themselves as a Language Teacher!

We want to strengthen student understanding of content area concepts and believe this only happens in concert with a strong engagement with literacy and language. We will continuously be assessing the effectiveness of these programs throughout the school year, through:

Co-Planning, observations of students and teachers, teacher-created assessments, Periodic Assessments, NYS exams, weekly ESL Special Education Meetings, and offering in-house and afterschool PD to teachers.

According to Pauline Gibbons (2002), scaffolding is "a special kind of help that assists learners to move toward new skills, concepts or levels

of understanding.” Based on Vygotsky’s theory of the Proximal Zone of Development, which places the impetus on teachers to provide this very special type of help, “Rather than simplifying the task (and ultimately risking a reductionist curriculum) ... learners need to be engaged with authentic and cognitively challenging learning tasks; it is the nature of the support – support that is responsive to the particular demands made on children learning through the medium of a second language – that is critical for success.” (Gibbons, 2002). It is important that scaffolding is specific and temporary, so that the student can achieve alone what they need help to do today.

Instruction for ELLs is differentiated according to Proficiency levels, modalities and length of time in the country. All ELLs are held to high standards and presented with intellectually challenging, contextualized work; and scaffolded differently (differentiated) at each proficiency level. One example of a differentiated assignment is: when tackling a summative writing task at the end of a unit, Beginners may be provided with an outline of a completed piece with sentence starters, Intermediates may be provided with questions in the margins to guide their thinking and writing and Advanced students may just go from the Graphic Organizer to the Draft.

Instruction is differentiated by language focus at each Proficiency Level in the four language areas. At the Beginning Proficiency Level and for Newcomers (ELLs in the US from 1-3 years), Vocabulary and everyday interactions are emphasized. High-interest texts are chosen with familiar vocabulary in their first language, that expose students to these concepts in English. Students are expected to become familiar with basic sentence structure, such as noun-verb-object. Synonyms and antonyms are powerful tools for students to grasp word meaning. Hands-on activities are conducted with Beginning students to advance their English language development by connecting everyday language to academic language. Language moves from the contextualized classroom activity to the decontextualized general concepts demonstrated by those activities.

At the Intermediate Proficiency Level and for ELLs who’ve received 4-6 years of ESL services, grasping content in the subject areas is the main priority. ESL Curriculum is aligned closely with the State Standards in all Subject areas. Content of the subject areas is re-focused using different ELL strategies, with a shift in linguistic emphasis from broad ideas to the more specific elements of those ideas. For example, in Story Structure for Beginners, the Beginning, Middle and End, Problem and Solution are story elements they would use. At the Intermediate Level, Secondary Characters, Rising Action, Climax, Plot, Conflict and Resolution would also be introduced. Students are taught strategies of how to identify parts of text and of story. Vocabulary development is increased through use of content area textbooks, vocabulary boosting activities and scaffolded graphic organizers. The structure of language is taken to the next level. Students should understand adjectives and adverbs, prepositions, descriptive clauses and sentence diagramming. Writing and expression in different genres also become more of a focus with Intermediate Students.

With the Advanced ESL students and Long-Term ELLs (7+ years of service), there are two focuses, depending on their performance on the NYSESLAT. Students whose Writing / Reading score is low, writing and reading are emphasized in the ESL classroom. ELA-like tasks are carried out. Some examples are: Persuasive Writing, Narrative Writing, Informational Writing. When making sense of text, there is more of a focus on what to do when they come across a word in a text they don’t know. With a firm grasp of the 5 W’s, and context clues, they are ready to use highly targeted word clues to discover the meaning of a word, such as meanings of affixes, root words and other morphemes.

For Advanced students whose NYSESLAT score is already Proficient in Reading / Writing but whose listening skills are lower – likely due to lack of exposure to English outside of school –Listening and Speaking tasks are emphasized to take them to the Proficiency level. Listening for key words and sequence words will especially help them on the NYSESLAT, and other activities such as “Describe and Draw”, “Map Activity”, “If You Are...”, and conducting Interviews on classroom topics help students develop in their Speaking / Listening modalities. SIFE students are provided extra support during Ms. Syta’s afterschool program for 50 minutes each Monday and Tuesday, as well as extra support during Core/ESL class. The targeted population allows individualized attention to be delivered by Ms. Syta. Also included in instruction of SIFE students are frequent reviews of school routines and expectations and encouragement of SIFE students to ask clarifying questions during all classes to aid understanding.

Special Education Students receive extra-scaffolded ESL instruction based on their Individualized Educational Plans (IEPs). Instruction is additionally differentiated as per each child’s learning needs. Output is increased by listening activities, reading aloud in class, and multiple types of graphic organizers. Multiple intelligences are addressed using various graphic organizers, as well as hands-on, kinetic and visual activities. Students are set to tasks that are challenging and receive scaffolding so that they can feel successful and are not reliant upon learned-helpless attitudes.

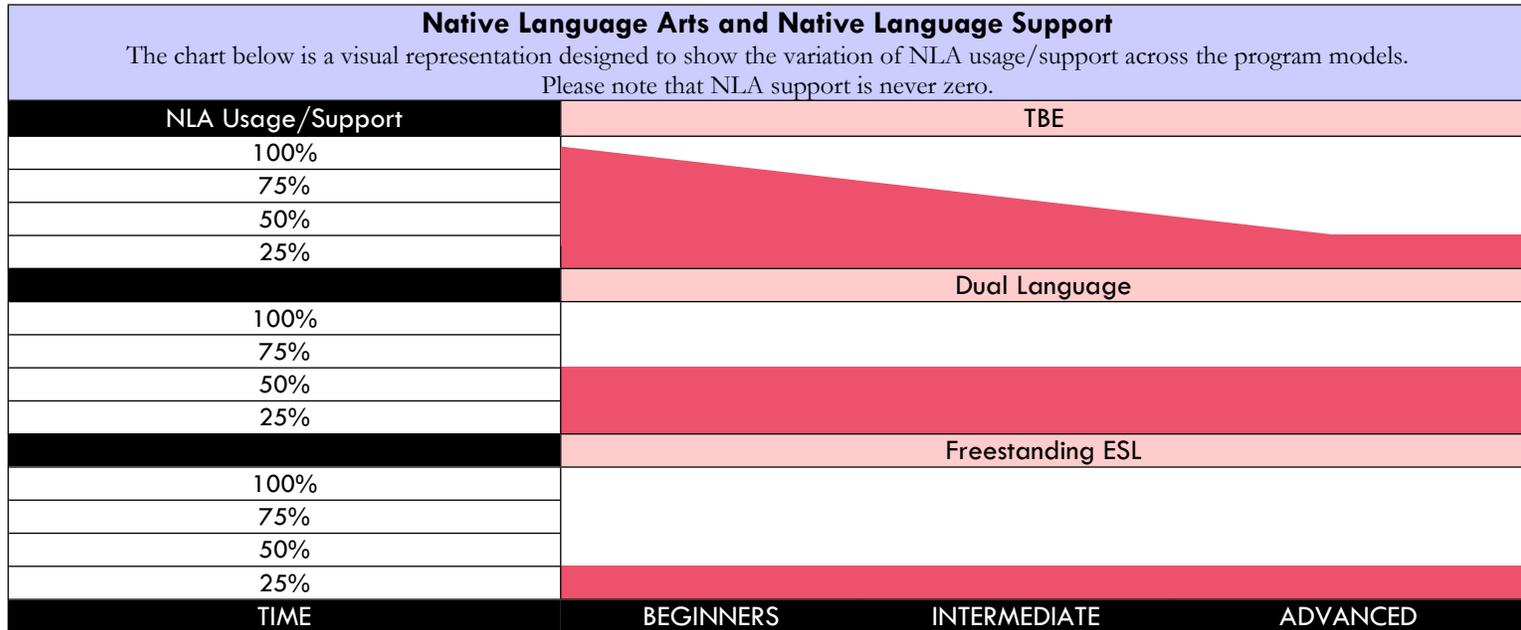
ELLs who are having difficulty in specific subject areas such as Math or ELA are receiving targeted support through the 50 minutes of additional instructional time Monday and Tuesday. Math teachers support the ELLs who are having difficulty in Math using ELL strategies and ELA teachers support the ELLs who are having difficulty in ELA also utilizing ELL strategies outlined above. This support is offered in

English and supplemented in Spanish, Mandarin and Cantonese.

To support former ELLs (those who have achieved a score of Proficient on the NYSESLAT), we have placed them in the heterogenous ELL classes on each grade, to receive targeted support during their transition year. These students will definitely benefit from services in their transition year. The ELL Coordinator ensures that they receive their full accommodations on State Exams, as per New York State's Office of Standards October 2008 Memo. The RNMR report is run in ATS to reveal NYSESLAT scores for the entire student body over the past three years to guarantee that every former ELL receives the proper content support and accommodations.

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?

MS 821's Literacy Program

Sunset Park Prep is currently in its second year of becoming a Teachers College Reading and Writing Project school. One of the greatest strengths of Readers and Writers Workshop as per Teachers College is in its creation of classroom structures and routines that lend themselves to differentiation. This year, for the first time, ELLs receive the support of two teachers in their ELA classrooms: the ELA and ESL Specialists.

In Readers Workshop, one of the most basic means of differentiation is independent reading levels. All students' independent reading levels are assessed at least four times throughout the year, and students are provided with a variety of genres at their level to choose from for independent reading. Teachers can then differentiate reading strategies for their ELLs and Special Education students in terms of each student's access points to fluency and comprehension, as well as teach into the specific skills and competencies needed for particular reading levels.

The structure of the workshop model creates the time needed for this differentiation through individual student conferences and small group instruction. Because students spend at least half of each instructional period working independently, teachers are able to "check-in" with many students during independent working time.

Reading partnerships provide another means of differentiation for students who might need additional continual support during independent reading time, as formalized partnerships are a component of Teachers College. ELLs are partnered as much as possible with students who have the same home language. An especially lucrative partnership occurs when a student has tested out of ESL, and is now able to provide assistance to a current ELL to boost comprehension.

Similarly, the structures in place in Writers Workshop enable teachers to differentiate for their students. Once again, teachers are able to confer with many students during independent work time, or use this time for small-group instruction which focuses on particular skills with which students are struggling. Areas of particular note for differentiation for ELLs and Special Education students are grammar and vocabulary.

Since the units of the Teachers College curriculum are designed so that writing and reading strategies focused on specific skills are spiraled throughout the calendar year, students have multiple opportunities to practice those skills they struggle with, as well as build on those in which

they are proficient. Particular emphasis is placed on volume and stamina in writing, which are aspects of writing with which many ELLs struggle.

School goals pertaining to the Literacy program include: Writing across the Content Areas, and Increasing Vocabulary, which are matched with and supported by the goals of the ELL Program. Ms. Syta designs differentiated units of study that correlate to the content area curriculum that the students are covering in their core subject areas with scaffolded vocabulary and multiple learning modalities.

To teach each unit, various instructional materials are utilized in the classroom. These include:

- a variety of high-interest texts on various levels (from the ESL library and the school's library)
- folktales from various cultures
- shared reading books (many copies of the same text, including plays)
- vocabulary-boosting texts
- realia (especially for science units and labs)
- on-line dialogues (elllo.org, starfall.com, usalearns.org)
- on-line assessment programs (edperformance.com)
- on-line streaming media (discoveryeducation.com)
- videos (ex: Planet Earth)
- several ESL textbooks (Scott Foresman ESL, English in Action) which come geared toward multiple levels.
- books in native languages to enrich comprehension and literacy skills
- fictional texts and short stories to teach literacy and writing.

ELLs are considered full-fledge members of our school community. 337 students at Sunset Park Prep speak another language at home, and all of these students (which include the ELL population) are encouraged to fully partake in in-school activities (Peer Mediation, Student Council, 8th grade legacy project), after-school sports (basketball and running club), and additional activities (newspaper, yearbook etc.). ELLs' input is valued in all of the decision-making bodies of which they are a part. Teachers are aware of ELL participation and slow down time (so to speak) to ensure that ELLs are participatory in their chosen activities.

Another way ELLs are afforded equal access to all school activities is through Club Period. All students at Prep participate in a one-period per week club. Language is gathered by ELLs through interaction with peers, ELLs interrelate with different peers than they do in their other classes, and many clubs are tactile/kinetically based (dance, basketball, games of the world, etc.)

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ELL Coordinator provides vital supports to teachers across the content areas and in Special Education to modify lessons to help our students make sizeable gains in mastering content objectives through language development. Our ELL Coordinator, Ms. Suzie Syta, is our turnkey staff member for best practices in ESL literacy. She:

- > Has teacher support periods built in to her schedule

- > Provides important student data to school community and a guide by which to view it
- > Updates our ELL Resource Library with current teacher resources
- > Holds weekly ESL Special Education Meetings to share best practices, since many students overlap the two services
- > Co-plans with every teacher she co-teaches with across grades and content areas.
- > Meets with Grade and Content Teams during afterschool planning time.
- > Will begin offering in-house professional development to teachers on co-teaching for ESL, so that all teachers reach their 7.5 hours of ELL training.
- > Partners with every Inquiry Team for the language component of their study.

Professional Development Opportunities for ELL Coordinator

Ms. Syta regularly attends Professional Development with leading international thinkers in ESL literacy, such as Pauline Gibbons. Additional PDs have included a week-long Quality Teaching for English Learners Institute (QTEL), Teacher's College Calendar Days in Vocabulary Development, a TC ELL Specialty course and ongoing Network Meetings for ELL Liaisons.

She has attended three workshops already this year and is planning to attend professional development workshops throughout the 2010-2011 school year, both to turnkey instructional strategies to the subject area teachers of ELLs at MS 821, as well as to gain insight into the practical matters of coordinating and implementing the ESL department (ie. BESIS training).

Last year, Sunset Park Prep partnered with the Teachers' College Reading and Writing Project to provide our all of our students with a strong, thorough foundation in literature and literacy. Many of our teachers receive professional development via Teachers College "Calendar Days". Ms. Syta has attended two of these workshops: one led by Lucy Calkins, founder of TC's Reading and Writing Project, and one presented by Pauline Gibbons, the author of *Learning to Learn in a Second Language* and an international leader in ideas about ESL instruction.

Sunset Park Prep has become part of a Children First Network of schools this year. They will be organizing professional development days for ELLs five times this school year. The first Network ELL Forum in September was very helpful, both in getting to share ideas with colleagues and glean effective instructional methods, and in administrative matters concurrent with administering ELL programs.

Detailed Programming on 7.5 hours of ELL Training

All of our staff are committed to the success of our ELLs. We are ensuring that all of our staff members have completed the requisite 7.5 hours of ELL training by hosting a structured series of ESL forums on effective teaching strategies in the coming months.

Ms. Syta will lead some of them, and will also invite ELL Specialists from other schools, QTEL, the UFT, and other highly qualified organizations come in. Some topics will be:

- 1) Language Acquisition
- 2) Considering ELLs through the Teachers College Model
- 3) Powerful scaffolding techniques - soundly based on the research of Jim Cummins, Pauline Gibbons, Vygotsky, Penny Ur and other leaders in ELL instructional research
- 4) Using Native Language to support L2 acquisition.

These forums will begin in November and continue to be offered through May 2011.

All staff will be encouraged to attend, including Subject Area Teachers, Special Education Teachers, Paraprofessionals, Secretaries, our Guidance Counselor, School Psychologist, Speech Therapist and Parent Coordinator. Ms. Syta will present the Professional Development Series during grade meetings as well as after-school. She will also administer and keep track of each staff member's hours completed with the assistance of Diana Souchet, Secretary of Student Records. When 7.5 hours are reached, each staff member will be given a certificate of completion by Ms. Syta. Specific trainings will also be provided to the Parent Coordinator and School Secretaries on updated ELL Programming in order to remain in compliance with State and City regulations.

These teacher and staff supports are provided to found, solidify and grow a comprehensive, capacity-building ESL Program this year and beyond.

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?

Schoolwide Parent Involvement is a focus at MS 821. Evelyn Deliz, our Parent Coordinator, is actively engaged with parents in many ways. Some ways in which parents, including those of ELLs, are involved with our school community are:

- 1) PTA meetings occur once a month. They are communicated to parents by the calendar, on the website, and a reminder through the Phone School Message in English and Spanish.
- 2) School Leadership Team meetings occur once a month. The 6th Grade Parent Representative is an ELL parent. These meetings are translated into Spanish.
- 3) 6th Grade / New Student Orientation occur during the June prior to the new school year, and intermittently throughout the school year.
- 4) International Night is a schoolwide celebration of students' cultures and an opportunity to strengthen our school community. It is a potluck dinner and a museum of student work held once a year. Most work is developed through Global Awareness Week, when issues that harm our world are brought to light and students take part in solving them.

Translation and Interpretation Services

These services are offered to increase the involvement of parents in the ESL Program and the entire school community. On a consistent basis, parents are informed of important school events in both English and Spanish via the Phone School Messaging System, which is considered by our Parent Coordinator her most important tool in communicating with parents. Additionally, the school's website (www.prepms821.org), which is a comprehensive source of information for parents and families, can be read in English, Spanish, Russian, Italian and French.

Teacher and Administratively-created letters are frequently translated into Spanish by Ms. Deliz and other bilingual staff. In fact, bilingual teachers make it a point to send communication home in their additional language, especially with regards to in-school and afterschool activities, and field trips. There is also a field trip template that is already translated into Spanish. This makes parents of ELLs more comfortable and confident when receiving communication from the school; they can read it in their home language.

Additional funding is available to translate important policy documents, mostly in Spanish, though also available in Chinese and Arabic. Among the documents we have made available are the school's Comprehensive Education Plan and the city's Discipline Code (Blue Book) which was provided upon our request in Spanish, Chinese and Arabic, and was sent home in all the appropriate translations. Additionally, the Bill of Parent Rights and Responsibilities, which is available in multiple languages from both the Parent Coordinator and the ESL Teacher, is posted near the Parent Coordinator's Office.

Ms. Deliz and bilingual teachers consistently assist with translating important information about student progress – during Parent / Teacher Conferences, via phone calls, and one-on-one meetings. Ms. Deliz holds parent meetings in her office when a translator for Spanish is needed, and Ms. Ip, Ms. Minetti and Ms. Dong are available to help when a parent speaks Mandarin or Cantonese. In the Main Office, Ms. Diana Souchet, Secretary of Student Records, and Ms. Diane Gonzalez, School Aide, speak Spanish, thus helping parents who come to the Main Office be more comfortable by eliminating the language barrier. These interpretation services are a daily help in communication between school staff and parents.

The school has conspicuously posted the "Covered Languages Translation" sign in a the hallway on the way to the Main Office, (as per Chancellor's Regulations A-663) so should a parent need a language translated or interpreted they or a staff member can easily call the Translation phone number.

All parents can expect to participate fully when they attend a group meeting at MS 821. Every PTA and School Leadership Team Meeting is translated into Spanish, generally by a Parent Volunteer or Ms. Deliz, to ensure common understandings. The ELL Orientation Meeting is translated into Spanish by Ms. Deliz and the Parent Information DVD and all written materials are made available in every home family's home language. School orientations, usually held in the summer and throughout the school year for incoming and new students are delivered in Spanish and English.

Each year, before the Math and ELA State exams are administered, Parent Workshops are held in reference to the particular exam. Parents are guided through what to expect on the exam and how to help their child prepare. This year's Parent Workshops will be held in

March 2010. Ms. Deliz will translate the meetings in Spanish and Ms. Ip (Math Teacher) and Ms. Minetti (ELA Teacher) will translate the meetings in Mandarin and Cantonese if necessary.

Family contributions: Depending on units of study, parents and families are encouraged to contribute to the ELL community in various ways: sending in family pictures, bringing food that celebrates their culture, doing interviews with their children on various topics (ex. exercise), and helping their children with interactive homework.

Field Trips: Parents are also encouraged to attend field trips with their students

Evaluating Parent Needs / Workshops and Services Offered

Given her high rate of parent interaction, parents specifically ask our Parent Coordinator, Evelyn Deliz, for advice – These one-on-one personal interactions lead to workshop topics. One such common parental situation includes: My kid's not listening, suddenly talking back. These types of questions led directly to the formation of a 4-week workshop on Issues in Adolescence: Sexuality, Disciplining, Drugs, etc. This workshop was well-attended and will be offered again this year.

As a member of the Sunset Park community, Evelyn Deliz knew of gang activity in the area and wanted parents to be prepared, so she co-facilitated a Gang Awareness Workshop with a leader from a community organization. This workshop was also well-attended. Two other successful workshops organized by Ms. Deliz have been: Family Reading Night and an 8-week Nutrition Program led by a Cornell facilitator, held in the spring. The final celebration includes everyone bringing a dish to share prepared with their new understanding of nutrition for themselves and their children.

Ms. Deliz's office houses an extensive library with books and videos in English and Spanish on topics important to parents. Parents truly see Ms. Deliz as a caring, knowledgeable resource, and she is even available to them beyond school hours to listen to their concerns.

At present, MS 821 does not partner with specific Community Based Organizations, but is highly aware of resources available in the neighborhood. For example, Lifelines (The Center for Family Life) actually provides afterschool programming in the building and parents are encouraged to send their children to these high quality arts-based afterschool sessions.

Should parents want to advance their English, there are ESL classes in the neighborhood at the local churches, library and at Dewey in our building. We encourage parents to take classes at these convenient community locations.

Each year, International Night is held as the culmination of Global Awareness Week, which is a true community event. Families of all of our students, plus our staff, are invited to the school to come together as a community and share a potluck style dinner. Families are asked to contribute a dish they enjoyed that represented their culture, and families engage in various activities together: students and families marked their country of origin on a world map, there were games to play together, families viewed pertinent multi-cultural student work and listened to music from various cultures. As part of Global Awareness Week, homeroom classes raise money to aid in a global issue, and the winning class is announced at International Night.

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)							4	0	2					6
Intermediate(I)							6	4	8					18
Advanced (A)							19	9	5					33

Total	0	0	0	0	0	0	29	13	15	0	0	0	0	57
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	0	0				
	I							2	0	2				
	A							9	7	5				
	P							15	6	6				
READING/ WRITING	B							3	0	2				
	I							6	4	8				
	A							18	8	3				
	P							0	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	13	3	0	25
7	9	7	1	0	17
8	7	4	0	0	11
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	6		9		11		4		30
7	6		6		3		0		15
8	5		6		2		0		13
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	3		7		11		3		24
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	9		6		9		1		25
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)	3		1						

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.

Assessment for Students New to the Country

Fountas and Pinnell, and DRA assessments are used to assess students new to the country. Last year, our one (1) newcomer from China was then also assessed in her native language by a teacher able to read Chinese so that she could demonstrate her knowledge of reading and writing in her L1. It was discovered that she is quite literate in Chinese and with high motivation, she has continued to develop rapidly this year in her L2.

This student is being instructed with native language stories side by side with English stories, writing with sentence starters, and interacting with other students and describing what she / they did in the context of the activity. Also helping her create meaning are micro-scaffolds from Ms. Syta and other teachers, a Chinese / English dictionary, pairing her with fellow native speakers in her homeroom class to provide student-to-student translation, built-in one-on-one time with her ELA teacher to develop her writing and provide translation (Ms. Gambol also speaks Mandarin), cross-disciplinary projects between ELA and ESL, her own English Picture Dictionary, alphabet, and labels of various everyday school items.

Data Trends in ELL Scores on the NYSESLAT

The first major trend we've identified is that the majority of our ELLs across grades have scored at a higher level in L&S than in R&W. This trend shows us that our students are more proficient in daily communication skills and that their academic language skills are developing. This is not entirely surprising since research shows that everyday language usually develops more quickly (2-3 years) than academic language (5-7 years). However, many of our long-term ELLs have been receiving ESL since Kindergarten.

Now in middle school, our goals for these students focus on ramping up their academic literacy skills, increasing volume and stamina in reading and writing, and teaching them retention and adoption strategies of content specific vocabulary. These ELL-specific goals are in line with our school goals and collaborative efforts are being enacted to help our ELLs make significant gains across the content areas. Additionally, some of these students are in the target groups of ELA/ESL Inquiry Studies this year.

The second trend we've identified is that most of our 7th and 8th grade ELLs' R&W modality scores either remained the same as 2009 or decreased. This trend disturbed us and was one of the impetuses in choosing to reevaluate our ELL Programming and evolve from Pull-Out to Push-In Collaborative Teaching. With the implementation of this new programming as well as collaboration across content areas to enhance literacy instruction in every class, we expect these students' R&W modality scores to be bolstered this year.

Not surprisingly, the students for whom their Speaking and Listening has developed significantly more rapidly than their Reading and Writing are Long-Term / Special Education ELLs. These students are struggling with issues beyond language acquisition, and have been and will for their entire lives. Though, with increased focus on Reading and Writing, three or more of the Self-Contained Special Education students would be able to pass out of ESL. The General Education ELLs for whom this trend of faster developing L/S exists are also ELLs who have

on the Periodic Assessment administered this Fall. ESL instruction is centered around making sense of what is read, getting meaning from multiple inputs, reading comprehension and writing in various genres. Content comprehension is critical for these students' success in high school, and ESL units of study are based on content in their core classes.

In summary, ESL classroom instruction supports the overarching goal of improving ELLs academic literacy and gaining proficiency in the discourse of different subject areas as well as the various genres of writing across the curriculum.

Standards-based Classroom Assessments

Standards-based classroom assessments are used effectively to assess both content and language objectives and in unit planning for ESL. As part of becoming active learners, ESL students create SMART goals to monitor and reflect on their own progress in the four language skill areas: reading, writing, listening and speaking. Ms. Syta creates curriculum that specifically targets students' areas of difficulty. She then uses formative and summative assessments to track goals, monitor progress and guide future instruction. Classroom assessments come in varying formats that also target different learning modalities. One technological tool is EdPerformance.com, which allows students to read and respond to questions that then track their progress, and delineate the next task based on their cumulative performance.

ESL meetings are held regularly with content area teachers to discuss student progress and share student work across the content areas. Many Subject Area teachers are actively gathering data on their students' performances and mastery of skills. The ESL teacher/coordinator informs all teachers of ELLs' levels on the NYSESLAT, as well as students' SMART goals, and the language skills in which they need to make the most progress so that collaboratively student gains can be made.

New York State Exams

New York State exams such as Math, ELA, Science and Social Studies can also be good indicators of a child's proficiency in English, as each can be considered a Reading Assessment, and be used in guiding future instruction. The 6th Grade Advanced Students scored the highest overall on the NYS ELA and Math exams, and the trend of all ELLs is to score higher on the Math test than on the ELA. Though on both exams the large bulk of ELLs scored 2's and 3's. We have implemented the Teachers College Reading and Writing Program last year in hopes to raise all of our students' achievement (including the ELLs) on the ELA exam. We are also providing additional ELA and Math support during the Extended Day program.

In 7th and 8th grades, the overarching trend we identified in ELA scores between 2009 and 2010, was that the scale scores of these ELLs maintained or dropped. Measuring by scale score is a more accurate reflection of the child's performance on the 2010 exam due to NYS adjusting the performance indicators. (This analysis does not take into account the ELA scores of Transitional ELLs).

Similar to the NYSESLAT scores above, this trend surprised and disturbed us. Yet, when analyzed in conjunction with other data - NYSESLAT scores, class grades, organizational skills of each student, and for the Self-Contained Special Ed classes, the ELA Programming model - a picture became clearer. The Pull-Out model was putting too much of a burden on our ELLs to make up missing classwork, HW and tests in their core subject areas. As much as the ELL Teacher and classroom teachers were able to collaborate in 2009-2010, without the strength and structure of a Push-In Collaborative model, true alignment of Content and Language was extremely challenging.

Special Education ELLs

For our Special Education ELLs, this situation was compounded by being taught ELA by a Special Education Generalist for many years rather than an ELA Specialist. Our major programming changes in 2010-2011 address these situations directly:

- > Push-in Collaborative Teaching for ESL
 - > Supports ELLs in making content accessible through targeted support in core classes
 - > Supports teachers in integrating ESL language scaffolds into daily lesson plans.
- > Hiring a dual ELA/Special Education Specialist to teach ELA to all three Self-Contained Classes.

Evaluating the Success of Our Program for ELLs

We use comprehensive indicators to judge the success of our ESL Programming at Sunset Park Prep. We want to strengthen student understanding of content area concepts and believe this only happens in concert with a strong engagement with literacy and language. We will continuously be assessing the effectiveness of our Push-In Collaborative Programming throughout this year, including:

- >Co-Planning / Goal Setting

- >observations of students and teachers
- >teacher-created assessments
- >NYSESLAT & Periodic Assessments
- >NYS exams
- >weekly ESL Special Education Meetings
- >in-house and afterschool PD for teachers

Performance on ESL/Core Class Teacher Assessments: Students are consistently assessed using formative, summative, formal and informal methods throughout their ESL career at Sunset Park Prep. ESL teachers in years past and present are keenly aware of student progress in speaking and listening while interacting with them at all times, providing consistent micro-scaffolding, and in reading and writing during classroom activities. The ESL Teacher tracks student progress with specific learning objectives across content and language arenas so as to better know how to guide her instruction. During Grade, Content and ESL Special Ed Meetings, student performance on Teacher Assessments is shared and analyzed.

Students are also aware of the gains they are making through SMART goal setting (both short- and long-term goals), frequent feedback on classroom assessments (assignments, quizzes, essays, tests, projects), and by using EdPerformance.com.

NYSESLAT: Judging by the number of students who passed out of ESL on the NYSESLAT, 2010 was an average year for the ELL Program. This year's incoming General Education 6th graders are Advanced and many of them are expected to pass out of ESL via the NYSESLAT this year.

We plan to continue to support our ESL Teacher/ Coordinator, and the rest of our staff, to deliver researched and standards-based instruction targeted to ELLs language learning needs. We will continue to provide ELL-specific Professional Development opportunities and look into providing our whole staff with resources they needs (human, technological etc.) to help every student attain success. These measures will certainly help increase students' English proficiency and academic achievement as they move up to the next grade and to high school.

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.

Incoming Cohorts of ELLs

Over the past three years, Sunset Park Prep has taken in a larger cohort of incoming 6th grade English Language Learners each year. (Our neighborhood's population is relatively stable, so we rarely receive newcomer immigrant students thus, the 6th grade class is the primary way we intake incoming ELLs.)

This year's cohort of 29 is the largest yet, with an additional 15 Transition Year ELLs. In order to better support our Language Learners when they enter middle school, and to more closely monitor their progress in all content areas, we created a 6th grade self-contained team-taught ESL/ELA class, where the two teachers are also the Homeroom teachers. Class 603 is made up of all current General Education 6th Grade ELLs and Transition Year ELLs.

As the cohorts of General Education ELLs have gotten larger, their Language Proficiency on the NYSESLAT has gotten progressively higher as a group. We look forward to tracking the movement of all of our General Education and Special Education ELLs this year, with the new Push-In Collaborative teaching model we have implemented along with stronger teacher tools for language development, this year and beyond.

Documentation and Data

Ms. Syta and co-teachers use Google Docs to plan lessons and implement shared strategies. This powerful technological tool gives all teachers access to aligned curriculum and, primarily, the ability to work on shared documents for a strong collaboration. All teachers working with a classroom population can write lessons, modifications, small group instruction and guided practice for our students.

Google Docs is an important tool for the whole staff as well, as student data from ATS is compiled and made sharable, comprehensible and helpful for teachers to develop targeted instruction for ELLs.

Additional Information

Narrative Rubrics

Teachers utilize Narrative Rubrics based on NY State's evolving core standards for the four language skills: Speaking, Listening, Reading and Writing. These rubrics break down language continuums into teachable skills so that teachers can provide targeted instruction to move students to the next level on specific indicators. These rubrics also offer a comprehensive way to share and track student progress while creating shared goals for students across curriculum areas.

Impact on School Learning Community

Our students will no doubt benefit tremendously from learning content delivered with scaffolding and by the added support of two teachers in general education and special education classrooms.

Having implemented these sweeping, cohesive program changes in September 2010, we are building a solid foundation to be monitored and measured. Based on research about how kids learn, we are confident that as these teaching strategies become more entrenched in the life of our school community, combining language, literacy and content instruction will only serve to increase student achievement at all levels. We look forward to measuring the gains of our students and strength of our teachers' practices - through Inquiry, Grade and Content Meetings - this year and beyond.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		