



SIMON BARUCH MIDDLE SCHOOL 104

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02/M/104

ADDRESS: 330 EAST 21ST STREET N.Y., N.Y. 10010

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 104 **SCHOOL NAME:** Simon Baruch Middle School

SCHOOL ADDRESS: 330 East 21st Street

SCHOOL TELEPHONE: 212-674-4545 **FAX:** 212-477-2205

SCHOOL CONTACT PERSON: Rosemarie Gaetani **EMAIL ADDRESS:** rgaetan@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rosemarie Gaetani

PRINCIPAL: Rosemarie Gaetani

UFT CHAPTER LEADER: David Thompson

PARENTS' ASSOCIATION PRESIDENT: Elissa Stein/Michele Tognozzi

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Marina Volanakis/Megan Roberts

SUPERINTENDENT: Daria Rigney

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
Rosemarie Gaetani	*Principal or Designee	
David Thompson	*UFT Chapter Chairperson or Designee	
Elissa Stein/Michele Tognozzi	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Richard Schulson	Member/Parent	
Heather Church	Member/Parent	
Fred Rottman	Member/Parent	
Janet Thomas	Member/Teacher	
Michael Daly	Member/Assistant Principal	
	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.

Simon Baruch Middle School 104 is located in the Gramercy Park area of east Manhattan. This 6-8 middle School serves a diverse population drawn from a large geographic zone. The school's catchment area begins on East 57th street and continues south to 14th street from the East river to 6th avenue. On the west side the school's zone encompasses most addresses from the south side of 25th street to the southern tip of Manhattan. The school's register for 2007-2008 was 1035 students. There is a gifted program that is screened as well as an academic program. Support services are provided for mandated students and AIS services are available for students determined to be at –risk.

The school is organized in middle school fashion using teams of teachers in “houses”. Each house consists of four classes of varying ability levels on a grade. The teachers are given 90 minutes of weekly common planning time to make connections among content areas when it is relevant and to plan strategies that remain uniform in the house. The common time is also used for professional development sessions, data analysis, discussions about at-risk students and meetings with parents.

Making instruction engaging, relevant and challenging is ongoing work at 104. ELA teachers use the Readers' and Writers' Workshop model. Science uses Project Based Inquiry Science as its base curriculum.

Simon Baruch Middle School meets the challenge of instructing academically diverse learners. Gifted students are exposed to enrichment and advanced placement courses. The Intermediate Algebra and Earth Science Regents exams are offered to screened 8th grade students. Seventh and eighth graders are offered a choice of Spanish or French as a foreign language choice. All students are provided with engaging interdisciplinary work. At-risk students receive additional time during the school day for reading and/or math using remedial programs like Scholastic Read 180 and math Navigator.

Professional development is provided by Aussie Consultants and internal staff. There is literacy coach scheduled for 50 days and a math coach for 40days. This service is provided in clusters so that the coaches are here sometimes twice a week and not here at times in close proximity to standardized testing. They are always scheduled during the 90 minute common planning time to conduct workshops and coordinate planning. There is an internal math coach who is a lead teacher from the staff who provides day-to- day support for math and special service providers to implement effective math instruction.

The school has expanded its inventory of technology to include computer carts on each floor, smart boards, projectors and digital cameras. There is a new circulation program for the Library (Follett-Destiny) which is web-based. Teachers have been infusing technology into the curriculum with increasing frequency. In addition technology is used to increase teacher collaboration with curriculum maps, lesson plans, assessments shared on a school wide “wiki”.

There is an alignment of standards and curriculum through curriculum mapping, identification of benchmarks for each content area by grade and a standardized interim assessment plan for content/grade area.

The school budget pays for an extensive after school program with a variety of activities available for students. Sports include basketball, baseball, wrestling, and cheerleading. Students are expected to succeed academically to compete on sports teams. After school arts include visual arts, ceramics and drama.

An advisory program has been implemented and continues to undergo refinement. Each class has an advisory period weekly. The purpose is to target areas specific to each grade that may impede academic success and proactively approach them in advisory. Teachers receive training and a curriculum developed by 104 teachers and counselors.

SECTION III – Cont'd

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	J.H.S. 104 Simon Baruch								
District:	2	DBN:	02M104	School BEDS Code:	310200010104				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				94.8	95.5	TBD
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				96.3	94.8	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	318	284	350	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7	341	327	304				38.7	42.0	56.3
Grade 8	380	366	341						
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				5	15	TBD
Grade 12	0	0	0						
Ungraded	1	0	2	Recent Immigrants - Total Number:					
Total	1040	977	997	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							7	16	24
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	32	28	28	Principal Suspensions			47	30	TBD
# in Collaborative Team Teaching (CTT) Classes	69	68	67	Superintendent Suspensions			24	13	TBD
Number all others	74	80	70						
<i>These students are included in the enrollment information above.</i>				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:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# receiving ESL services only	36	42	76	Number of Teachers			67	64	TBD

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	1	14	Number of Administrators and Other Professionals	15	16	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2	3	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	56.7	51.6	TBD
				% more than 5 years teaching anywhere	23.9	26.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	63.0	67.0	TBD
American Indian or Alaska Native	0.4	0.5	0.4		93.0	96.4	TBD
Black or African American	13.4	13.0	11.7				
Hispanic or Latino	23.0	21.9	21.4				
Asian or Native Hawaiian/Other Pacific Isl.	34.8	40.6	46.8				
White	28.5	23.8	19.5				
Male	51.8	52.9	52.9				
Female	48.2	47.1	47.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	√	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	80.5			Quality Statement Scores:			
Category Scores:					Quality Statement 1: Gather Data		
School Environment:	8.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals		
School Performance:	19.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise		
Student Progress:	43.4						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Greatest Accomplishments- MS 104 has integrated technology into all aspects of the school community. Our PTA is sending weekly "Baruch Blasts" via e-mail to all parents that have submitted their e-mail contact. Our teachers have made great progress in using technology to deliver instruction. Through grant funding, there is a smart board in every classroom. There is a computer cart on each floor. Teachers use Brain POP and United Streaming video to enhance instructional practice and to address student skills. We have added Orchard Performance Series in Math to our computer based tools to diagnose and address students with deficient math skills. Our Library collection is web based and can be viewed by parents and students from home. Professional development has been provided to staff in the use of these tools. Collaboration amongst the staff has also been supported by technology. The school has a "wiki" page that allows teacher collaboration and the sharing of effective resources. All staff members are provided with a high level of continuous assistance to support their staff development. Curriculum alignment is a strength of the school with all curriculum and planning calendars posted on the wiki. All core teachers and learning specialists have 90 minutes of common planning time weekly.

We have developed systems in each core and elective subject area to collect and organize data. Our Data Specialist provides information and supports teachers in accessing information to ensure that differentiation of instruction occurs using hard data. Teachers in all subjects have data binders that are working documents.

Our initial Data Inquiry Team has now evolved into mini inquiry teams who meet to discuss selected students. Core teachers and learning specialists have 90 minutes of common planning time to meet and discuss the progress of their students reviewing many factors such as attendance, behavior, test scores, classroom performance.

We have worked to improve parents as partners in their children's education. Teachers use an electronic grade book that allows parents to view their child's progress on homework, projects, classwork on an up to the minute basis. We held a successful Family Curriculum Night event that had over 200 participants.

Our school has received a \$10,000 grant from the Museum of Natural History for science. Plans are to increase field trips, staff development and science lab equipment. We continue our Project Based Science curriculum as a means of high student engagement. Our Science Fair evening had over 100 spectators.

Our students continue to incorporate writing across all curriculum areas and our teachers continue to work on unit plans with essential questions. Our school newspaper flourishes with 1-2 editions each month. Students participate in book groups on line with their peers and their teachers.

Our AIS team consists of staff members who voluntarily coordinate the school's intervention services. Each team member monitors a case load of students throughout the year. All teachers use the AIS team as a resource to make sure that Tier I interventions have been implemented.

104 has approximately 30 teachers who voluntarily take part in a mentoring program. Students that are at-risk are partnered with teachers who follow their progress. There is a monthly "activity" meeting for mentors and mentees.

Goal setting has been an initiative where students set goals based on content standards and teachers set professional goals using the Professional Teaching Standards from the University of California at Santa Cruz.

Student Performance Trends:

On the 2010 NYS ELA exam 60.5% of students scored at Level 3 and 4.

On the 2010 NYS Math exam 70.2% of students scored at Level 3 and 4.

Significant Aids or Barriers

Individual house inquiry teams have supported the school's improvement and that will be expanded by including teacher clusters of foreign language, the arts and special needs staff. Each team will be studying a research based strategy and its effect on student performance. The AIS team and our before and after school programs provide additional support for our ELL and at-risk students. Our technology supports interactive teaching as well as teacher collaboration.

Recent budget cuts have curtailed some extra-curricular activities, reduced AIS services to students and cut back staff development for teachers.

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: Math: To improve the reading, writing and problem solving skills of 6th and 7th grade math students by having them complete 3 formal projects requiring journal entries by June 2011.

The projects will have a significant written aspect requiring student to explain their approach and their work. Each of the 3 problems will contain open-ended questions. Differentiated tasks will be included as supports for at-risk students. The projects will be assessed using a rubric that was developed by math teachers. The measurable goal is to have 74% of 6th and 7th grade students average level 3 rubric. The projects are timed for two to be completed before the exam in May and one after the exam is completed. Teachers will use the results to inform instruction and to revise the work for the next school year.

Goal 2: ELA: To improve students' vocabulary depth on major writing pieces by focusing on the "language and conventions" component of the school's general writing rubric. 75% of students in grade 7 will average level 3 on the word choice component of the rubric by June 2011.

This is a continuation of work from 2009-2010 where the organizational component of the rubric was highlighted in all writing instruction. Teachers will develop lessons on word choice and focus on students' understanding of a continuum of meaning. Criteria include students' use of words that convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.

Goal 3: Differentiated Instruction: To improve teachers' ability to analyze collected data and use the analysis to guide differentiated instruction. By June 2011, all ela and math teachers (18 teachers) will develop a lesson based on a variety of data including Acuity for presentation to peers.

This goal is a continuation of work that was supported by learning walks conducted throughout the school year. Teachers are asked to develop small group lessons based on data to peers and supervisors during a scheduled learning walk. Starting September 2010, ela and math teachers will (on a rotating basis) individually present their work at monthly departmental meetings. The ELA department will highlight guided reading as a differentiation tool with professional development efforts focused on this strategy.

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): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 70% of 6th and 7th grade students will achieve a minimum average of a Level 3 on 3 math projects requiring written journal responses.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All students will complete 3 math projects requiring extensive written explanation of the process used in problem solving. Two projects will be completed before May and one will be completed after standardized testing. All 6th and 7th grade results will be monitored and discussed at monthly departmental meetings. Responsible staff includes the assistant principal supervising math and the school’s AUSSIE math consultant.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>AUSSIE consultant 40 days at approx \$40,000. Funding source- \$30,000 CFE and \$10,000 Fair Student Funding. 90 minutes of common planning time is provided for each grade weekly.</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>Projects are scheduled for completion during November 2010, March 2011 and June 2011. Percentages of students at level 3 and 4 will be monitored at each interval.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students’ vocabulary depth by focusing on the “language and conventions” component of the school’s general writing rubric. By June 2011, 70% of 7th grade students will achieve a minimum of level 3 on the word choice component of the writing rubric.</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>September- October 2010- Teachers will review the word choice section of the rubric and make suggested changes. Teachers will develop lessons targeting word choice on each grade level. October 2010- May 2011- Teachers collect and review data on students major pieces of writing focused on criteria for word choice. The first baseline assessment will be used to monitor progress. Lessons are revised based on findings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>ELA teachers have 90 minutes of common planning time weekly on each grade. The school’s AUSSIE literacy consultant meets with teachers to support professional development towards the specified goal. AUSSIE consultant for 40 days approximately \$40,000. (\$30,000 from CFE funding and \$10,000 from Fair Student Funding.) The assistant principal that supervises ela also provides instructional support- the line is funded by 50% ARRA Title I and 50% Fair Student Funding. Content area teachers are supported in implementing vocabulary development instruction in their lessons. Two ELA teaches are being groomed as coaches to build internal capacity. Approximately \$2500 in per session for these teachers is set aside for these teachers to run after-school and conference day workshops.</p>

Indicators of Interim Progress and/or Accomplishment

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

Data will be collected from major pieces of writing in January, March and June to monitor student achievement levels. Students are expected to move up one level from their baseline.

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): Goal Setting and Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve teachers’ ability to analyze collected data and use the analysis to guide differentiated instruction. By June 2011, Math and ELA teachers (18 teachers) will present (on a rotating basis) a case study of how an assessment was used to plan a lesson at the monthly departmental meeting. (2 teachers per month). By June 2011, each of the 18 teaches will have 8 lessons developed for small group instruction.</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>All teachers will use the book <u>Differentiating Instruction in the Regular Classroom</u> by Diane Heacox, as a resource. The ELA department will focus on guided reading as a differentiation strategy. Students will set goals as a result of each reading conference with the teacher and teachers will use the goals to form guided groups. Support will be provided by the schools’ A.U.S.S.I.E consultant and the assistant principal for ELA. The Math department will use benchmark assessments, Acuity, Orchard Performance Series and classroom tests and projects to form groups based on math skills and concepts requiring remediation. The teachers will be supported by the school’s A.U.S.S.E math Consultant and the assistant principal for math. Staff development on using the Orchard Performance Series is being provided to math staff on August 31, 2010. Each of the 18 teachers will have 8 small group lessons by June 2011. Lessons will be posted on the school’s wiki.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Orchard Performance Series software and 1 day staff development- \$10,000 NYSTAL software 2009-2010 A.U.S.S.I.E consultants for literacy and math- 80 days 57,000 CFE; \$23,000 from Fair Student Funding. 70 copies of <i>Differentiating Instruction</i> FSF 2009-2010.</p>

Indicators of Interim Progress and/or Accomplishment

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

Monthly reports from ela and math teachers, classroom observations, and 72 lessons posted on the school's wiki. Each math and ela teachers will have 8 developed small group instruction lessons.

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	37	14	30	30	1			
7	48	20	30	30	5			
8	75	17	10	10	3			
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: Wilson, Orton Gillingham, Read 180, Corrective Reading using Balanced Literacy, ELL After School Program, Saturday Academy, ELL support after school	Wilson and Orton Gillingham instruction provided to targeted students 45 minutes 5 times per week during the first period of the day. It is also provided during the extended day program 3 days per week. Read 180 provides AIS services 4 periods weekly for targeted students. Reading specialist provides AIS 2-4 periods weekly for targeted students. Saturday Academies for test preparation support will be implemented 6 weeks before test administration date. Extra support also available on Tuesday, Wednesday, and Thursday morning before the regular school day.
Mathematics: Orchard Performance Series, Math intervention using smartboard activities and Princeton Review materials. Saturday Academy, Ell support after school	Targeted students use Orchard Performance series (computer based) during extended day program and at math teacher’s discretion during class time to practice deficient skills. Targeted students in grade 6-8 receive an additional 2 periods weekly of math intervention using smartboard activities and Princeton Review materials. Saturday Academies for test preparation support will be implemented 6 weeks before the test administration date.
Science: Small group tutoring, exit projects	Students who are struggling in science are asked to attend the extended morning program 3 days per week. Towards the end of the year, students who are at risk are given exit projects that are monitored by the school’s AIS team.
Social Studies: Small group tutoring, exit projects.	Students who are struggling in social studies are asked to attend the extended morning program 3 days per week. Towards the end of the year, students who are at risk are given exit projects that are monitored by the school’s AIS team.
At-risk Services Provided by the Guidance Counselor:	All guidance counselors see at –risk students during the morning extended time block. The students are recommended by individual teachers or the school’s AIS team. This year there are at-risk groups after school including bereavement. Students are invited on an as needed basis.
At-risk Services Provided by the School Psychologist:	The school psychologist will see students at extreme risk and work with parents to seek outside continuous psychological or psychiatric services.

At-risk Services Provided by the Social Worker:	The social worker who is in the building only 2 days per week will follow up with families on obtaining family services or counseling.
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.

OFFICE OF ENGLISH LANGUAGE LEARNERS

Part I: School ELL Profile

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.

A. Language Allocation Policy Team Composition

Network Cluster CF101	District 02	School Number 104	School Name Simon Baruch MS
Principal Rosemarie Gaetani		Assistant Principal Robin Goldstein	
Coach Bas Stevenson		Coach Greg Hargveaves	
Teacher/Subject Area Sonia Glazer/ESL		Guidance Counselor Rachel Schleifer	
Teacher/Subject Area Maria Friedland/ESL		Parent Elissa Stein	
Teacher/Subject Area type here		Parent Coordinator Blanca Rivera	
Related Service Provider Sonia Nieves, Janet Sibarium		Other type here	
Network Leader Megan Roberts		Other type here	

B. Teacher Qualifications

Part II: ELL Identification Process

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	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	993	Total Number of ELLs	69	ELLs as Share of Total Student Population (%)	6.95%
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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;

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

1. Simon Baruch Middle School (MS104) is committed to providing its students with a quality education that will empower them in their future. The school is dedicated to providing all students with strong academic preparations. The identification of English Language Learners (ELLs) is a critical first step in this process. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the native language if other than English. After the trained administrative staff and the ESL teacher screen and administer the HLIS, the ESL teacher reviews if responses indicate that a student may be an ELL. Then, the ESL teacher administers the Language Assessment Battery and Report, (LAB-R) to the potential ELL, within ten days of enrollment. If the student's first language is Spanish, the ESL teacher also administers the R-LAB. Also, within the ten day time period, the ESL teacher sets up a meeting for those parents whose children have scored below proficiency on the LAB-R. Contact is made via email or phone to insure that parents are aware of this meeting and to inform them that while program placement is determined by parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The first step the ESL teacher takes in annually evaluating ELLs using the NYSESLAT is determining who is eligible. Every month, she checks the RADP which lists students who have been admitted and discharged. She, also, checks the RLER which lists eligible students and the RYOS which lists special education X-Coded students. The speaking section is administered individually. The other sections are administered in the following order: listening, reading and writing. The ESL teacher schedules the students to be tested by grade during the May administration period and insures that proper test accommodations are in place. During the summer, the results are posted on ATS and students are classified as Beginner, Intermediate, Advanced or Proficient (no longer entitled). The level determines the number of hours per week of ESL instruction as per CR Part 154.

2. In order to ensure that our parents have full comprehension of their child's language program choices, MS104 offers two orientation programs, given in the fall and spring. In addition, whenever new ELLs are enrolled, the ESL teacher meets with the parents within ten days. At this time, parents learn about the three program choices: Dual Language, Free Standing English as a Second Language and the Transitional Bilingual program. During orientation time, the three program choices are explained. Parents watch a DVD on these choices presented in their home language and fill out a Parent Survey and Program Selection form in their language. For low-incidence languages, interpreters are hired. The ESL teacher informs the parents that at the present time, MS104 has a Freestanding English as a Second Language Program. Parents are told that they have the legal right to transfer their children to a school with the program they want as long as there is available space. After looking at data from the Parent Surveys from the past two years, the majority of parents choose a Free Standing ESL program. Out of 6 surveys in the year 2009-2010, 5 surveys indicated "stand alone" and 1 indicated dual language. Out of 5 surveys in year 2010-11, 5 indicated "stand alone." There is no growing desire for a TBE program at this time. However, if there were 15 students in contiguous grades who spoke the same language and whose parents wanted a transitional bilingual program, it would be formed.

3. At the beginning of the school year, the ESL teacher checks the RLAT report on ATS. This report identifies the students in the school who are ELLs based on their LAB- R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non Entitlement, Non Entitlement and Transitional letters are sent to the parents in English and in the home language. Copies of these letters are kept at school with the ESL teacher for documentation. Since the parents are provided with the Program Selection form during the parent orientation sessions, the ESL teacher immediately collects it after completion.

4. At the orientation, parents watch the DVD in their native language. For low incidence languages, a translator may be hired or the school contacts the DOE Translation Department for an oral phone translation. At the present time, 104 has a Freestanding English as a Second Language Program but if fifteen parents in contiguous grades ask for a TBE program, it will be formed.

5. After reviewing the data from Parent Surveys during the past two years, the majority of parents chose a Free Standing ESL program. Out of 6 surveys in the year 2009-2010, 5 surveys indicated "stand alone" and 1 indicated dual language. Out of 6 surveys in the 2009-2010 school year, 6 have indicated "stand alone." There is no growing desire for a TBE program at this time.

6. MS 104 will continue to build alignment between program offerings and parent request by insuring that parents are made aware of their legal right to transfer their children into a TBE program in another school, if so desired. In addition, MS 104 will begin a TBE program if a minimum of fifteen parents in contiguous grades in the same language group request it. This information will be disseminated to parents in their native language within ten days of their children enrolling to into the NYC school system.

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% 3 50%/50% 3 75%/25%)</small>														0
Dual Language <small>(50%/50%)</small>														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							1		1					2
Total	0	0	0	0	0	0	2	1	2	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	5
SIFE	3	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	39	3	1	23		4	7			69
Total	39	3	1	23	0	4	7	0	0	69

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

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
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:

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							5	3	4					12
Chinese							22	20	5					47
Russian								1						1
Bengali														0
Urdu														0
Arabic								3	1					4
Haitian								1	1					2
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	28	29	12	0	0	0	0	69

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.

Native American:

White (Non-Hispanic/Latino):

Other:

1 a. MS 104 is an academically rigorous District 2 middle school serving 993 students in Grades 6-8. The percentage of ELLs in the building is 6.95% of the total population. There are two certified English as a Second Language (ESL) teachers who deliver instruction as self-contained teachers and a push-in co-teacher in a Freestanding English as a Second Language program.

1 b. The school uses a Block program model where the class travels together as a group for content subjects. The program consists of one class in grades 6, 7 and 8. The program is graded and the classes are heterogeneously grouped. In 6th grade Students attend a self-contained ESL class for 8-10 periods per week. Intermediate and Beginner ELLs receive the mandated 360 minutes of ESL. 7th and 8th grade ELLs receive an additional 80 minutes of ESL instruction. Advanced students receive 180 minutes of ESL either in a form of push-in/pullout. Advanced Students in the pullout only program receive an additional 84 minutes of ESL instruction.

2. The push- in ELL teacher, pushes into the following content subjects: ELA, math and social studies. This insures that content subjects are comprehensible to ELLs and meets the legal mandate under CR Part 154.

3. As a free-standing ESL program, the language of instruction is English. The content classes are taught through the workshop model combining mini-lessons with group, paired and independent work. Teaching is research based and data driven. ELA and ESL teachers plan collaboratively. They set a weekly plan that includes ELL literacy skills, reading and writing strategies, vocabulary study and direct grammar instruction. The students are grouped in order to differentiate instruction and the lessons are organized around essential questions and protocol guidelines. It empowers the students to better understand the content of what is taught and the task they are asked to accomplish. During group work, the ELL students receive individualized English instruction through computer based programs such as BrainPop, StarFall and Discovery Education. One of the ESL teachers pushes into the social studies and math classes. In math, the school uses the Connected Mathematics Program (Pearson Prentice Hall). This is a constructivist, hands-on program. It has a lot of written text that may pose a challenge to ELLs. Math teachers and ESL teachers "chunk" the text in order to make it more comprehensible. For science, MS 104 uses PBIS (Project Bases Inquiry Science). Science teachers demonstrate with realia and pictures and students work in the lab carrying out experiments. In social studies, through our co-teaching initiative, the ELL students are exposed to differentiated and small group instruction in a risk free environment where they feel comfortable to participate in "Accountable Talk" activities. It is important to mention that all content area classrooms have a library which is organized by genre, theme and author with a wide range of reading levels. The libraries also include dictionaries that translate words from English to the native language.

4a. To address the needs of our three SIFE students (Students with Interrupted Formal Education) at the present time, age appropriate, high interest/beginner level reading materials have been ordered for the ESL and other content classes. The literacy and math coaches help teachers to assess the student's reading level and computational skills. If necessary, we hire a translator to assess the student's strengths and weaknesses in other content areas and would provide additional support for this student after school. In addition, a progress report system was established on a weekly basis for these students, followed by the implementation of protocols, rubrics and checklists that focus on eliminating the achievement gap. In the future, were 104 to receive a lot of SIFE students, we would apply for a SIFE long-term ELL grant. We would purchase RIGOR (Reading Instructional Goals for Older Readers) and Achieve3000 programs. At the present time, our three SIFE students are Chinese, but were we to enroll Spanish speaking SIFE students, we would administer the ALLD (Academic Language and Literacy Diagnostic). This is an assessment tool to determine if a student is SIFE.

4b. Newcomers (ELLs in US schools for less than three years) require more scaffolding strategies including pictorial support and realia in order to make the content comprehensible. Books with accompanying CDs are utilized to increase fluency and familiarize the students with the cadence of English.. NCLB now requires ELA testing for ELLs after one year. Differentiating instruction is critical with these students. The ESL teacher will spend time scaffolding the level of difficulty of practice reading passages. Teaching students how to use word-to-word dictionaries, accessing prior knowledge and teaching about cognates are among the strategies the ESL teacher uses with these students.

4c. Pre-long term ELLs receiving 4 to 6 years of service, additional assessments would be administered. For the school year of 2010-11, MS104 currently has 23 Pre-LTE. Since it represents 36% of our ELL population, the ELL team is carefully paying attention to this subgroup. The team decided to conduct an investigation to better understand the students' ELL schooling history. Fully trained on the "One Size does Fit All" Pilot Project partnered by the Cuny Graduate Center and the NYC Department of Education, the team identified two categories of Pre-LTE, students who have experienced inconsistent language policies in previous setting and students whose English fluency hides an enormous lack of academic proficiency. A systematic interventional plan was designed to better serve these students. Focusing on eliminating the achievement gap in content areas, the goal is to foster students' motivation, critical thinking and skill building. The students are taught through a processual curriculum organized around essential questions and protocol guidelines that will empower them to better understand content and activities they are asked to accomplish. In addition, the students are also involved in a mentoring/consulting program in which the ESL teacher checks-in with the general education teachers to set a weekly plan that includes ESL reading and writing strategies, vocabulary study and direct grammar instruction.

4d. For long-term ELLs who have completed 6 years, we carefully analyze the data to determine what type of intervention is necessary for each individual student. At the current time, the school had 7 LTE students. These students have English conversational fluency, but lack academic language skills which leads to difficulties in coping with content itself. Therefore, they need gains in both academic language and content learning. In order to help these students, the ESL teachers are providing them with explicit vocabulary and text comprehension instruction through the ExC-ELL (Expediting Comprehension for English Language Learners) model. The program was specifically designed to meet the needs of middle and high school LTE students. Our LTE students are also exposed during ESL and technology classes to web-based programs that support skill building and enable them to acquire language academic concepts.

4e. For ELLs identified as having special needs, it is important to read the I.E.P. The ESL teachers articulate with all service providers for that student. They are aware of all necessary accommodations and make certain that second language issues are not confused with special

needs. In addition, the ESL teachers carefully plan the program so there are no scheduling conflicts with other providers. The students are also supported by the Wilson Program during the school day and after school programs. It helps them develop phonetic and phoneme awareness as well as decoding strategies.

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

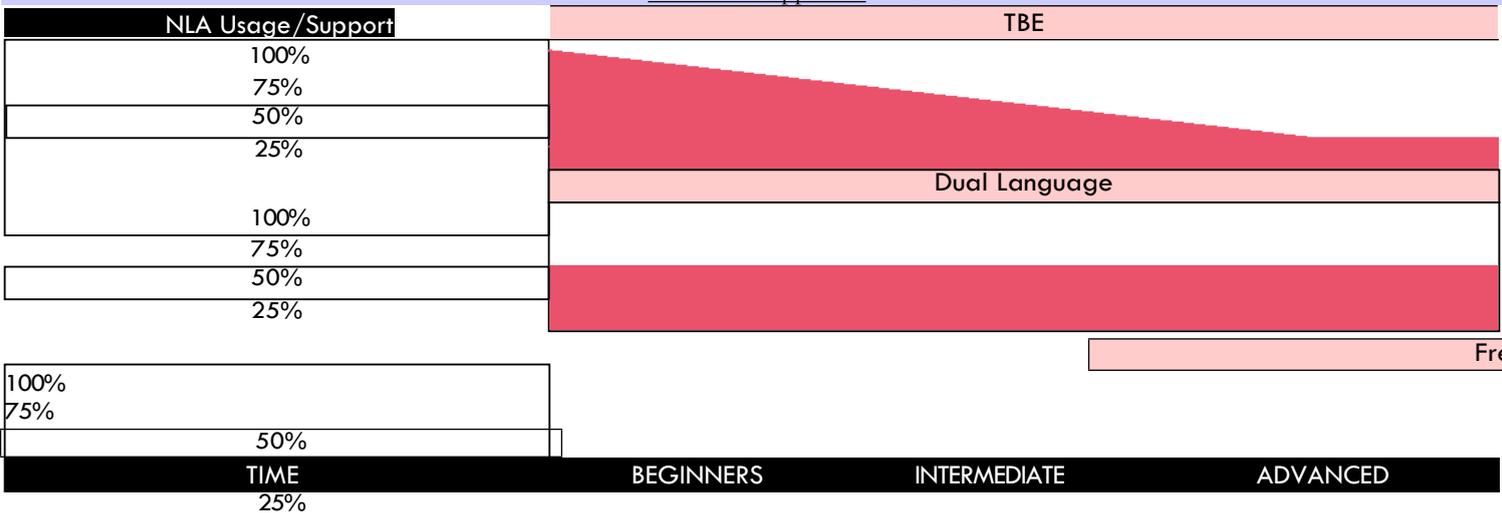
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. MS104 has targeted intervention programs for students who need additional support. At the onset of the school year, the teachers and coaches go on ARIS to determine who might benefit from the Extended Day program in English and math on the basis of standardized test scores. Once classes have started, the teachers use their own formal and informal assessments to revise that list. When looking at the ELL cohort, additional information needs to be considered. A student does not transition out of ESL until he/she has mastered all four sections of the NYSESLAT: reading, writing, listening and speaking. All four modalities on the NYSESLAT need to be analyzed to differentiate proficiencies from areas of concern. The ELLs who need additional support in ELA including our SIFE, Pre-LTE, LTE and SpEd are offered after school and Saturday Academy services. These programs include Roseta Stone literacy program, ExC-ELL vocabulary study, BrainPop ELA resources and New Hights reading and writing programs.

6. The students who pass the NYSESLAT in spring, '10 are in the same class as the ESL students, except for ELA. When the ESL teacher pushes into the ELA class to work with the advanced ESL students, she also works with the transitional students. The teacher also works with the students who reached proficiency in '09. These students receive all test accommodations afforded to ELLs for up to two years after passing the NYSESLAT.

7. Since our Project Based Inquiry Science was very successful last year, we are expanding it to the social studies department as well. By engaging science, ELA and social studies in a multidisciplinary curriculum, the ELL students will be exposed to hands-on visual learning experiences as they acquire language skills. This year, all science and social studies classrooms will continue including one period weekly of literacy focused lessons. Staff development has also accompanied this effort. Vocabulary development has remained a focus through a vocabulary study from the unit being taught performed on a daily basis. Students are encouraged to use new vocabulary through a variety of classroom activities.

8. No programs or services for ELLs have been discontinued.

9. ELLs are afforded equal access to all school programs. Among the activities available after school include competitive sports teams including basketball, tennis, volleyball, cheerleading, track, baseball and wrestling. Our other programs include ceramics, art club, drama, school newspaper, chess, and a computer-based ESL intervention.

10. Last year, MS104 was given a technology grant of \$2000. The grant has allowed for smart boards to be placed in content and ESL classrooms. In addition the technology instructor teaches the students computer programs such as powerpoint, web design and Excel. This way, the students can integrate technology into the content areas for presentation and research. In line with this, there are rolling laptop carts for classroom use.

11. As mandated in a Freestanding English as a Second Language Program, our ELL students receive native language support through teachers and paraprofessionals whose first language is either Chinese or Spanish. These two groups represent the great majority of our ELL population. Our program also provides the students with learning opportunities that make clear links between students' past learning and new concepts. It is done through a systematic vocabulary study that capitalizes on cognates and language skill transfer. Another strategy used in the ESL classrooms to promote native language support is "peer conference." During this time, the students are allowed to check notes and confer with one another in their native languages for understanding of content while learning English. Native language materials are also provided in a variety of proficiency levels.

12. The required services support and resources correspond to ELLs' ages and grade levels. Were the school to enroll older ELLs, the school

would purchase appropriate materials suited to these students.

13. Students who are identified as new before the beginning of school are invited to tour the school during the summer months. A student buddy (from the same country) is identified if possible so that the student has someone to connect with from the first day. Parents and guardians are made aware of interpretation services if needed. On the first day of school, 6th grade teachers go on a school walk to familiarize the students with school personnel and location of points of interest in the school. Other supports in place for ELL students is the mentoring program where an adult advocate checks in with the students and spends some lunch periods with them offering support for a variety of issues. The Student of the Month program recognizes students for a variety of achievements and the PBIS (Positive Behavior Intervention System) sets expectations and rewards positive behaviors. All guidance counselors are available for at-risk counseling as needed.

14. MS104 offers the ELL students language electives in Spanish and French.

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)?

Not Applicable

D. Professional Development and Support for School Staff

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

1. The goal of staff development at MS104 is to increase student achievement and engagement. By providing the ELL teachers with learning opportunities on the latest research, MS104 is investing on our school quality. Therefore, the ESL teachers are strongly encouraged to attend Q-Tel workshops, TESOL conferences and Teacher's College training. Through these programs, the teachers learn how to better differentiate instruction, adapt curriculums and effectively assess the ELL students. In addition, the ESL teachers attend conferences and workshops provided by OELL (Office of English Language Learners.) such as the upcoming "Achieving Success for ELLs: A Common Understanding of What Works." They also attend monthly workshops provided by the instructional coach for Special Education and ELLs in the CF 101 network. The ESL teachers turn-key this information to all content teachers of ELLs. Internally, the ELL teachers are being trained to understand and use formative assessments and the Common Core Standards.
2. To reach the goal of helping ELLs as they transition to different levels of education, teachers are working together to revise curriculum maps based on the work of Wiggins and McTighe in Understanding by Design. The goal is to make sure the maps are aligned vertically and horizontally to enhance connections between content areas and grades. This, in turn, will also support transitions from elementary to middle and from middle to high school. The school has an advisory program for all students. Helping students deal with the changing organizational skills required and the emotional changes connected with these transitions is a major focus of this program. Teachers spend time during professional development in figuring out the best way to help all students, including ELLs, successfully deal with these changes. As a new initiative, the ELA department is preparing an inter-visitation schedule which will allow teachers to learn from one another on how to better address the needs of monolingual and ELL students.
3. As per the Jose P. court decision, all teachers are provided with 7.5 hours of professional development in teaching ELLs. MS104 aims to effectively support our staff on how to understand the process of language acquisition and ELL academic progress. In order to successfully accomplish this, the ELA department in conjunction with the instructional coach for special education in the CF 101 network, is preparing to deliver a series of workshops targeting ELL awareness, instruction and formative assessment. The workshops will present teachers with ELL subgroup data analyses, learning and teaching strategies and practice. As per MS104 inquiry team proposal, the staff will also meet once a week during the extended time period to study monolingual and ELL student data. This approach will enable teachers to better understand the students' prior knowledge, progress, targeting area and learning style. All of these initiatives together will help us to achieve success for all students and to close the achievement gap.

E. Parental Involvement

Describe parent involvement in your school, including parents of ELLs.

Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

How do you evaluate the needs of the parents?

How do your parental involvement activities address the needs of the parents?

1. A concerted effort is made to get all parents involved. We have monthly PTA meetings and outreach is done by the parent coordinator and the PTA president. Information regarding school activities, upcoming state exams, etc. is posted on the PTA and MS 104 website. We encourage parents to be involved through book fairs held twice a year, and our annual Math night, ELA and foreign language night, social studies and science night. In addition, the ESL teacher meets with parents of ELLs at the orientation meetings. Assistant Principals meet with parents during the PTA meetings to go over that ELA and math state exams, expectations and standards.

2. MS104 proposes for the school year of 2010-11 to seek partnership with multicultural organizations such as Chinatown Youth Initiatives and The Committee for Hispanic Children and Families to organize and provide workshops on English language learning awareness, adult English literacy and computer training. In addition, the organizations will be invited to speak about their literacy projects and the impact it causes in the neighborhood.

3. Teachers and administration meet with parents in October for curriculum night. Parents/guardians are informed about the curriculum of each class. Parents are given information about EnGrade and how to access their child's grades to track their progress. In addition, there are parent- teacher conferences held twice during the school year. Translation services are provided based on the Department of Education form that queries parents in their language for the need of oral and written translation. By checking this information together with the RPOB report on ATS which indicates the students' home language and place of birth, the school knows what translation services are needed for parent/teacher conferences and high school information sessions. In addition, parents of ELLs are invited to workshops sponsored by the DOE's Office of English Language Learners.

4. The school supports parents as to their needs and try to provide the workshops requested. MS 104 has a very active parents' association and every effort is made to get all parents to attend meetings. The parent coordinator responds to parental concerns and refers unresolved issues to the administration. We encourage parents to help out in the school in whatever way they can to strengthen the home-school involvement.

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	5	3					12
Intermediate(I)							5	10	6					21
Advanced (A)							21	13	2					36
Total	0	0	0	0	0	0	30	28	11	0	0	0	0	69
NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level		1	3	4	5	6	7	8	9	10	11	12	
LISTENING/ SPEAKING	B	K		2			3	3	2					
	I						2	2	3					
	A						21	11	3					

	P							3	10	2				
READING/ WRITING	B							3	3	3				
	I							5	10	5				
	A							21	13	2				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	15	6		23
7	8	5			13
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		1	2	2	12	2	8		27
7	5		5		9		5		24
8	1	1		2		2		2	8
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	7	1	16	5	6	2	38
8									0
NYSAA Bilingual Spe Ed	FORMTE								0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		0		23	4	2	5	40
8									0

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

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

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

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

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

1. MS104 uses a variety of assessment tools to assess the literacy skills of our ELL population. For reading and listening, the teachers use the free online MindPlay Reading Assessment. The test assesses phonemic awareness and reading comprehension level. For writing, the teachers use the Teacher's College K-8 Continuum for Assessing a personal narrative written at the beginning of the school year. The writing is graded according to the AUSSIE (Australian United States Services in Education) writing rubric. The self-contained ESL teacher also collects reading records at least three times a year to learn about students' progress. In addition, the students are continually assessed on a weekly basis through formative assessments such as reading response conferences, skill building activities, etc. Our latest initiative took place in October 2010 when the ELL Periodic Assessment was administered for the first time in the school. Test results are still pending. According to the data available, 15% of our students performed at the beginner level, 40% of the students performed at intermediate level, 35% of the population performed at advanced level and 20% of our students performed at the proficient level. It is important to mention that when analyzing the language modalities individually, there were some interesting variables. Since the school has a considerable number of intermediate and advanced ELL students, the ELL teachers opted to differentiate instruction by activity level, supported time conditions and response expectation levels.

2. Our analysis reveals that the main area of challenge among ELL students is writing. Indeed, many of the students classified as Advanced on the NYSESLAT test have mediocre writing skills, even though they excelled in other areas. A second area of challenge is reading comprehension. When analyzing non-fiction passages, our English learners have difficulty with vocabulary comprehension and content knowledge. For some students speaking is also a challenge. Some students struggle with producing appropriate grammatical and vocabulary structures. Our Chinese students, in particular, have a great deal of difficulty articulating sentences using the simple past tense; and most of the time, lack class participation skills. Some of our beginners are still in the the speaking silent period. Across the board, listening is students' strongest skill. This hierarchy of skills, with writing being the least developed and listening the most, is a common trend observed by researchers in the ELL field.

3. From our itemized skills analysis, some patterns across NYSESLAT modalities: reading/writing and listening/speaking affect instructional decisions. Since a student needs to reach a proficiency level in all modalities to no longer be considered an ELL, differentiation of instruction plays a very important role in the ESL classrooms. By examining student results, the ESL teacher will plan and use different approaches to address the students' needs.. For example, while some students will need to work on all four modalities, others may need to concentrate on reading and writing. While some might work in groups, others will be at an advantage from working individually on a computer center.

4a. At the present time, there are 6 newcomers. Based on the LABR scores, 4 are beginners, 1 is intermediate and 1 is proficient. Based on 2010 and 2009 scores on the NYSESLAT, across grades, the majority of ELLs are advanced. Within the advanced population of ELLs, the majority are in the 6th grade. In 7th grade, the majority of students also scored advanced. However thereares a considerable number of intermediate students as well. In 8th grade the majority of students scored intermediate. The trend for the past several years has been that a majority of students reach advanced or proficient levels in the Listening/Speaking modalities, while scoring intermediate or beginner in Reading/Writing. Therefore, ESL and content teachers place a special emphasis on reading and writing instruction.

4b. MS104 has for the first time administered the ELL Periodic Assessment in the Fall of 2010. The test scores as still pending.

4c. Not applicable.

5. Not applicable.

6. According to Collier (1992), a successful ELL program is one that has high expectations for language minority students, as evidenced by active learning environments that are academically challenging. As an educational rigorous District 2 middle school serving a diverse ELL

population that consists of 69 students, MS104 is continually trying to assess the success of our Freestanding ESL program. The first step in the evaluation process is data analysis. At the beginning of the school year, The ELL team together with school administration study the data from formative and summative assessments to understand the students progress towards language acquisition and academic proficiency. In particular, the team analyzes gains and areas of improvement in all modalities of the NYSESLAT, ELA and other standardized NYS content area exams. Aware of the importance of maintaining a consistent language allocation policy, Simon Baruch Middle School incorporates and reinforces all principles that pertain to the Freestanding ESL model. This includes coherence, academic rigor, explicit ESL instruction, content area instruction aligned to the standards, native language support and ongoing assessment in content areas as well as English language development.

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.

Based on the data stated below, the MS104 ELL team chose to devote special attention to the Pre-LTE subgroup for the 2010-11 school year.

* Out of 69 ELL students, 23 students are Pre-LTE (36%).

* As per NYSESLAT Listening/Speaking modalities, out of 23, 19 are advanced and 4 are proficient.

* As per NYSESLAT Reading/Writing modalities, out of 23, 7 are intermediate, 15 are advanced, and 1 is proficient.

The goal is to enable these students to further their linguistic, academic and learning attitude skills. It will enable them to achieve proficiency in all areas of the test, allowing them to exit from the ESL program in to mainstream ELA classes. As a first step, Ms104 decided to include some of our Pre-LTE students in the inquiry team subgroup. The study aims to foster academic rigor and student achievement. These students are taught specific skills on a weekly basis and constantly monitored and assessed. Hopefully, the positive results from this systematic approach will reflect on the students test scores.

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		

prep for the NYSESLAT. The sessions will run after school weekly for 90 minutes from 3:00 p.m. until 4:30 p.m. for approximately 18 weeks from January through May. There will be a team teaching approach with the ESL teacher providing accommodations for the literacy and math instruction. The assistant principal who supervises ELA/ESL, Robin Goldstein, will supervise the after school program and provide staff development to the teachers. Staff development will be provided by coaching during the sessions and by monthly workshops held during the school's scheduled planning time. Topics covered will be vocabulary development, writing responses, literary elements, math grade content focusing on language and writing proofs for math solutions. Areas in need of staff development will also be identified as the program proceeds. Smart board technologies and the school's laptops will be used to provide visual reinforcement and enhance technological literacy.

General instruction supplies such as charts, journals, markers and certificates of achievement will be purchased. Math materials will include manipulatives and materials to support vocabulary acquisition. Instructional methods will include differentiation for the varying student performance levels, Q-tel, collaborative groups, shared reading and others.

Rationale for the selection of program/activities:

Students need additional support in developing and improving skills affecting performance on classroom assignments and standardized tests.

These skills include:

- Listening and note taking
- Decoding
- Reading comprehension skills
- Grammatical structure
- Vocabulary development
- Analyzing reading content of math application problems

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.

Teachers servicing ELL students receive the following staff development:

- 3 workshops annually on strategies for the ELL during the school's common planning time- the workshop is conducted by the school's AUSSIE literacy consultant.
- 3 teachers working closely with ELL's attend outside workshops sponsored by OELL.

Section III. Title III Budget

School: MS 104 BEDS Code: _____

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must	\$6,735	135 Teacher per-session hours for 1 ESL, 2ELA and 1 math

account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$2603 \$ 465	teacher @49.89=\$6,735 45 supervisor per-session hours for AP @\$52.06=\$2,603 3 per diem days for sub coverage @\$154.97 =\$465
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$3197	Books on CD from Sussman Sales Classroom Libraries from Learning Links CD players
Educational Software (Object Code 199)	\$2,000	2 Rosetta Stone language development software packages for after-school program
Travel		
Other		
TOTAL	\$15,000	

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. .

- **The school's ethnic breakdown is reviewed from ATS and from SEMS for the incoming class.**
- **Translations needed for PTA, parent teacher conferences and IEP conferences are assessed.**

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

***The prominent groups needing translations services are Chinese and Spanish. The parent coordinator and the PTA executive board are alerted so that all major written communications are translated by DOE services. All teachers are reminded by the principal via a newsletter to seek assistance from the PC so that their written or oral translation needs are service. Services are needed during parent teacher conferences, for IEP meetings and for some disciplinary meetings. All written communications are translated.**

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.

All major written communications are e-mailed to the DOE translation services. These included letters from the administration, school brochures, parent handbooks and PTA notices.

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.

The school hires translators for Chinese and Spanish interpretation for scheduled parent-teacher conferences and IEP meetings. School staff is used for impromptu meetings when possible. Otherwise, the DOE's translators available by phone are used.

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

A large sign is posted in the lobby of the main entrance in English and the 8 languages as required by the Chancellor's Regulations informing parents that translation services are available. Every parent receives a Parent's Bill of Rights and Responsibilities in their native language. In addition, at each PTA meeting we ask if anyone needs translation so that a copy of the minutes can be provided in their native language. Translated documents are provided by the DOE and the school gets all important school-based communications translated. Faculty and other staff members provide translation services on the spot when needed.

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:		\$783,094	\$783,094
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$7,833	\$7,833
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97%

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.

One teacher received tuition reimbursement last year to meet requirements this year. Others have been certified through HOUSSE method. Teacher certification areas and assigned programs are carefully scrutinized.

* 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.

A review of the latest NYS standardized test results are used to determine students needing AIS. The results are also used to determine performance levels of sub-groups. Simon Baruch MS has developed its own assessments in each core subject by grade level. These assessments are reflective of content standards. Assessments are given initially upon the opening of school and again at the beginning and end of pre-determined benchmarks. In addition, the NYC periodic assessments are used to measure students’ progress in ELA and math.

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.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
-

AIS are provided to all Level 1 and 2 students with extra periods weekly in targeted areas. Students receive additional reading through the Read 180 program or reading instruction from a certified reading teacher. Wilson instruction is provided during the extended day morning program and at the beginning of each day 3 days per week. The Orchard Performance series in mathematics is used as an intervention for students assessed with deficient skills during the morning program and during math class as a differentiated tool. Our ELL students are provided with an after school program to build both language and mathematical skills in the spring. Saturday test prep sessions are provided for all students having a desire to participate 6 weeks before the administration of standardized testing.

Teachers are provided with professional development to plan enrichment activities in all core curriculum areas. Accelerated classes are programmed for students above grade level in math and reading and 8th grade students who qualify are enrolled in Regents level math and science courses.

Teachers of our most at-risk populations are provided with common planning time to prepare them to instruct from the same rigorous curriculum and to make modifications that are effective. Mentoring is provided to our most at risk students by teachers in the school. There are mentor/mentee monthly meetings as well as mentor/mentee check-ins.

There is an AIS team that meets weekly to discuss students who are at risk. This team recommends interventions to the teachers and monitors each student's progress.

104 has an accelerated program for gifted students. Teachers are supported in providing well paced, rigorous instruction. Accelerated courses are given to students who qualify in grade 8. The courses are regents level math and science.

Instruction by highly qualified staff.

All staff are certified in the subject areas assigned and only certified teachers are hired. There is ongoing staff development throughout the school year on school wide initiatives and on individual teacher needs as assessed by the supervisory staff. There is both a math and literacy consultant in the school supporting teachers with planning and implementing instruction.

3. 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.

All core teachers and special education teachers have 90-minute weekly blocks of time to participate in professional development. The school uses AUSSIE consultants- there is one in literacy and one in math/science providing support to teachers. Teachers are also participating in Learning Walks supervised by the principal, intervisitations to each others' classrooms and to other schools, working on aligning curriculum to the new Core Standards and sent to outside workshops provided by the school CFN. The principal also has a coach from the Leadership Academy who works with advancing school initiatives and provides support to the 3 assistant principals. All staff participates in monthly faculty conferences and monthly departmental meetings. Parents are provided with guest speakers, presentations by school staff at monthly PTA meetings.

4. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A

5. Strategies to increase parental involvement through means such as family literacy services.
Books are purchased for parents on supporting children through adolescent issues and in helping with homework assignments.

6. 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

7. 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.
Teachers design our initial and benchmark assessments collaboratively by content and grade. These assessments are standards based. Teachers are then supported to use the data to inform instruction by providing small group instruction and by differentiating tasks in the classroom.

8. 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.

Teachers are monitored by supervisory staff every 3 months in the frequency of data collection and the revision of instruction to support students who are not achieving at grade level. Teachers also are observed frequently with expectations that student needs are met. Each core of teachers on each grade level are involved in a data inquiry process involving students that have been identified at risk. Beginning November 9th, there will be weekly meetings where interventions will be decided upon and monitored and revised.

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, 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						
Title I, Part A (ARRA)	Federal	Yes			\$775,261	x	14,15,16,17,21
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	Yes			\$3,812,635	x	14,15,16,17,21

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.

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.

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.

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 currently 7 students in temporary housing.

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

Our school Library is open for students before and after the school day to offer a quiet place to complete homework. Students falling behind in academic performance are offered extra support before the school day and during the school day. The school has an abundance of computers where students can work on their homework or projects after school. If emotional issues become a factor, the guidance staff makes it a priority to service students with housing issues. Students whose families have economic issues are granted access to school functions free of charge.

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)

**Parent Involvement Policy
Simon Baruch Middle School 104 2010-2011**

Our plan for including all parents in the development of parent involvement activities.

Parents are canvassed at the end of each school year and encouraged to run for positions on the PTA and the School leadership Team. New incoming parents are included with an additional election in September. Opportunities for parent involvement in the development of school wide activities include the monthly Parent –Teacher Association meetings, the School Leadership Team, the school’s parent coordinator and the school’s administrative team. The school’s principal informed parents at the initial PTA meeting of their opportunity to request activities and a parent needs assessment will be distributed in the fall in a variety of formats. A written survey will be distributed via backpack and the survey will appear on the PTA website.

Our plan for the school and parents to share responsibility for high student performance.

Parents have access to an electronic grade book used uniformly by the staff so that they can follow their child’s progress with test scores, homework and projects. Teacher e-mails have been distributed to parents to facilitate communication. Training for parents on using ARIS is an agenda item for an early fall PTA meeting. Opportunities for parents to meet with teachers are extended beyond the bi-yearly conferences to early morning, to team meeting time during the school day and after school with the administrative staff. Parents are invited to an annual Curriculum Night in order to learn about the year’s work in each content area and to become informed about the school wide grading policy. Parents are also encouraged to volunteer as class parents and help supervise class trips. The school agrees to provide high quality instruction that is standards based. Teachers will be provided with high quality professional development as Simon Baruch Middle School equates highly effective teachers with higher performing students.

Scheduling meeting time with staff for all parents.

There are 2 citywide parent conference days annually where parents can meet with teachers to discuss the progress of their children. In addition, staff is available by appointment in the mornings 3 days per week and on Thursdays during the school day. School administrative staff is available on an open door basis during the day and after school until 6 p.m.

Our plan for informing parents in a timely manner about instructional programs, assessments and student progress.

104 hosts an annual Curriculum Night for parents to learn about grade curriculum in all content areas. The school wide uniform grading policy is shared with parents at that time as well. Parents learn about logging in to ARIS and to the school’s uniform electronic grade book. Parents can follow their child’s grades in each subject for homework, projects and tests. Progress reports are sent home before each report card to inform parents about students who are failing or at risk of failing. Teachers are always available by e-mail for more immediate parent contact.

Our plan for increasing accessibility for all parents.

As part of our plan to increase parental involvement, translators are hired for all major school events (curriculum night, conferences) for the two languages with the highest percentage of students (Chinese and Spanish). Major written communications are also translated. Parent workshops will provide handouts in multiple languages.

Our plan for assessing the efficacy of our involvement plan.

Attendance at all PTA meetings and parent workshops will be monitored. Feed back from parents will be requested at each meeting. The administration also addresses parent concerns at each monthly PTA meeting. Results from the parent survey of the DOE Learning Environment Survey are analyzed to form or revise goals.

School Parent Compact

Parent Responsibilities

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

- 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 school activities everyday;*
 - *Scheduling daily homework time;*
 - *Providing an environment conducive for study;*
 - *Making sure that homework is completed;*
 - *Monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my child's education**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with m child every day;**
- **Providing my child with a library card;**
- **Communicating positive value and character traits**
- **Respecting the cultural difference 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 discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 104 Simon Baruch					
District:	2	DBN:	02M104	School		310200010104

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		94.8	95.5	95.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	284	350	332				
Grade 7	327	304	357				
Grade 8	366	341	305				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	2	1				
Total	977	997	995				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.3	94.8	96.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	38.7	56.3	64.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	15	37

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	7	16	24

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	28	28	27	Principal Suspensions	47	30	29
# in Collaborative Team Teaching (CTT) Classes	68	67	58	Superintendent Suspensions	24	13	7
Number all others	80	70	63				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	67	64	66
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	16	13
# receiving ESL services only	42	76	TBD				
# ELLs with IEPs	1	14	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	1	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	15	% fully licensed & permanently assigned to this school	100.0	100.0	98.5
				% more than 2 years teaching in this school	56.7	51.6	68.2
				% more than 5 years teaching anywhere	23.9	26.6	43.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	63.0	67.0	80.3
American Indian or Alaska Native	0.5	0.4	0.2	% core classes taught by "highly qualified" teachers	93.0	96.4	95.6
Black or African American	13.0	11.7	10.2				
Hispanic or Latino	21.9	21.4	20.0				
Asian or Native Hawaiian/Other Pacific	40.6	46.8	52.4				
White	23.8	19.5	17.1				
Male	52.9	52.9	52.0				
Female	47.1	47.1	48.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	53	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 101	District 1	School Number 839	School Name Tompkins Square MS
Principal Sonhando Estwick	Assistant Principal Eric Forman		
Coach Mary Hauser	Coach Sabrina Romano		
Teacher/Subject Area Pamela Flannegan	Guidance Counselor Patricia Macken		
Teacher/Subject Area Dan Vasquez	Parent Susan Auslander		
Teacher/Subject Area Bryce Cahn	Parent Coordinator Shirley Lee-Wong		
Related Service Provider Judith Mack	Other type here		
Network Leader Davinder Kalra	Other type here		

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	388	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	5.15%
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Part II: ELL Identification Process

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

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

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

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

1. Parents come to school with their children prior to the beginning of the school year. At this time, parents are interviewed by the licensed ESL pedagogue as well as the parent coordinator. There is one certified ESL teacher at TSMS. The teacher's license and certification is on file at the school. Interviews are conducted in the native language when appropriate. Parents are given a Home Language Information Survey. Based on the parents' response to questions on this survey, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services. If the student is eligible for second language services, based on their score on the LAB-R exam that the licensed ESL teacher has administered, parents are informed in English and in their native language to let them know that their child qualifies for ESL, bilingual or dual language classes. Students who continue to receive ESL instruction due to a failure to pass the NYSESLAT receive specialized instruction in the four components of listening, speaking, reading, and writing in order to improve English performance for self sufficiency in all academic areas

2. The LAB-R assessment is given within ten days of student registration. A parent orientation is held at the beginning of the school year with the Parent Coordinator and translators and licensed ESL Teacher to inform parents of program choices available within those ten days. The three program models are ESL, transitional bilingual and dual language. During this meeting, all the parents view the Orientation Video provided by the New York City Department of Education. TSMS objectively presents all program models, to allow parents to make the choice that they most prefer. Within 10 days of registration and they make an informed decision, based on the information given in their home language, about what program they would like their child to participate in. Parents are informed that while TSMS only offers ESL, if they would prefer their child to attend an alternative program, they will be given the names of other schools that offer the program of their choice. Parents are offered to move to a school that provides the alternative option, or to remain at Thompkins Square Middle School in the free-standing ESL program. Since parents have not requested additional programs such as Bilingual Education and Dual Language Programs, Thompkins Square Middle School does not offer such programs at this time. However, the ESL certified teacher and the LAP team periodically reviews parent program choices to track any changes in the requests for programs. If parents begin to choose the dual language, or transitional bilingual options, the school will offer these options.

3. Parents are given the Entitlement letters, parent survey and program selection form in the school by hand either by the classroom teacher or the ESL certified teacher in their home language when possible. Most parents bring these letters to the orientation meeting. Parents are given a date by which to return these forms, and if forms are not received the parents are contacted and asked to either return the required forms or meet with teachers or administration. All forms are provided in the parents' home language. The orientation video is also shown in the home language when applicable. This process takes place within the first ten days of school. Once the parents submit the program selection form at the orientation meeting, the students are placed in the appropriate program.

4. ELL students are identified within the first 10 days of school and begin services according to their proficiency level immediately thereafter. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. All new students are administered the Language Assessment Battery (LAB-R) if their home language survey indicates that a second language is spoken at home. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. Copies of all forms and letters are kept on file at the school.

5. In reviewing the parent survey forms for the past few years, data indicates that parents tend to opt for the ESL program at TSMS for their children. No new ESL students entered the ESL program at Thompkins Square Middle School in the Fall of 2010. Parents of all continuing students continue to opt for the ESL program at TSMS after reviewing their options.

6. Data indicates that the parents at TSMS, with children who qualify for ELL services, have consistently requested the ESL program. The data also further indicates that these parents have opted for their child to remain in a mainstream classroom with additional support in balanced literacy and content area instruction. Since parents have not requested additional programs such as Bilingual Education and Dual Language Program, the school has not needed to build an alignment. The ESL teacher also meets with all of the ESL students' families formally during parent/teacher conferences three times a year and more informally during regularly scheduled meetings throughout the year to discuss students goals and progress.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained								6						6
Push-In							9		5					14
Total	0	0	0	0	0	0	9	6	5	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	7
SIFE		ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4		1	14		5	2		1	20
Total	4	0	1	14	0	5	2	0	1	20

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

C. Home Language Breakdown and ELL Programs

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

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	1	1					4
Chinese								2						2
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian									1					1
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							5	3	2					10
TOTAL	0	0	0	0	0	0	9	6	5	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Tompkins Square Middle School strongly believes in the push-in model of teaching in order to address the students' needs directly in their core academic areas. The students receive services in a mostly push-in model, in order to address the students' needs directly in their core academic areas. At times the ESL teacher and general classroom teachers, during co-planning, will decide that the students need extra intervention outside of the classroom and the ESL teacher will conduct a pull-out ESL lesson in order to address more specific areas of English language development.

b. The groupings are heterogeneous, as grade levels and proficiency may vary within a group, however students are always grouped with others that are on or close to their proficiency or grade level. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class curriculum. Students also receive 180 minutes of ELA instruction per week in their classrooms.

2. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. Students receive one (60 minutes) or two periods of pull-out ELL instruction daily as mandated by their LAB-R or NYSESLAT score. The ELL teacher provides 7 periods of ELL instruction five days per week. The size of the ELL class ranges from 2 to 6 students, allowing the ELL teacher to address the students' different learning styles by differentiating instruction. At the beginning of the year the ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. As students generally score the lowest on the Reading portion of the NYSESLAT, this fact is considered when designing instruction.

3. The certified ESL teacher works closely with the classroom teachers and school administration to develop a pull-out schedule which will benefit student learning. Students are not pulled from their special subjects as these are considered vital environments for students to develop their social language and engage in hands-on activities. Students usually receive reading and writing support within their classrooms so that the support is directly related to the classroom curriculum. Sometimes the students are pulled from reading and writing, in order to receive scaffolded reading and writing instruction in the ESL classroom. When students are pulled from content area lessons, they receive supported instruction in the content area in question. The ESL teacher and general education teacher plan together in order to ensure that the students get the support they need, while also meeting the pace and expectations of the classroom. The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) and CALLA (Cognitive Academic Language Learning Approach) in addition to sound teaching practices such as scaffolding, modeling, and conferring. The types of scaffolding that are used in the TSMS push-in and pull-out ESL program includes modeling, bridging (ex.: Thing-Pair-Share), contextualization (ex.: self-assessment, reciprocal teaching). Additionally, the academic content is scaffolded through schema building. This is done by focusing on weekly strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis. This will provide the students opportunities to identify and practice using the strategies inside and outside their mainstream classroom. Authentic literature, thematic units and author studies are a large focus in the ELL

classroom. In addition, there are a wide range of books that target each grade and language level.

Students are taught in a language-rich ELL classroom where there are ample instructional materials and books that address and strengthen the needs of each student at each level. For those students who have been in the country less than three years, some of the books used during the ESL program are provided in the students' native language to supplement comprehension. These newcomers are allowed to bring the book in their native language home the night prior to class reading in order to provide a background understanding of the text to be covered in class. Students practice reading strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis during independent reading or guided reading groups. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. There is a strong focus on non-fiction materials so that students learn to analyze, connect, predict and understand real-world topics from sources such as magazines, newspapers, the internet, and reference books. In the ESL and mainstream classroom, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extended student schema. Instruction is designed to target the needs of ELLs, especially in the areas of reading. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. For example, if the students are working on reading and writing personal narratives in the classroom, there will be additional instruction in the ESL pull-out environment which will focus on helping students to access the language of personal narrative stories, and provide vocabulary support and reading strategies to improve students understanding of the topic.

The certified ESL teacher employs the SIOP lesson plan format in order to design individual lessons as well as units of study. In this manner, students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and synthesize the new skills learned. Scaffolded instruction includes background building, vocabulary support, language objectives, independent and group practice, and the opportunity to synthesize learning as well as assessment. The New York State English as a Second Language learning standards are applied to all lessons. In the ESL and general education classroom, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extend student schema. The ELL teacher plans lessons for listening and speaking from the Side-by-Side series of textbooks, and provides a textbook to each child. In order to support reading and writing, instructional tools used include the Visions textbook series, National Geographic leveled non-fiction readers, Connect, Quickreads, as well as internet resources such as Timeforkids.com for appropriately leveled non-fiction reading.

4. a. There are currently no SIFE students at TSMS, but if a SIFE student joined our school, we would make programmatic choices so that ESL instruction supported the students academic and social needs. The student might learn reading and writing with students at the same reading level for a couple of sessions a week, but the student would also participate in talking/listening activities with students that are the same age.

b. Newcomers engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class curriculum. These students are often given more individualized support and instruction to help meet their educational needs. The ESL teacher works closely with the classroom teacher in order to support our newcomers in preparing for the NYS ELA and Math exams. The ESL teacher works with the newcomers during reading and writing in order to support these students in building vocabulary, determining new vocabulary in context. envisioning as we read, and writing for clarity. Our goal is to support the newcomer students so that they develop the ability to socialize with peers, build lasting friendships, participate in class, and develop independence in reading with comprehension and writing for an audience. As the newcomers build confidence in their new learning classroom, they also gain confidence in their academic work, which will help them as test takers.

c. For our students who have received ESL service for 4-6 years, the ESL teacher co-plans with the general education teachers in order to plan lessons that directly address the areas in which the students still need support.

For LEP students who have not met the performance standard in listening:

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. In order to address the needs of students who need further practice in listening we will engage in a variety of activities. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and details evident in the speech of others in that group. Students will be exposed to many different listening experiences. They will not only listen for information from the teacher and their peers, but also take notes on web based

videos and information on tape while and complete comprehension exercises. Methodologies such as TPR (Total Physical Response) will be used in the classroom by giving students specific instructions for completing physical activities. Repetition of words and ideas, and visual cues to go along with spoken language will also help students who are developing their listening skills and as always instruction will be differentiated according to the needs of each student.

For LEP students who have not met the performance standard in speaking:

LEP students who require further development of speaking skills will engage in lessons that provide practice with a variety of interactions. Students will use the interview method in their pull-out classroom to communicate with other students and to report back to the group. Art will be used in the classroom both as a high interest conversation starter as well as a form of self-expression in order to facilitate speaking in descriptive language. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and detail evident in the speech of others in that group. Students will consistently be assessed using the Student Oral Language Observation Matrix (SOLOM), with careful attention paid to development of comprehension, fluency, vocabulary, grammar and pronunciation. Class activities will center around oral performance activities that include, discussing, describing, persuading, evaluating, and debating.

For LEP students who have not met the performance standard in reading:

In order to best serve students who require continued support in reading under the CR 154 extension of services, the teacher uses a variety of instructional methods. The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) and CALLA (Cognitive Academic Language Learning Approach) in addition to sound teaching practices such as scaffolding. The types of scaffolding that are used include modeling, bridging (ex. Think-Pair-Share), contextualization (ex. Story retelling, picture walks), and metacognition (ex. Self-assessment, reciprocal teaching).

For LEP students who have not met the performance standard in writing:

In collaboration with the general education teacher, the ESL teacher provides support in a push-in model in order to work directly with the students on authentic writing pieces. The ESL teacher supports the LEP students in all writing genres, like personal narratives, poetry, and various expository essays. The ESL teacher supports students in applying their decoding skills to their spelling, remembering and applying punctuation and grammar rules, and revising to ensure that sentences are not missing any words. In general the ESL teacher is supporting the LEP students in making sure their writing can be understood by their audience in order to maximize the power of their voices through writing.

The ESL teacher provides in-depth narrative reports in the middle of every school year. The narrative reports address the students' progress in all skill areas relating to academic and social language development. Generally, the reports are about 2-3 pages and provide a detailed look into the classwork being completed and the students' developing proficiency in English. These reports along with meetings with parents and teachers help to keep parents involved and informed regarding their child's English language development.

e. The school has a support team, which examines the need for further targeted instruction in content areas. Between the combined efforts of the support team and the pupil personnel team, student learning challenges are identified early and various strategies and groupings are applied to meet these needs. For example the student may receive targeted instruction in math concepts or math vocabulary, they may have access to mp3 players with stories read aloud for further practice, or they may partake in reader's theater groups to help with a variety of literacy challenges. When LEP students are identified as having special needs, they work in small reading groups with the SETSS teacher. These students might also work on the Wilson Reading program, for example. Teachers at TSMS carefully determine appropriate reading and mathematical levels for ELL students, so as to support them while teaching at an individualized pace for them. Classroom teachers are sensitive to the learning styles of ELL students and implement interventions for these students in their classrooms. Some interventions include the use of pictures to support language, allowing students to write and speak in their first language while learning English, as to build their confidence and allow them to learn English in a more natural way at their own pace. Teachers often use graphic organizers with ELL students, as well as incorporate peer tutoring and conferencing throughout the school day. TSMS also allows teachers to have access to many resources which helps support ELL students; learning, such as books on tape, leveled libraries, vocabulary and spelling resources, and technology.

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

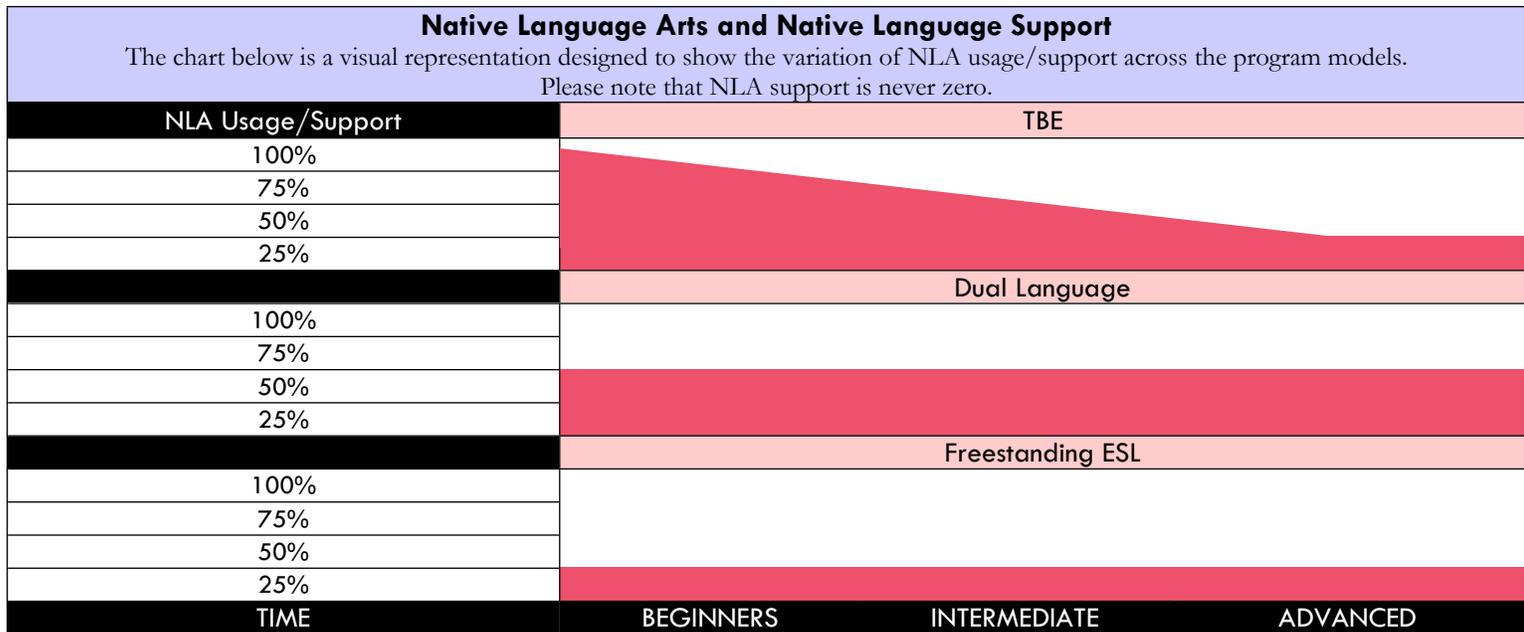
Beginning

Intermediate

Advanced

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

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



B. Programming and Scheduling Information--Continued

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

5. ELLs receive push-in services in literacy, math, social studies and science. As language educators, we know that academic proficiency can take 7-10 years, long after the student is speaking fluently English. Often an ELL's needs in the core academic areas can be overlooked, but the student is still struggling to express his/her understanding of complicated academic topics in English. The ESL teacher works with the classroom teacher to modify the academic content and assessments in order to allow the ELLs the maximum opportunity for success. ELLs also participate in the school's extended day program so that they can also receive additional support from the classroom teacher in a small group before the school day begins. Additionally, almost all classrooms have a student teacher, aide, or reading support volunteer so that our ELLs can have a lot of individualized attention in the classroom. These services are always provided in English at the Earth School, as we only have a freestanding ESL program available.

6. Students who pass the NYSESLAT continue to receive special accommodations during testing for two years. In addition, the ESL teacher is in communication with the former ELLs and their classroom teacher in order to determine throughout the year whether the student continues to need support in certain aspects of language development. The ESL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with the necessary tools to access information as their language continues to grow.

7. Field trips and community walks are being integrated into the ESL curriculum. The ESL teacher will lead LEP students on neighborhood walks, scavenger hunts, and field trips that will require the students to interact with community members in English. These activities will provide authentic environments in which students must use their English skills in order to accomplish certain tasks. For example, the ESL teacher will take students to the supermarket, or students will have to follow directions to arrive at a certain location in the neighborhood, or students will visit the neighborhood radio station to make an announcement on the radio. The ESL teacher will also take ELLs to an art museum to talk about art.

8. In response to the parents' general education teachers' concerns, the ESL teacher is working to minimize the time that ELLs are pulled out of the classroom in order to provide more push-in support. This minimizes disruption to the ELLs' classroom learning and provides support directly in the subject areas at the time of instruction.

9. All ESL students are invited to participate in all extracurricular activities and clubs before, during, and after school. In this way they are able to develop their social skills and social language for further success. Many ELLs participate in after school sports at TSMS. Many students participate in dance clubs, homework help, cooking, and art clubs.

10. TSMS has a large collection of books for our ESL students to read at their levels. The ESL library also has many resources for students to read in pairs or groups. We have pictures cards, cubes, blocks, and foam letters for our newcomer students. We also have manipulatives for math exploration. There is a strong focus on technology at TSMS. Students have access to laptops, which are used in their classrooms for typing instruction, internet based research, and writing reports. Technology employed in the ESL classroom includes computers with internet access for online research, audio CD's for listening activities, and phonics development through listening games on tape. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Furthermore, students listen to audio recordings of books and work on projects in which they record and listen to their own voice. The goal is to increase fluency and work on listening skills, especially listening for information and understanding.

11. TSMS currently only has a freestanding ESL program, but the ESL teacher sends home letters and informational flyers in the home

language whenever possible. Additionally, students are encouraged to continue developing literacy in the native language at home, and whenever possible, the ESL teacher sends books home in the native language. Translators are available for parent meetings.

12. We have a wide range of materials available to support the students' language and developmental needs at all levels. We have listening centers with books that would be interesting to different age, maturity, interest, and reading levels. We also use internet resources that support the classroom curriculum. We support developing literacy with websites like tumblebooks or Reading A-Z in which the students can read online, choosing from a wide range of online books. The library also has a variety of reading materials for all levels and interests.

13. Prior to the beginning of the school year, the parent coordinator communicates with parents of newly registered ELLs. Parents are given the opportunity before school or during the first week of school to tour the classrooms, meet the teachers, and familiarize themselves with the school environment. Information is provided in the native language. Parents are also provided with an overview of the ESL program as well as with resources on the internet, in books, and libraries that can help them to support student learning at home.

14. TSMS offers a Spanish foreign language course for all of the 7th and 8th graders. 7th grade students who require ESL services, take English as a Second Language during the Spanish period, but they join the Spanish program in their 8th grade year, at the beginning level.

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.

1. All teachers will be provided with professional development to support the understanding of the new citywide Language Allocation Policy (LAP). The ESL teacher works with the classroom teachers to ensure that the foundations of the LAP policy are incorporated into daily classroom instruction. The staff has professional development for one hour every other Monday after school. The ESL teacher works closely with classroom teachers in small groups on topics such as goal setting for students, content area support, differentiation, and curriculum development. Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ESL teacher attends professional development events, the information gathered at those events is turn-keyed at the school level and shared with teachers. In these ways, teachers that require professional development receive the mandated 7.5 hours (or 10 hours for special education teachers) of development in strategies for teaching ELLs as per the Jose P. Mandate.

Teachers are also provided support throughout the year on an individual basis. The ESL teacher works with classroom teachers to determine teaching strategies, discuss language development, set goals for individual students, and incorporate new teaching ideas into the classroom that will help to differentiate learning for ESL students. Teachers have access to ELL specific materials from the ESL classroom library and the ESL teacher's library of materials. There is an ESL binder of resources in the UFT teacher center for lesson planning and instruction, as well as ideas for teaching math, literature, social studies and other content areas to ESL students. Furthermore, the ESL teacher works closely with an ELL specialist for the school support organization and attends monthly ESL network meetings. Topics include the language of mathematics for ELLs, differentiation, and lesson planning.

2. As our middle school ELLs prepare for high school, the ESL and classroom teachers work with the students on essential school survival skills

like note taking, keeping track of a planner, planning one's day, and being responsible for one's own assignments. The advisory program at TSMS also promotes student emotional intelligence. Students practice the skills of communicating through problems with peers and teachers. Students at TSMS are skilled at using their words to solve problems. The students also start using a planner to track what assignments are due in the short and long term so that they take responsibility for their work. The students will receive less reminders from teachers and parents are expected to continue working on projects and assignments independently in order to have a completed product on the due date. Students also visit their new high school in order to get a sense of the building's layout and what the new school's expectations are. Early in the 8th grade year, the students and parents attend an informational session about the various high school choices and what kinds of portfolios the high schools are looking for when admitting students to the school.

3. The staff has professional development for one hour every other Monday after school. In addition, the staff also has professional development one Wednesday a month for the early dismissal time. The teachers meet in grade levels, department levels, and professional development book clubs. The book clubs center around issues of how to support and differentiate for students with special needs. Book clubs focus on guided reading, writing across the curriculum, and developing deeper reading comprehension. The department meetings also focus on how to support student language development across the core curriculum areas. The teachers dedicate much more than the mandated 7.5 hours to learning about the ways in which they can improve their practice to support ELLs and all students in language development.

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?

1. Parents are an integral part of the TSMS community. Parents help plan and facilitate a wide variety of community activities, such as community barbecues and fundraisers. Parents also serve on the School Leadership Team. TSMS makes consistent efforts to reach out to parents on a regular basis that goes far beyond the required parent conferences throughout the year.

2. The ELL teacher provides information for parents about neighborhood organizations that offer free English classes and other supports in the neighborhood. Additionally, the ESL teacher sends home informational materials in the native language as much as possible as well as provides translators for school meetings.

3. The parent program selection surveys, responses to the continuation of services letter, comments in the PTA, and discussions with the Parent Coordinator are taken very seriously at TSMS. These concerns are discussed at staff meetings when programmatic decisions are made for the following year. We try as hard as possible to learn about the parents' needs directly from the parents. Parents are on our School Leadership Team so that they can participate in all important decision-making.

4. Many of the parents' needs center around wanting to be connected to the classroom curriculum and be involved in their children's learning. At the middle school level, parents rarely volunteer in the classroom, but many parents visit classrooms as guest experts on a particular topic or schedule meetings with teachers whenever necessary. Parents often schedule meetings with the teachers to discuss their children's progress in class and homework. We also have an active PTA where parents can express their needs and work with the school faculty to create programs that will meet/satisfy these issues.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1		1					2

Intermediate(I)							3	3	2					8
Advanced (A)							9	7	4					20
Total	0	0	0	0	0	0	13	10	7	0	0	0	0	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	7	1		12
7	7	2			9
8	1	3	1		5
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		5		1		12
7	1		9						10
8	1		2		3				6
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. The certified ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. Students are given running records, informal and formal assessments that help to determine their literacy skills. ESL students tend to be advanced and near grade level, unless they have special education needs. The certified ESL teacher conducts informal and formal assessments regularly starting at the beginning of the year. Each student has an ESL portfolio, which is carefully examined by the teacher three times a year to determine progress in areas such as written work, spelling, grammar, reading comprehension, and vocabulary.

TSMS uses the periodic assessments. Other forms of assessment include holding students to transparent standards when completing units of study throughout the year and assessing student achievement based on these goals and standards. Each unit of study includes a culminating project, such as a research paper, essay, or personal narrative on which students receive feedback and which the teacher uses to further assess student progress. Units of study are aligned with ESL and ELA standards as well as content-area standards being addressed in the classroom.

2. Most of the students scored at the advanced level or even passed the Speaking/Listening section. on the Reading/Writing portion in the Spring of 2010, most students scored at the intermediate or advanced level. The students who continue to score as beginners on the Reading/Writing portion are Special Education students for whom test taking is a challenging task, and whose abilities are not clearly reflected in this type of normative assessment or were newcomers for the 2010 test. We have seen consistent gains with the general education students for NYSESLAT scores. In reference to this data, though, ESL instruction has focused on improving ELLs' reading and writing skills. This has been done with a greater focus and inclusion of reading and writing workshops in ESL instruction at TSMS. The ELL teacher uses rubrics with the students to evaluate writing for clarity and content. The ELL teacher also uses guided reading and conferring methods with ELLs to ensure that students are reading with a high level of comprehension and can participate in book talks about the reading.

3. The data indicates that the proficiency levels in reading and writing are slightly lower than in listening and speaking. Instructional decisions are made based on improving reading and writing. The students receive scaffolding and support in their pull-out reading and writing workshops. The small group instruction helps to give each student focused, tailored feedback. Additionally, instruction in the mainstream classroom is differentiated based on the needs of the students. Classroom teachers are provided with support from the literacy and math coaches and the instructional specialists to ensure that all students' needs are met. The ELL teacher works with the students to ensure that the students are reading at an appropriate level for their understanding. At the same time, the ELL teacher supports the ELLs in

4. Periodic interim assessments are also used to drive instruction. The teacher accesses and prints out score reports for all students after each assessment is administered. Pearson's online score reporting system allows the teacher to see what skill each question on the test is addressing, and which areas students are struggling in. Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs. For example, if a student shows a weakness in their ability to inference, that student may be partnered with a student in their classroom who can help during class activities.

5. TSMS does not have a dual language program.

6. TSMS considers both test scores as well as development over the years through examination of student portfolios to determine success within the program. When consistent gains are not being made, the students' particular needs are addressed and an individual education plan may be developed for that child. Many interventions may also be tried before developing an IEP for a child. Sometimes students need further physical stimulation, more one-on-one instruction, confidence building exercises or hands-on activities to help them reach their potential. TSMS is truly a collaborative environment where everyone is invested in the success of the students. Children who do not make gains are discussed thoroughly at Pupil Personnel Team meetings and are observed by social workers, psychologists, and other support team members as deemed appropriate. Feedback from teachers, administration, and parents is heavily considered when examining the success of the ESL program for each individual student. Multiple intelligences are always taken into account.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		