



[DR. SUN YAT SEN MIDDLE SCHOOL 131]

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

SCHOOL: 02M131

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M131 SCHOOL NAME: DR. SUN YAT SEN MIDDLE SCHOOL
131

SCHOOL ADDRESS: 100 HESTER STREET NEW YORK, NEW YORK 10002

SCHOOL TELEPHONE: 212.219.1204 FAX: 212.925.6386

SCHOOL CONTACT PERSON: PHYLLIS TAM EMAIL ADDRESS: ptam@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Tom

PRINCIPAL: Phyllis Tam

UFT CHAPTER LEADER: Linda Tom

PARENTS' ASSOCIATION PRESIDENT: Lan Chin

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 SSO NAME: Empowerment / Children First Network 3

SSO NETWORK LEADER: Yuet Chu

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
Phyllis Tam	*Principal or Designee	
Linda Tom	*UFT Chapter Chairperson or Designee	
Lan Chin	*PA/PTA President or Designated Co-President	
Jenny Wong	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	
Kwok Chow	Member/ Parent	
Bou Ling Jau	Member/ Parent	
Lai Heng To	Member/ Parent	
Jenny Wong	Member/ Parent	
Mafa Edwards	Member/ Teacher	
Ourania Pantazatos	Member/ Teacher	
Leslie Starke	Member/ Teacher	

(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.

School Core Beliefs and Values

MS 131 Mission Statement

MS 131 prepares students to reach their highest potential through a rigorous and authentic curriculum. Our school inspires students through academics, arts, and technology, to explore, create and achieve. Staff, students and parents are part of a larger community whose responsibility is to provide a safe and supportive environment for all to succeed.

Community Centered

Students learn community building skills and socialization that help them recognize their accomplishments and the accomplishments of others. Students, families and school collaborate in creating a safe learning environment.

Core Knowledge

Authentic products, that incorporate real-world skills, reflect why learning matters through an apprenticeship model. Clear grade-level expectations build each year through vertical planning.

Student Driven Instruction

Classrooms are centers of learning where students engage in sustained, meaningful activities. Students acquire explicit skills to reach a higher level of understanding through self-management of learning.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Dr. Sun Yat Sen Middle School 131				
District:	02	DBN #:	02M131	School BEDS Code #:	310200010131

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					97.2	96.6			
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.3	89.7			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	235	225	210	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	276	244	275		87.4	82.6	93.4		
Grade 8	295	280	294						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					9	11			
Grade 12									
Ungraded	11	12	14	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	817	761	793		98	91	155		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	36	38	36						
No. in Collaborative Team Teaching (CTT) Classes	40	47	50	Principal Suspensions	30	33			
Number all others	70	72	60	Superintendent Suspensions	23	15			

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	143	88	152	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0					
# receiving ESL services only	150	138	165	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	22	49	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	63	66	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	23	21	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	
	0	1					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	69.8	74.2	
Black or African American	7.1	6.2	5.9	Percent more than five years teaching anywhere	58.7	62.1	
Hispanic or Latino	12.8	14.7	12.4				
Asian or Native Hawaiian/Other Pacific Isl.	78.5	77.8	80.7	Percent Masters Degree or higher	89	91	
White	1.6	1.3	0.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.5	98.4	
Multi-racial	0	0	57.9				
Male	54.8	58.1	42.1				
Female	45.2	41.9					

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Not Rated
Overall Score	78.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Overall, during the past year, there has been a strong positive trend in student performance at MS 131. Last year 61.5% of our students made at least one year's progress in ELA. In our lowest 1/3 of students, this number stood at 60%. In Math, we made similar growth. 63% of our students made yearly progress, with 47% of the lowest third achieving this gain. Lastly, our attendance for the last two years was 97%, among the highest in the city for middle schools. These numbers resulted in the school scoring a high 'B' on the 2009-2010 progress report. We also received a "Well-Developed" on the most recent Quality Review.

In addition to the formal NYS Exam Data, there is additional data that suggests that our current building-wide action plan is helping us achieve our goal of increasing student learning. One specific change has been our support of independent reading that we put in two years ago. Last year, we continue fine-tuning this craft. A revised system, widely adopted by English Language Arts teachers, of conferencing, reading assessment, and weekly journals has brought accountability to independent reading. As a result, our students' reading levels, as measured three times a year, have shown solid growth. Almost 85% of our kids' reading levels improve at least one level during the course of the year. This increased reading strength results in higher scores on all exams.

During the past three years, the administrators have worked to bring a sense of urgency to the teaching and learning that is occurring in the building. Our greatest achievements include: creating unified curriculum maps, supporting teachers' professional development, creating smaller learning environments through the introduction of academies, transforming extended day from homework help to the support of literacy and math, developing a strong CTT program, capitalizing on our "iTeach iLearn" initiative that allows every student and every teacher to have a laptop, and having content teachers members work collaboratively to shoulder the burden of teaching literacy in the content areas.

While much of the news is positive, MS 131 still faces many challenges. Instructionally, we want to continue our work to spread the responsibility of strengthening our students as readers and writers to all content area teachers. ELA and ESL teachers cannot carry this weight alone. We also will have a student body for the foreseeable future that will carry laptops. We need to guarantee that we are taking advantage of this opportunity. Lastly, although so many of our students struggle, we cannot lose sight of our highest performing kids, and working to continue their upward movement.

One of our largest challenges is our student body profile. Last year 93% of our students were living in poverty. Many of these students have parents who work long hours and speak limited English. 20%, or 155 out of 761, students were also new immigrants. Overall, 40% of our students were classified as English Language Learners. 80% of our students are Chinese-American, and almost all of them speak at least one dialect, and are ex-ELLs. These numbers translate to a student body that struggles to have their most basic needs fulfilled. The recent economic downturn is sure to complicate their families' lives in significant ways. Over 17% of our student population was identified as special needs students last year. They're widespread into our SETSS, CTT and self contained settings. Scaffolding and differentiation were much needed to ensure success in all content areas along with study and organizational skills.

Our students' struggle to master English means that our scores in ELA will continue to be low. We have been struggling to make AYP in this area, and remain a school under review for a number of years. Two years ago, for the first time, we made AYP with safe harbor with our ELL subgroup as stated in the New York State Report Card. Last year, unfortunately, we didn't make AYP in ELA with our ELL and Special Education subgroups. This means that we will need to continue making progress for this year and beyond to reach the status of "In Good Standing". Whatever the obstacles, those that are foreseen and those that are not, we remain committed that everyone at MS 131 shares the sense of urgency to ensure that all our students emerge as independent, confident, and well-developed learners.

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: We will continue to develop staff knowledge and skills in the area of looking at student work in order for our teachers to be truly responsive to the interests, needs and strengths of our students. All collaborative teacher teams will use formal protocols to look at and analyze student data. They will then adjust their classroom instruction and create more tailored assessments. By doing this they will improve their pedagogical knowledge which will improve student performance.

Goal #2: Based on our analysis of our 2010 progress report, we did not receive additional credit for student with IEPs in mathematics. Therefore, our goal we increase the number of Special Education students making at least one year's progress in Math.

Goal #3: We are committed to the broad goal of nurturing skillful, independent, and motivated writers. By using specific writing strategies of SEEC (**s**entence prompt, **e**xample, **e**xplain, **c**onclude), and sentence fluency in all content areas, students will maximize their opportunities in writing in multiple genres.

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): Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will continue to develop staff knowledge and skills in the area of looking at student work in order for our teachers to be truly responsive to the interests, needs and strengths of our students. All collaborative teacher teams will use formal protocols to look at and analyze student data. They will then adjust their classroom instruction and create more tailored assessments. By doing this they will improve their pedagogical knowledge which will improve student performance.</p> <p>Each content area grade level team will create and administer one common formative assessment in which at least 80% of the students will reach attainment or show improvement in the understanding of the essential concepts of the unit.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will use weekly common planning time, monthly faculty conference, professional development days, six early release days and per session activities to engage in collaborative planning which includes analyzing student data to design common assessment. • Teachers will use the Google Platform (such as Google Docs) and other interactive web tools in communicating with their colleagues, students and parents. • Content area teams will develop and revise curriculum maps that align vertically to NYS Framework as well as Common Core Standards. • Administration will make available learning opportunities offered by the our CFN 103, outside consultants and internal experts to support collaborative

	<p>learning</p> <ul style="list-style-type: none"> • Teams will visit other schools to examine best practices to be implemented and adapted to our school • Training will be provided for analyzing data to inform curriculum and intervention decisions
<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>Teachers will meet during their common planning time once a week to develop common assessment, look at student work, analyze data and regularly revise their curriculum maps to address the diverse student needs. In addition, an after school book group will be formed and teachers will engage in professional dialogue around common assessment and related instructional strategies.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Team meeting minutes will reflect ongoing support and recognition of student progress, especially for at-risk students. • Content Area curriculum maps and revisions • Common assessment designed by each content area team • Data from common assessment which teams will use for analysis • Refinement of unit and lesson plans which show consequent student improvement in the content area.

Subject/Area (where relevant): Mathematics / Special Needs

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Based on our analysis of our 2010 progress report, we did not receive additional credit for student with IEPs in mathematics. Therefore, our goal we increase the number of Special Education students making at least one year's progress in Math.</p> <p>By June 2011, the number of Special Needs making 1 year's progress in Math will increase by at least 40%.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will develop increased capacity to raise achievement of all students by planning collaboratively, inter-visiting colleagues, and engaging in PD focusing on differentiating instruction • Instruction will incorporate higher order thinking and problem solving skills that engage students in mathematical thinking. • Teachers will use formative and summative data to ensure that students are appropriately placed in leveled math groupings • Teachers will differentiate math instruction to meet the learning needs of students. • Professional development will be devoted to assisting teachers in identifying gaps in student achievement and in focusing on instruction according to areas of need.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • School based common assessment • Student performance on Acuity Assessments • Teacher observations on student strengths and areas of need. • Student artifacts such as classroom work, projects and tests

English Language Arts

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We are committed to the broad goal of nurturing skillful, independent, and motivated writers. By using specific writing strategies of SEEC (sentence prompt, example, explain, conclude), and sentence fluency in all content areas, students will maximize their opportunities in writing in multiple genres.</p> <p>Between 5 to 25% of the ELL students of Levels 1 and 2 will make at least one year of progress measured by the ELA State Test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identify students who have not made a year of progress on the NYS ELA test • Identify areas of writing gaps by analyzing last year's test items • Teachers will use SEEC strategies in their writing tasks throughout the year. • ELA/ESL teachers will design a common formative assessment on sentence fluency, and analyze the results to tailor and refine lessons that focus on students' writing deficiencies.
<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>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Common Formative Assessment and unit plan of the Sentence Fluency Unit • Analysis of the assessment results to identify gaps in writing and to refine lesson plans to address them. • State ELA scores and progress analysis • Students' writer journals, writing artifacts

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		26			22			
7	10	8			18			
8		15			15			
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:	<p>We provide literacy support for students who are former ELLs. This literacy support is in small group setting and focuses on developing students’ reading and writing strategies.</p> <ul style="list-style-type: none"> • This literacy support meets five times weekly, during the school day focusing on reading strategies. Students work independently with appropriately matched text and confer regularly with the teacher. They also work in small reading groups, listening to audio books and using discussions to enhance comprehension. • Students in these small group classes of approximately 10 to 15 students have valuable opportunities to focus on various reading intervention strategies. Students comfortably read and think aloud, have time to select and savor high-interest texts, and confer privately or in small groups with the reading intervention teacher. • Students are chosen school-wide to receive the reading intervention program at MS 131. Eligibility is based on most recent ELA and NYSESLAT scores as well as teacher recommendations.
Mathematics:	<ul style="list-style-type: none"> • A pullout program is designed specifically for students who are at least two years below grade level. This pullout program is in small group setting that focuses on students’ deficiencies as analyzed by teachers based on the students’ diagnostic assessment. • Homework help in math is offered to students after school from 3:30 to 4:30pm two to three times a week. • After School Program will be offered to students who are one grade level below twice a week. Students will be grouped by the skill deficiencies, which would be taught for a weeklong cycle. Students must pass the assessment at the end of each cycle.
Science:	<ul style="list-style-type: none"> • Engage science teachers in professional development program with Literacy Lead Teacher to learn the components of balanced literacy and how to implement them in science instruction. • Demonstration lessons, interclass & interschool visitations • Common planning time and the establishment of science cohorts that will participate in a Japanese lesson study model to experiment with balanced literacy to foster a culture of literacy in the science classroom
Social Studies:	<ul style="list-style-type: none"> • Engage social studies teachers in collaborative planning time to tease out overarching themes, essential questions, and big ideas. • Teachers are to implement school wide writing initiative in their classrooms. • Promote teaching and learning experiences that inspire students to present their newly acquired knowledge to a greater audience using technology and library media resources.

At-risk Services Provided by the Guidance Counselor:	Small focus groups will come together and engage in activities using organizational strategies with a special planner and behavior modification; Students will implement organization skills learned on personal portfolios, projects and homework assignments; Students will improve their social behavior using behavior modifications activities.
At-risk Services Provided by the School Psychologist:	Weekly AIT/PPT meeting for referrals to the team resulting in the development of a student implementation and intervention plan overseen by the case manager/intervention liaison. Follow-up on the results of the plan will occur in two weeks time.
At-risk Services Provided by the Social Worker:	Provide outside referrals to Beacon Family Support Program; Jewish Family Board support programs;
At-risk Health-related Services:	Weekly AIT/PPT meeting for referrals to the team resulting in the development of a student implementation and intervention plan overseen by the case manager/intervention liaison. Follow-up on the results of the plan will occur in two weeks time.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: 55 LEP _____ Non-LEP _____

Number of Teachers 6 Other Staff (Specify) Consultants from Museum of Chinese Americans

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

The beginning, intermediate, and advanced bilingual/ESL classes from grade 6, 7 and 8 have been programmed to allow small group instruction where the ESL methodologies are embedded in a balanced literacy approach. Instructional practices include: shared reading, guided reading, read aloud, independent reading, journal writing, writers' notebooks, read and retell, modeling, active listening and speaking, presentations and celebrations. These instructional practices are implemented during small group instruction in ESL using theme studies as well as in content areas such as math, science, social studies and ELA.

Based on the NYSESLAT, English Language Learners from beginning to advanced levels in English language learning are provided with an after school program for supplemental support. The program, which services eighty five students, is held twice a week on Tuesdays and Thursdays for the Community Documentation and the Cultural Cooking Programs; and on Wednesday and Fridays for the Music Appreciation from 3:30 PM to 5:30 PM for twenty five weeks beginning October 2009 through June 2010. This will include two sessions where parents and friends are invited to participate in the celebration of students' work.

Forty of the English language learners will participate in a community documentation project through animation and videography where students will peruse videos and photographs from the Museum of Chinese in the Americas collection and be introduced to the ways in which photographs and videos function as historical documents. Through a guided inquiry study with a focus on learning, critical thinking, and problem solving, the students will begin to interpret photographs for use in understanding the Chinese community, its people, places and events as well as to build on literacy and social studies skills by utilizing reading, writing, listening, and speaking as tools for learning English. Mathematic skills will also be used when they utilize real life math strategies to plan the layout for their culminating projects and design their photograph exhibit. The materials and supplies needed for the culminating project that will be funded by Title III money are consumable supplies such as batteries, ink cartridges, photo paper, trade books, and etc.

In line with the school's instructional practice, the after school program will also implement instruction in small groups where the ESL methodologies are embedded in a balanced literacy approach. There will be two classes in the program that will each have a literacy teacher and a math teacher to provide small group (which will have approximately twenty students) instruction, in literacy and math to ensure that the individual needs of the English language learners are addressed. There will be an assistant principal on site to supervise the entirety of the program.

The focus will primarily be on the documentary film making and animation as a way to study the community. Students will research the Chinatown community, explore the components of film making and animation, and discuss the process of story-telling through film making and the ideas or opinions expressed in film making and animation. Students will learn how videography and animation can inform them about the history and transformation of the Chinatown community. They will use videos and photographs from present day to compare and contrast the past and present Chinatown community which helps in understanding the transformation of the people and its community. The students will produce written scripts for the film to help them better understand how pictures can tell stories.

The focus for this curriculum will primarily be on film making and animation as a way to study the community. They will learn that film making and animation can be an essential tool for making their community more meaningful. The students will learn the skills and techniques for preserving and presenting their community stories through film making and animation. They will learn to conduct interviews, the art of good questioning techniques, different types of questions, interviewing techniques, and interviewing protocol.

The second program composed of two groups of fifteen English language learners will participate in a cultural cooking program focused on learning about the various cultures in New York City and how they are reflected in cooking. Students will study the countries, its people and its food through trade books and the Internet. After learning about a culture they will then cook a dish reflective of the culture studied. The cooking process will include the reading and implementation of recipes with a focus on language and math. This will help students build on literacy and math skills by utilizing reading, writing, listening, and speaking as tools for learning English. Our school has a fully functional kitchen with cooking stations that will facilitate this process. Ms Halton, a certified ESL teacher, will alternate cooking time in the kitchen to ensure the

safety of the students. These groups will meet twice a week on Tuesdays and Wednesdays, from 3:30 PM to 5:30 PM for twenty five weeks beginning October 2010 through June 2011. This will include two sessions where parents are invited to participate in a celebration of students' work. The consumable supplies needed for cooking will be funded by Title III money, while materials for cultural research such as trade books, laptops, smart boards and kitchen equipment will be provided by MS 131. There will be an assistant principal on site to supervise the entirety of the program.

The third program composed of one group of fifteen English language learners will participate in a Music Appreciation program through the electric bass with Ms Potoroka, a certified ESL teacher. Students will learn the fundamental skills of reading simple music and get an introduction to the very basic music theory. Students will experience the music-making process by getting an introduction to a) music theory; understanding basic rhythm, melody, and basic structure and b) history of music and the influential bassist and other people within the jazz and rock'n'roll genres. Students will improve their reading and listening to English by reading composer and musicians' biographies, reading and listening to song lyrics and conducting interviews with living composers and musicians. Students will improve in writing and speaking English by writing responses to musical selections, forming writing and asking questions in preparation for living composers and musicians' interviews, discussing pieces of music with partners and in whole class discussions and writing song lyrics and playing with syllables to fit rhythm and melodies. This will help students build on literacy skills by utilizing reading, writing, listening, and speaking as tools for learning English. This group will meet twice a week on Wednesdays and Fridays from 3:30 PM to 5:30 PM for twenty five weeks beginning November 2009 through June 2010. As a final assessment students will play major scale and simple bass lines along with a rock'n'roll song for the parental open house celebration in June. Materials for this class will include electric basses and accessories, tuners, amplifiers, various musical and percussion instruments, drum sticks, beginning bass music books, texts, CDs, and videos. Of these materials MS 131 will provide all but bass music books, CDs, videos which will be purchased with title III money.

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.

At Middle School 131 there are ongoing opportunities for staff development for teachers working with English Language learners. The four bilingual/ESL teachers and two bilingual math teachers will work with the curators of the Museum of the Chinese in the Americas to discuss, plan and implement the community documentation project. For the first week of the program, the teachers and curators will meet for two sessions to set goals and objectives for the program. They will also plan, discuss, and share ideas about how they would want to implement the oral history program. They will continue to meet with the Assistant Principal and the MoCA educators monthly for an hour to share what works, and what needs to be implemented to ensure that our ELLS are learning and moving from one level to the next. For the second hour, the teachers will look at students' work to inform instruction. This assessment will be lead by the ESL assistant principal. The monthly professional development will be lead by the ESL assistant principal, meeting every second Monday of the month beginning October 2009 for nine sessions which will include the first week planning sessions. The ESL teachers lead by the assistant principal will also read articles and/professional books to support the study of students' work to produce a collection of sample lessons as a resource for teachers working with students with similar needs.

In addition to meeting with teachers and assistant principals on examining student work, the MoCA educators will also provide our teachers with research materials and resources for the community documentation project; assist teachers in designing the curriculum as well as providing technical support in videography and animation.

Section III. Title III Budget

School: MS131 BEDS Code: 310200010131

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$25,311.60	432 Teacher Hours and 72 Supervisory Hours 6 teachers x 4 hours per week x 18 weeks = 432 hours @ \$49.89 = 21,552.48 1 Supervisor x 4 hours per week x 18 weeks=72 hours @ 52.21 = \$3759.12
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,328.40	Leveled books
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 26,640	

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.

Home Language Surveys, discussions during student registrations, parent interviews, team meetings with parents, Parent Association meetings, and weekly meetings with our parent coordinator indicated that our parents needed written translation in Chinese or Spanish.

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.

From the surveys, meetings, and interviews we found that 90% of our parents needed written translation in Chinese or Spanish. The findings were reported at the faculty and staff meetings, at Parent Association meetings and to the parent coordinator.

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.

When letters are sent to the school population, the letters will have English on one side and Chinese on the other. These letters/announcements are distributed at the same time. The letters/announcements are translated by two in-house teachers. The following communications to families are:

- *Monthly calendar of school events*
- *Monthly Parent newsletter*
- *Student planner*
- *Student progress reports,*
- *Promotional policies & accountability*

- *Discipline policies*
- *PA notifications for meetings, workshops, conferences*
- *High school articulation/applications*
- *Sixth grade orientation brochures*
- *NCLB mandated communications*

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.

In-school oral interpretation services will:

- *Enhance parents' understanding of academic standards, assessments, and promotional policies.*
- *Increase parent participation in school activities such as Parent Teacher Conferences, team meetings, Parent Association meetings*
- *Parent Workshops*

These oral interpretation services will be provided by in-house staff, or volunteers.

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>.

- *The school will send "backpack" a letter to inform families regarding language assistance services that are available at the school. Also, letters will be distributed at the first PA meeting in September and grade orientation meetings in September. The Parent Coordinator will have a supply of these letters in her office.*
- *There is a bulletin board near the main entrance of the school indicating where parents can go to receive language assistance services.*
- *The safety plan will contain procedures for reaching the school's administrative offices for translations.*
- *If more than 10% of the families do not speak a covered language, assistance will be obtained from the Translation Unit.*

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:	\$782,309	\$144,942	\$927,251
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,823	\$1,449	\$9,272
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,115	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$78,231	*	

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

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

N/A

* 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.

I. General Expectations

Middle School 131 agrees to implement the following statutory requirements:

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

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

1. Middle School 131 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Meet and plan with PA executive board, SLT, and Parent Coordinator on a monthly basis.
 - Inform parents during orientation meetings in September to inform parents of ways they can be involved in school planning and functions throughout the year.
 - Provide workshops on young adolescent, parenting, and social emotional issues.
 - Disseminate information to parents through translated notices and school calendar.
2. Middle School 131 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Inform parents about school data and results at monthly PA meetings.
 - Inform parents about how to access school's academic results.
3. Middle School 131 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Middle School 131 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Scholastic 180, Great Leaps, Wilson Facilitating hands-on workshops such as Art Therapy, Understanding the NYS Test, High School articulation, bridging the gap between the parent and the adolescent, resources for parents, libraries, cultural institutions, plays, and museums.
5. Middle School 131 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play) In addition, we will analyze the results of the annual learning environment survey to identify areas of needs and design action plans that address these needs. The SLT parents will conduct a yearly parental survey. Results will be analyzed and discussed at a SLT meeting and the general PA meeting. Revisions will be made in the Comprehensive Education Plan.
6. Middle School 131 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - iv. The school plan workshops and meetings to inform parents on the TC Reading and Writing Project and how they can help their child at home in reading and writing; what the Connected Math Program is and how they can develop math skills at home; how the

literacy and math programs in our school aligns with state standards and tests; strategies students need to be able to take the assessments and meet the expected standards; and different resources on-line or around the city that parents and students have access to in order to broaden their knowledge, skills and understandings that will impact learning. Parents will be invited to meetings with teachers during Parent-Teacher conferences in November and February.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
The school will provide materials and training to help parents work with their children to improve their children's academic achievement such as literacy training, and using technology, as appropriate, to foster parental involvement, by offering September Teacher Orientation meeting, Informational workshops – NYS ELA & Math Assessments, Balanced Literacy Components, and Periodic Assessments.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
The school will coordinate and integrate parental involvement programs and activities that encourage and support parents to fully participate in the education of their children, by offering school tours and workshops that actively engage them in understanding adolescent development and ways they can create a positive learning environment for their child at home.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Distribute bilingual School Calendar & Newsletter each month, announcement fliers in Chinese, Spanish and English to inform parents special events.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by acceptance of SLT members and PA executive board on behalf of the parents of MS 131. This policy was adopted by the name of school in June, 2008 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 5, 2008.

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.

School-Parent Compact:

Middle School 131, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

Middle School 131 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2008 and February 2009.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards-three times a year, Progress Reports-three times a year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents may request a meeting with the teachers during weekly team meeting time, or by appointment.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open School Week in November to observe classes; class field trips, publishing parties, career day speaker, and participation during parent workshops.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Making sure at least 60 minutes of reading is completed each day.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

The ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 60 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

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.

Overall, during the past year, there has been a strong positive trend in student performance at MS 131. Last year 61.5% of our students made at least one year's progress in ELA. In our lowest 1/3 of students, this number stood at 60%. In Math, we made similar growth. 63% of our students made yearly progress, with 47% of the lowest third achieving this gain. Lastly, our attendance for the last two years was 97%, among the highest in the city for middle schools. These numbers resulted in the school scoring a high 'B' on the 2009-2010 progress report. We also received a "Well-Developed" on the most recent Quality Review.

In addition to the formal NYS Exam Data, there is additional data that suggests that our current building-wide action plan is helping us achieve our goal of increasing student learning. One specific change has been our support of independent reading that we put in two years ago. Last year, we continue fine-tuning this craft. A revised system, widely adopted by English Language Arts teachers, of conferencing, reading assessment, and weekly journals has brought accountability to independent reading. As a result, our students' reading levels, as measured three times a year, have shown solid growth. Almost 85% of our kids' reading levels improve at least one level during the course of the year. This increased reading strength results in higher scores on all exams.

During the past three years, the administrators have worked to bring a sense of urgency to the teaching and learning that is occurring in the building. Our greatest achievements include: creating unified curriculum maps, supporting teachers' professional development, creating smaller learning environments through the introduction of academies, transforming extended day from homework help to the support of literacy and math, developing a

strong CTT program, capitalizing on our “iTeach iLearn” initiative that allows every student and every teacher to have a laptop, and having content teachers members work collaboratively to shoulder the burden of teaching literacy in the content areas.

While much of the news is positive, MS 131 still faces many challenges. Instructionally, we want to continue our work to spread the responsibility of strengthening our students as readers and writers to all content area teachers. ELA and ESL teachers cannot carry this weight alone. We also will have a student body for the foreseeable future that will carry laptops. We need to guarantee that we are taking advantage of this opportunity. Lastly, although so many of our students struggle, we cannot lose sight of our highest performing kids, and working to continue their upward movement.

One of our largest challenges is our student body profile. Last year 93% of our students were living in poverty. Many of these students have parents who work long hours and speak limited English. 20%, or 155 out of 761, students were also new immigrants. Overall, 40% of our students were classified as English Language Learners. 80% of our students are Chinese-American, and almost all of them speak at least one dialect, and are ex-ELLs. These numbers translate to a student body that struggles to have their most basic needs fulfilled. The recent economic downturn is sure to complicate their families’ lives in significant ways. Over 17% of our student population was identified as special needs students last year. They’re widespread into our SETSS, CTT and self contained settings. Scaffolding and differentiation were much needed to ensure success in all content areas along with study and organizational skills.

Our students’ struggle to master English means that our scores in ELA will continue to be low. We have been struggling to make AYP in this area, and remain a school under review for a number of years. Two years ago, for the first time, we made AYP with safe harbor with our ELL subgroup as stated in the New York State Report Card. Last year, unfortunately, we didn’t make AYP in ELA with our ELL and Special Education subgroups. This means that we will need to continue making progress for this year and beyond to reach the status of “In Good Standing”. Whatever the obstacles, those that are foreseen and those that are not, we remain committed that everyone at MS 131 shares the sense of urgency to ensure that all our students emerge as independent, confident, and well-developed learners.

2. Schoolwide reform strategies that:

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

- 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:*
- c. *Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.*
- d. *Help provide an enriched and accelerated curriculum in math and science*
- e. *Meet the educational needs of historically underserved populations.*
- f. *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.*
- g. *Are consistent with and are designed to implement State and local improvement, if any.*

3. **Instruction by highly qualified staff.**

Administrators will ensure that all teachers will be certified in their content area specialty. Teacher will receive ongoing professional development in their content areas. Professional development will be provided by school-based, regional, and DOE personnel as well as outside community and cultural organizations.

4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.**

Continued quality professional development will be provided for all staff through common planning periods/days; attendance at workshops and conferences; interclass/interschool visitations; and participate in lesson study in content areas.

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

We will continue to partnership with the following universities and colleges who send us their student teachers:

- a. *New York University*
- b. *Teachers College*
- c. *Hunter College*
- d. *Pace University*

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

Parents are always invited to enter a partnership with our MS 131 teaching and learning community to promote successful learning for their children. At the onset of the school year parents attend an orientation to learn about the standard-based curriculum, and a curriculum night to meet the subject teachers and to become acquainted with the grade/class expectations. All the teachers from the same team/grade schedule a time to meet with the parents. Letters in English as well as their native language are then sent home to

invite parents to attend the parent orientations which are scheduled during team meetings, in the morning before school starts or during the grade lunch period.

Ongoing parent orientations are provided during our weekly team meetings for all parents to meet their children's teachers to share current information about our programs and to have an in-depth discussion of their children's progress in school. At these meetings both teachers and parents could collaboratively plan and implement academic and social interventions.

Parents of newly enrolled LEP students are provided with an orientation session as a part of the registration process. In addition to the registration process, parents are asked to complete the Parent Survey and Program Selection Form, Home Language Identification Survey and view the video informing the parents of their rights.

The School Leadership Team, which meets monthly, is a forum to address student needs. At this meeting, parents, teachers and administrators meet to discuss ways to support our students' needs and to enhance academic improvement.

The parent coordinator also invites parents to express concerns, support, family matters, trips etc. with her.

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

N/A

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

Members of the Academic Intervention Team will conduct workshops throughout the year on appropriate academic assessments both formal and informal. Also, they will meet with classroom teachers to plan appropriate strategies and interventions to meet the individual needs of all students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

All students will be informally assessed by ELA teachers at the beginning of the school year using TC assessments. Students who are determined to be at risk will be seen by the AIS to determine administration of more focused assessments. Following these assessments intervention will be recommended such as Read 180. .

ELLs participate in after school Title III programs to improve literacy and math skills.

Those students who are may join enrichment activities such as math club, specialized high prep, literary club.

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

MS 131 will combine the following allocations to provide personnel, material, supplies for all students.

- *TL Children First Funding*
- *TL Fair Student Funding*
- *Title I*
- *Title III*
- *Part 154*
- *PCEN*
- *PCEN/LEP*

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

Explanation/Background:

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

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

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

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

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

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

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$657,140	✓	34-38
Title I, Part A (ARRA)	Federal	✓			\$143,493	✓	36-37
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$62,040	✓	22-25
Title IV	Federal	✓			\$74,974	✓	19, 21
IDEA	Federal	✓			\$346,715	✓	13,15,16
Tax Levy	Local	✓			\$3,405,502	✓	1-17

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – NOT APPLICABLE

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

-
- 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.

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: Restructured (Advanced) - Focused **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.

We have identified writing as the specific academic issue that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. 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.

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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.

The 10% allocation is used to hire Lead Teacher to support teachers in implementing literacy and ELL strategies in the content area classrooms.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each new teacher is supported by a teacher-mentor three periods a week. The teacher-mentor focuses on the connection between instruction and classroom management strategies. In addition, teacher-mentor also arranges intervisitations for our teachers who need to see different models and strategies.

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.

- *Parent Meetings to share data using the SMARTBoard and school website*
- *Online access of progress reports*
- *Letters to be sent home in English, Chinese and Spanish*
- *Translations will be provided for all meetings.*

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.)

MS 131 has five students in Temporary Housing.

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

Services: Counseling services, classroom supplies, academic intervention, extended day program

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 131					
District:	2	DBN:	02M131	School		310200010131

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.7	96.6	97.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.3	89.7	82.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	225	210	134	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	244	275	239		87.4	93.4	95.7
Grade 8	280	294	320				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	111	211
Grade 12	0	0	0				
Ungraded	12	14	11	Recent Immigrants - Total Number:			
Total	761	793	704	(As of October 31)	2007-08	2008-09	2009-10
					98	91	155

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	38	36	34	Principal Suspensions	30	33	77
# in Collaborative Team Teaching (CTT) Classes	47	50	53	Superintendent Suspensions	23	15	13
Number all others	72	60	54				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	88	152	TBD	Number of Teachers	63	66	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	23	21	7
# receiving ESL services only	138	165	TBD	Number of Educational Paraprofessionals	0	1	12
# ELLs with IEPs	22	49	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	21	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.8	74.2	86.2
				% more than 5 years teaching anywhere	58.7	62.1	75.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	91.0	94.8
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	97.5	98.4	97.7
Black or African American	6.2	5.9	6.5				
Hispanic or Latino	14.7	12.4	11.5				
Asian or Native Hawaiian/Other Pacific	77.8	80.7	81.1				
White	1.3	0.9	0.9				
Male	58.1	57.9	60.1				
Female	41.9	42.1	39.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase			Category		
	In Good			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				v	

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	61.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

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

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 131					
District:	2	DBN:	02M131	School		310200010131

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.7	96.6	97.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.3	89.7	82.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	225	210	134	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	244	275	239		87.4	93.4	95.7
Grade 8	280	294	320				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	111	211
Grade 12	0	0	0				
Ungraded	12	14	11	Recent Immigrants - Total Number:			
Total	761	793	704	(As of October 31)	2007-08	2008-09	2009-10
					98	91	155

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	38	36	34	Principal Suspensions	30	33	77
# in Collaborative Team Teaching (CTT) Classes	47	50	53	Superintendent Suspensions	23	15	13
Number all others	72	60	54				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	88	152	TBD	Number of Teachers	63	66	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	23	21	7
# receiving ESL services only	138	165	TBD				
# ELLs with IEPs	22	49	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	1	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	21	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.8	74.2	86.2
				% more than 5 years teaching anywhere	58.7	62.1	75.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	91.0	94.8
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	97.5	98.4	97.7
Black or African American	6.2	5.9	6.5				
Hispanic or Latino	14.7	12.4	11.5				
Asian or Native Hawaiian/Other Pacific	77.8	80.7	81.1				
White	1.3	0.9	0.9				
Male	58.1	57.9	60.1				
Female	41.9	42.1	39.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase			Category		
	In Good			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				v	

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	61.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 01	District 02	School Number 131	School Name Dr. Sun Yat Sen MS
Principal Phyllis Tam		Assistant Principal Alice Hernandez	
Coach Careen Halton		Coach	
Teacher/Subject Area Orania Pantazatos		Guidance Counselor Fung Chu Lee	
Teacher/Subject Area Nicoleta Moulinos		Parent	
Teacher/Subject Area Susan Potoroka		Parent Coordinator Kee Cheung Tang	
Related Service Provider Suk Lew		Other	
Network Leader Yuet Chu		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	12	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	706	Total Number of ELLs	332	ELLs as Share of Total Student Population (%)	47.03%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- 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.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- When students register at our school, their parents are given the HLIS, an oral interview in English and in the Native language, and a formal written test. This is done by our two bilingual paraprofessionals who are proficient in both languages and have many years of experience in carrying out this process. The LAB-R is administered by the assistant principal or the ESL Coach to students who are identified. At the beginning of every school year the ESL teachers, coach and AP meet to go over the results of the NYSESLAT and to interpret the data and the impact it has on instruction of these ELL students. Students that have passed the required language battery test are moved to the general education class. It is our practice to move the students of the same level as a group. When it comes to evaluate the ELLs using the NYSESLAT, we analyze the scores of the four components to determine if students should remain in transitional bilingual or freestanding ESL program. For students who are proficient, they are to move into the gen education classes. For those who receive the Advanced level, they would move into our ESL program from the transitional bilingual program.
 - As students are registered parents are presented a video which describes the different programs. That follows by a conversation about what they look like in our school because we do not offer a Dual Language Program at this moment.
 - All paperwork is complete as the child is going through the registration process.
 - ELLs that come identified in the ATS school system are tested by ESL Coach to identify reading, writing levels of performance as well as the NYSESLAT scores.
 - The parental choices in our school have been ESL for students who know some English and bilingual Chinese for the newly arrived to the country.
 - Yes, program models are aligned with parent choices and the great number of ELLs enrolled in our school are reflected of that.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

Contained														
Push-In														0
Total	0	3	4	5	0	0	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	332	Newcomers (ELLs receiving service 0-3 years)	268	Special Education	3
SIFE	120	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	203	67	0	10			4			217
Dual Language	0	0	0	0			0			0
ESL	65	50	3	36		9	14			115
Total	268	117	3	46	0	9	18	0	0	332

Number of ELLs in a TBE program who are in alternate placement: 0

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							1	1	2					4
Chinese							77	108	143					328
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	78	109	145	0	0	0	0	332

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino: <u>1</u>
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1						2
Chinese							38	47	47					132
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	39	48	47	0	0	0	0	134

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.

1a. Middle School 131M has a departmentalized transitional Chinese Bilingual/ESL Program and a freestanding ESL program. The bilingual/ESL program consists of one-sixth grade ESL class and two bilingual classes. In the seventh grade there are three Chinese bilingual/ESL classes and one ESL class. In the eighth grade there are four bilingual/ESL classes and one ESL class.

1b. In the bilingual/ESL classes the students are grouped heterogeneously. Students of varying levels of English proficiency are placed together in one class. Within this structure flexible grouping is encouraged to ensure that the individual needs of each student are addressed. Students in the Chinese bilingual classes receive 2 units of ESL instruction using ESL methodologies along with 1 unit of NLA instruction in their native language (Chinese). Students in the ESL classes receive 2 units of ESL instructions. Our free standing ESL program involves small group instruction that supports the acquisition and development of English language skills. They receive 1 unit of ESL instruction. These ELLs are in heterogeneously grouped general education classes. Our instruction in the free standing ESL program, as well as in our bilingual program is pinned in the belief that students and teachers learn from one another and that the same high standards apply to the entire population of the school.

2. ESL instruction is provided with in students schedule 360 minutes or 8 periods of 45 minutes a week, for our bilingual transitional classes and for our ESL. ESL classes are divided into two groups for ESL instruction with a licensed ESL that will provided small group instruction targeted to meet the students levels of English.

3. All ESL classes receive instruction in English using scaffolding methodologies with the support of our ESL. In the bilingual transitional classes services in the conten area are provided in Chinese and English using the 60%-40%, 50%-50% or 75%-25% modeling depending on how long students have been in the country. In addition, teachers are scaffolding language into their content area teaching by using the same practices as their ESL counterparts in all four components in the language development. Teachers may utilize strategies such as turn and talk, think, pair and share, four corner writing strategy, paired reading, describe and draw, cloze, spot the differences or graphic organizers

4. Overall we subdivide our ELL students into various levels of transitional bilingual/ESL and freestanding ESL program. We use our Title I

resources to hire additional ESL teachers to reduce class size. Each class section receives instruction from two teachers; one teacher would work with the lower language ability group while the second teacher works with the higher language ability group.

4a. SIFE students are identified and provided additional support through after school program in which they receive small group instruction.

4b. ELL that have been in this country less than three years are provided with after school programs to support their language development, we have also created a curriculum that address the needs of newcomers to this country to support their language development. Under our Title III we have 3 programs which target this population, one with the Museum of Chinese Americans, another one where students use cooking to develop language and another where they use music as the vehicle for language development.

4c. ELLs that have been here from 4 to 6 years or more are being pulled out during enrichment (three periods of 45 minutes a week to provide them with the necessary support to pass the NYSESLAT)

4d. Long Term ELLs that have been in the country for 6 years or more are being pulled out during our enrichment time, three periods of 45 minutes a week to provide them with the necessary support to pass the NYSESLAT.

4e. ELLs with Special Needs are provided with a bilingual special education teacher and paras (where needed) to ensure the language development of the students.

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

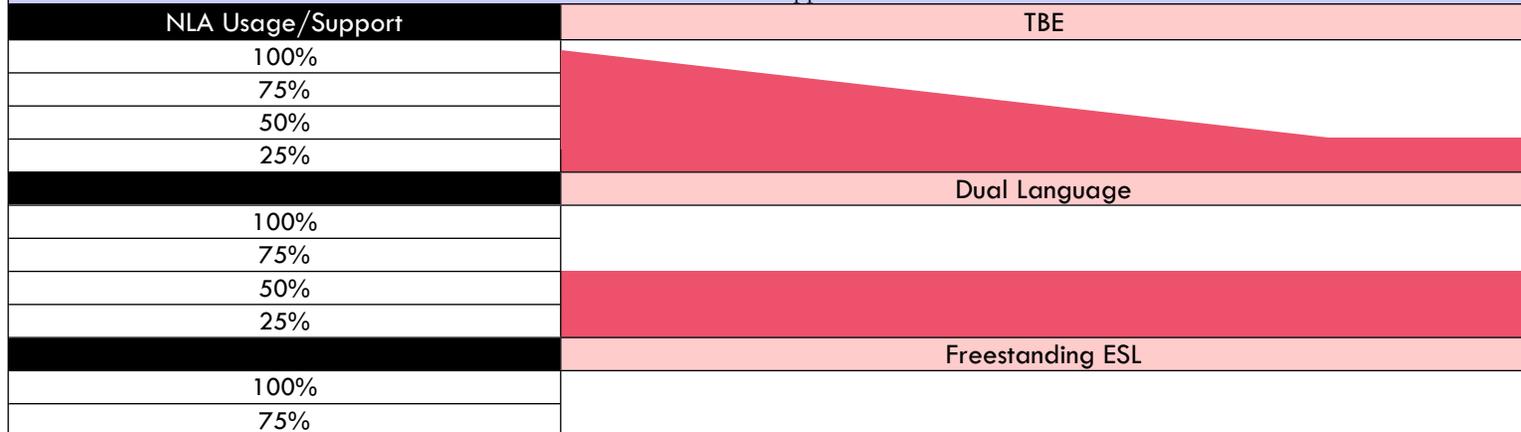
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. ELL are being provided with book clubs three times a week for 37.5 minutes to support ELA, this will go on for 3/4 of the year and 1/4 will be dedicated to math because they perform well in math. Freestanding ESL students are provided with a teacher created writing intervention program that addresses their grammatical needs. Our transitional bilingual/ESL students are provided with school designed book club curriculum that focuses on their reading comprehension and decoding skills.

6. We have been providing regular education teachers coaching and workshop on scaffolding language and scaffolding learning for students who have passed the NYSESLAT in addition to workshops on adolescent development.

7. We plan to continue with the programs in place and the intergration of the Tribeca Film Organization which will be integrated to our after school programs for ELLs.

8. We are not currently planning to eliminate any programs.

9. The LEP students have an opportunity to participate in an ESL enrichment program after school. In the partnership with the YMCA, our students attend an after school ESL program that provides additional support for English language learning. These students can also participate in a Title III after school program where students peruse historic photographs from the museum's collection and through a guided inquiry exercise; the students will begin to interpret photographs for use in understanding the Chinatown community; its people, places and events and in a larger context, the concept of a community.

Students also participate in programs such as St. Luke's Orchestra, where a teaching artist comes to the classrooms and to co-teach the students about music. Urban Arts provides activities where the students learn how to use printmaking to enhance their presentations of their personal narratives and editorials which incorporate reading and writing strategies. Students are also invited to a cooking program where students read and write about foods from different countries as well as how to cook them.

10. All of our Bilingual/ESL students have access to laptop in their classes with a Chinese software to support the language development. Students can use their native language in communication as they develop their English skills. They also have access to Book Flix, an online reading program purchased to support language development in school and at home. In addition, a science online program, BrainPop, that are both in English and Chinese is used by our Science teachers as a language development tool. All classrooms are equipped with class libraries that are leveled to meet the needs of the students. Books are ranged from fiction, non-fiction, and other genres.

11. Support for the native language is provided through a certified Chinese language arts teacher and bilingual Chinese content area teachers. Transitional Bilingual/ESL students are taken Chinese as their Native Language Arts requirement three periods a week.

12. Yes, required services and resources corresponding to ELL's ages and grade levels are provided. ELLs in our school receive a period a week of advisory in their native language; they are also provided with a bilingual counselor and social worker.

13. Student and parent orientations are offered to students upon entering the school. Our staff who register the child are responsible in introducing the school to the newly enrolled students. Upon the first day of school, the staff would bring the students and families to tour the building and introducing them to the teachers. The Parent Coordinator is available to answer questions.

14. Language electives for ELLs students include Spanish and Chinese.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for ELLs in each grade?
2. How much of the instructional day are 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)?

N/A

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 ELLs personnel has been attending professional development on formative assessment, which is used to examine ELL students' progress in English. These formative assessments aligned with the ESL curricular for each of the four levels of students: newcomers, beginners, intermediate and advanced. Teachers work together as a team to develop assessment in the speaking, listening, reading and writing components. Once the assessment is administered, they learn to use data to further fine-tune grouping of students, and readjust curriculum. As content area groups, teachers develop curriculum maps and units of study that align with the NYS Learning Standards for the ELLs. Along with the formative assessment, they plan their instruction accordingly. Content area teachers who work with the ELL students are provided with professional learning opportunities to design formative assessment as well as scaffolding strategies for language.

2. We provide staff with the necessary professional materials and resources to address students' different reading levels and with an advisory curriculum to ensure their transition through middle schools.

3. As a school, teachers are provided with ongoing professional learning throughout the year. They meet once a week in various configurations - content area and grade level teams, whole group - to learn about assessment of students and instructional strategies adapted from Gibbons' Scaffolding Language, Scaffolding Learning. In addition, we facilitated a whole school study group on Formative Assessment. On Mondays, teachers come together for an hour for their own professional learning. The topics range from looking at student work, scaffolded language strategies, technology and designing rubrics.

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 invited to enter a partnership with our MS 131 teaching and learning community to promote successful learning for their children. At the onset of the school year parents attend a parent orientation breakfast to become acquainted with our teachers and to learn about the standard-based ESL/bilingual curriculum, and a grade parent orientation to meet the subject area teachers and to become acquainted with the grade/class expectations. All the teachers from the same team/grade schedule a time to meet with the parents of their students. Letters in English as well as their native language are then sent home to invite parents to attend the parent orientations which are scheduled during team meetings, in the morning before school starts or during the grade lunch period. Parents of ELLs will also be invited to the second annual meetings in the spring to share current and updated information regarding our bilingual/ESL program objectives, materials, standards and assessment. Ongoing parent orientations are provided during our weekly team meetings for parents of all identified ELLs to meet their children's teachers to share current information about our bilingual/ESL program and to have an in-depth discussion of their children's progress in school. At these meetings the teachers and the parents can also plan and implement academic and social interventions.

Parents of newly enrolled LEP students are provided with an orientation session as part of the registration process. In addition to the registration process, the parents are asked to complete the Parent Survey and Program Selection Form, Home Language Identification Survey and view the video informing the parents of their rights.

2. MS 131 partners with the YMCA to provide services to all ELL students and their families.

3. Parents needs are determined by outreach from our bilingual social worker and guidance counselor.

4. Our Parent Association and School Leadership Team determines parental needs from their meetings and the School Environment Survey. Once the needs for parents are identified, we reach out the community based organizations for guest speakers for workshops and other services.

The parent coordinator also invited parents to meet with her to express concerns, support, family matters, trips etc.

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)							40	61	89					190
Intermediate(I)							16	25	33					74
Advanced (A)							21	23	23					67
Total	0	0	0	0	0	0	77	109	145	0	0	0	0	331

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING/ SPEAKING	B							24	39	28				
	I							17	26	39				
	A							23	29	29				
	P							3	3	22				
READING/ WRITING	B							19	38	65				
	I							25	31	32				
	A							15	22	22				
	P							8	6	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	4	4	1	19
7	25	10	1	0	36
8	29	13	1	0	43
NYSAA Bilingual Spe Ed	22	15	0	0	37

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	1	5	10	12	12	8	2	51
7	1	0	15	17	11	13	7	16	80
8	2	3	7	18	13	34	6	18	101
NYSAA Bilingual Spe Ed	10	0	20	2	8	0	0	0	40

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	59	46	35	14				

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. Our students are assessed using TCRWP reading levels. This allow teachers to choose correct reading materials for the appropriate reading levels and assess their progress as the school year goes on. This information allows groups to be formed for ESL intruction where students are mostly on similar reading levels given that it is a small group instruction teachers can create individualided instructional plans for ELLs that help them with language development faster.
2. Students struggle more with the listening and writing portions of the test.
3. We have looked at these patterens to support the language development of different students and have provided activites in and out of the classroom that would target the areas of needs. We found that while some students did poorly in the writing while other show deficits on the listening; therefore writing and listening activities have been planned to address these needs in the instruction. Our data didn't quite show deficits in any particular area. Therefore, we tailored our findings to meet the needs of our specific subgroup of students by grade level.
4. Students that took the math test in their native language performed comparativelywell with their counterparts in the general education population.
5. N/A
6. We use teacher made assessments and the results of the ELA and NYSESLAT exams to determine the success of our ELL programs.
 - * We identify the students who obtain proficiency level in the NYSESLAT exams as one indication.
 - * We also use the movement of our students - from transitional bilingual/ESL to freestanding ESL programs, from ESL to general education classes.
 - * We also assess students reading three times a year using the TCRWP.

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.

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		