



DUAL LANGUAGE MIDDLE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 03M247

ADDRESS: 32 W. 92ND STREET, NY, NY 10025

TELEPHONE: (212)799-2653

FAX: (212)579-2407

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M247 SCHOOL NAME: Dual Language Middle School

SCHOOL ADDRESS: 32 W. 92nd Street, 3rd Floor New York, NY 10025

SCHOOL TELEPHONE: (212)799-2653 FAX: (212)579-2407

SCHOOL CONTACT PERSON: Jessica Luciano EMAIL ADDRESS: JLuciano@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Caitlin T. Caldwell

PRINCIPAL: Claudia Aguirre

UFT CHAPTER LEADER: Maria Cahn

PARENTS' ASSOCIATION PRESIDENT: Mary Sol Ramirez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 CHILDREN FIRST NETWORK (CFN): 101

NETWORK LEADER: Marina Volanakis Cofield and Megan Roberts

SUPERINTENDENT: Sara Carvajal

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
Claudia Aguirre	*Principal or Designee	
Maria Cahn	*UFT Chapter Chairperson or Designee	
Mary Sol Ramirez	*PA/PTA President or Designated Co-President	
Elizabeth Padilla	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jessica Luciano	Member/Assistant Principal	
Maria Cahn	Member/UFT Representative	
Yloven Abreu	Member/Parent	
Gil Serrano	Member/Parent	
Aracelis Rodriguez	Member/Parent	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission: The Dual Language Middle School is dedicated to the continual development of bilingual, bicultural students through a strong academic program in English and Spanish.

The Dual Language Middle School fosters pride in children's heritage as well as an appreciation for the cultures of others. We believe that developing linguistically and culturally diverse students leads to higher levels of language proficiency, achievement, and self-esteem.

Vision: The Dual Middle School's vision is to provide a place where bilingual, bicultural, urban students can study in an environment that recognizes and celebrates their cultural identities.

The Dual Language Middle School is a welcoming, caring, and inclusive environment and provides a rich educational experience. Staff feel valued and supported, students enjoy learning and parents are happy to send their children to the school. The school's fundamental principles of 'Respect, Enthusiasm, Achievement, Citizenship, and Hard Work,' or R.E.A.C.H., are an indication of the school's very strong values and insistence upon high standards of academic success.

The school's performance has been on an upward trend for the past five years, greatly assisted by the careful tracking and analysis of students' progress, and skillful matching of programs to their needs. One of the most important strengths of Dual Language Middle School is the detailed information that is held about each student and the way in which data is used to plan and deliver good, quality instruction. The students are well-mannered, articulate, and have positive attitudes toward school.

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:	Dual Language Middle School				
District:	03	DBN #:	03M247	School BEDS Code:	310300010247

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					95.9	96.0	96.5		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					95.9	96.0			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	71	70	60	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	55	68	66		95.2	95.2	95.8		
Grade 8	59	57	66						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	3	3		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					0	0	3		
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	0	0	0	Principal Suspensions	0	0	0		
No. in Collaborative Team Teaching (CTT) Classes	12	12	20	Superintendent Suspensions	0	3	2		
Number all others	24	23	20						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	50	75	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	50	75	192				
# receiving ESL services only	0	0	53	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	3	14	(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	15	15	17
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native				Percent more than two years teaching in this school	13.3	33.3	50.0
Black or African American			.5	Percent more than five years teaching anywhere	13.3	5.8	18.75
Hispanic or Latino	99.5	99.5	99.5	Percent Masters Degree or higher	60.0	41.0	62.5
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.5	100.0	100.0
White	.5	.5					
Multi-racial							
Male	51.4	42.8	43.2				
Female	48.6	57.2	56.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
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							
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	✓	✓	✓				
Limited English Proficient	✓	✓	✓				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	5	5	4				

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:	N/A
Overall Score	106.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	15.0	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.0	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?
-

ELA Performance Trends:

During the 2007-2008 and 2008-2009 school years, Dual Language Middle School (DLMS) met its No Child Left Behind and State Department of Education Adequate Yearly Progress targets in ELA, Math, and Science. We believe this success is due to the intensive focus on improving teacher professional practice and effectiveness, a school wide initiative to accelerate students' reading proficiency, and the implementation of best practices in the teaching of content and content-specific vocabulary to English Language Learners. During the 2009-2010 school year, DLMS met its No Child Left Behind and State Department of Education Adequate Yearly Progress targets in all areas with the exception of English Language Learners in ELA. Additionally, in ELA, only 26.3% of students scored within a level 3 PL or higher. This is a 22.5% decrease compared to the 2008-2009 school year. Compared to the peer horizon, DLMS fell within the 34.4 percentile. These results indicate our area of greatest need is within our students English Language Arts proficiency, particularly students identified as English Language Learners. With respect to the 2009-2010 New York State ELA exam, the following subgroups made exemplary proficiency

gains as measured by the state report card: Special Education students who receive SETSS services. Upon examination of the ELA results, we are aware that the students in greatest need of support are those identified as English Language Learners who are required to take the English Language Arts exam.

Until the 2009-2010 school year, DLMS consistently exceeded the percentage of students scoring at Levels 2-4 on the NYS ELA exam as compared to schools in our peer group. During the 2007-2008 school year, DLMS demonstrated an increase of 10.1% as compared to the 2006-2007 school year. In addition, 100% of students in the school's lowest third made at least one year of progress on the state ELA exam, compared to 85% in both 2006-2007 and 2007-2008 exams. During the 2009-10 school year 61.9% of students tested within a level 3PL or above. Only 11.6% percent of students tested scored within a level 1PL. It is important to note that many students who scored within a lower proficiency level during 2009-2010 as compared to 2008-2009 made greater than one year of progress when comparing the respective raw scores.

Our English Language Learners' performance on the NYSESLAT exam reflects consistent improvements in English Language Proficiency as measured by the NYSESLAT. According to the NYSESLAT results from the 2009-2010 school year, 7.8% of ELLs in the 6th and 7th grades scored within the Beginner proficiency range. Twenty-six point nine percent of ELLs in the 6th and 7th grades at DLMS scored within the Intermediate proficiency range, and 46.1% of ELLs in 6th and 7th grade at DLMS scored within the Advanced proficiency range. A total of 19.2% of students in the 6th and 7th grades who were tested during the 2009-2010 school year were proficient, and are no longer required to take the NYSESLAT exam. The ELA exam results specifically for the English Language Learner subgroup indicated that 2/3 of ELLs in the 6th and 7th grade who took the ELA exam during the 2009-2010 school year scored within a level 2PL or above.

According to the NYSESLAT results from the 2008-2009 school year, 1.5% of ELLs scored within the Beginner proficiency range. 29.9% of ELLs at DLMS scored within the Intermediate proficiency range, and 68.6% of ELLs at DLMS scored within the Advanced proficiency range. The percentages were distributed as follows: with respect to 6th grade, 4.5% of students tested scored within the Beginner proficiency range, 18.1% within the Intermediate proficiency range, and 77.4% within the Advanced proficiency range; with respect to 7th grade 32% scored within the Intermediate proficiency range and 68% scored within the Advanced proficiency range; finally, with respect to 8th grade, 40% of students tested scored within the Intermediate proficiency range and 60% scored within the Advanced proficiency range. General trends indicate that English Language Learners are moving from the beginning and intermediate categories into the advanced and proficient categories throughout their time at DLMS. The remaining students often test out of NYSESLAT/LEP status by the time they have reached 8th grade. General trends indicate that English Language Learners are moving from the beginning and intermediate categories into the advanced and proficient categories.

The greatest challenge we face is pushing these same students who excel on the NYSESLAT to be as successful on the New York State ELA exam. A consistent challenge we have had to overcome in order to meet our AYP target is the number of students identified as long-term ELLs and recently declassified ELLs who participate in the ELA assessment for the first time, achieving Level 2PL. An additional challenge is the constant influx of new students or those with extremely limited English proficiency (due to recent residence in non-English speaking countries) testing at low levels on the NYS ELA exam. This is a challenge unique to Dual Language Middle School. ELL students at DLMS often face additional challenges that negatively impact their ability to meet proficiency targets under the timelines imposed by NCLB. One hundred percent of our student population

qualifies for 2 of the following at-risk criteria: Ethnicity and Economically Disadvantaged. According to the NCLB Desegregations Groups Report of 2009-2010, 100% of the student population meets more than one criterion for being at-risk: Ethnicity, Economically Disadvantaged, Students with an IEP and/or English Language Learners; 49.4% all into three or more at-risk categories. In addition, 8% of the student population satisfies all four at-risk criteria, while also belonging to the lowest third category according to their 4th grade New York State ELA exams.

The ELA curriculum and instruction are constantly being developed to address the needs of our students. The 2009-2010 school year began with a review of the previous year's ELA curriculum and realignment to include both the New York State the Common Core Standards in more specific contexts. ELA exam results from 2008-2009 and 2009-2010 showed that students' greatest areas of instructional need include responsive and analytical writing. The ELA department continues to revise the curriculum with available New York State Standards for ELA. Each individual teacher identifies the grade-specific skills, content and strategies to be mastered during the school year. The new department members collaborate within and across content areas through daily department meetings and weekly one-on-one planning meetings with administrators. During the 2010-2011 school year, the department will be focusing on developing a cohesive writing curriculum which includes word study, grammar instruction, and enhanced analytical and responsive writing.

One way in which the school has already begun to address the diverse learning needs of our ELLs is the continued development of instructional Book Club reading groups. It is our intention that the professional development of the entire staff in the instruction of reading, as well as the school wide implementation of small guided reading groups, will continue to positively affect the ELA test results and the performance of the ELLs in the lowest third.

As all teachers become more proficient in reading instruction, reading skills instruction will become part of regular instruction in all content areas, raising the overall reading level of all students.

The guided-reading initiative provides targeted reading instruction to all students at their appropriate reading level. The quantity and quality of reading materials available to teachers and students was also addressed by significantly increasing the school's leveled reading collection. Lastly, all content area teachers were provided with professional development in the teaching of reading to middle school students. This enabled all teachers to incorporate reading comprehension instruction throughout the school day to support the needs of ELL students who are reading significantly below grade level in the classroom.

To assess students' reading levels teachers use both a variety of both informal and formal reading assessments. All teachers are trained to use the Steiglitz Informal Reading Inventory to assess the independent reading levels of all incoming 6th graders. Seventh and eighth grade students are assessed using the Village Academy Leveled Reading Assessment which focuses upon ten reading skills and identifies the students' instructional reading levels. The Village Academy assessment identifies areas of mastery and areas in need of further instruction, which then informs Book Club instruction. By ensuring that all students receive appropriately leveled instruction and reading materials, including our ELL population, we intend to improve student achievement trends to meet or exceed our AYP.

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: By June 2011, the reading proficiency of sixty percent of students performing in the lowest third citywide will improve by one or more reading levels as measured by the Village Academies Reading Assessment.

Goal 2: Improve the academic performance of English Language Learners by increasing the percent of ELL students making at least one year of growth by 5% as measured by raw score comparisons of the NYS English Language Arts Exam and/or the NYS English as a Second Language Achievement Test.

Goal 3: Eighty-percent of Teachers Will Engage in Differentiated Professional Development to Strengthen the Use of Data in Instructional Practice During the 2010-2011 Academic Year.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Improve student performance in literacy by increasing the number of students performing at level 2 or above schoolwide as measured by the New York State ELA assessment.</p> <p>As of September 2010, 22.1 percent of the students enrolled at DLMS scored level 1 according to the results of the 2009-2010 New York State ELA exam.</p> <p>During the 2010-2011 school year, the number of students scoring a level 2 or above on the New York State ELA exam will increase by 5%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: All students Responsible Staff: ELA teachers Implementation Timeline: Implemented in September, formative assessment throughout 2010- 2011 school year, summative data based on June 2011 ELA exam results</p> <p>Strategies of Implementation:</p> <ul style="list-style-type: none"> • Provide continuous professional development to Book Club instructors in the area of reading proficiency, literacy instruction, and reading assessments • Provide teachers with consistent access to student data assessing reading comprehension of the 10 Strands: <i>Making Connections, Genre, Plot & Sequence, Cause & Effect, Character, Words & Phrases, Setting, Facts & Details, Main Idea & Theme and Author’s Point of View.</i> • Monthly professional development dedicated to the use of assessment data to inform and differentiate instruction
<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>	<ul style="list-style-type: none"> • Purchasing of extensive book club sets on a wide range of reading levels with Title I funding • Monthly 1.5 hour Professional Development sessions devoted to Book Club instruction and unit planning in addition to reading instruction for struggling readers • Provide students with three additional instructional periods per week of small group, targeted literacy instruction (3 periods x 14 staff members = 42 total periods) funded with Tax-Levy Fair Student Incremental moneys

Indicators of Interim Progress and/or Accomplishment

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

Indicators of Accomplishment:

- School-wide instructional reading level assessment (Village Academies) three times per year indicating increased reading proficiency among students in target group
- Increased proficiency among 60% of students in the target group a minimum of one level

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): ESL, ELA and Book Club

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Improve the academic performance of English Language Learners by increasing the percent of ELL students making at least one year of growth by 5% as measured by raw score comparisons of the NYS English Language Arts Exam and/or the NYS English as a Second Language Achievement Test.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: ELLs performing in the lowest third on the NYS ELA examination Responsible Staff: ELA , ESL, all content area teachers Implementation Timeline: Implemented in September, assessed based on the results of New York State ELA and NYSESLAT Exam results in June 2011 Strategies of Implementation:</p> <ul style="list-style-type: none"> • Staffing: <ul style="list-style-type: none"> ○ ESL certified teachers will provide push-in instruction within content area classes ○ Fourteen teachers will provide small group guided reading instruction three times per week targeting the needs of ELL students • Scheduling: <ul style="list-style-type: none"> ○ Extended day ELA curriculum focused on writing and reading strategies targeting the needs of ELL students ○ After school ESL program designed to strengthen the reading, writing, listening, and speaking skills of students identified as ELL • Implementation of targeted after school instruction based upon needs as identified by the 2010 NYSESLAT needs assessment
<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</i></p>	<p>Aligning Resources:</p> <ul style="list-style-type: none"> • Staffing/Training: <ul style="list-style-type: none"> ○ ESL certified teachers will provide push-in instruction within content area classes ○ Continued training in the use of SmartBoards and technology in order to differentiate instruction targeting the needs of ELLs ○ Fourteen teachers will provide small group guided reading instruction three times per

<p><i>described in this action plan.</i></p>	<ul style="list-style-type: none"> ○ week targeting the needs of ELL students ○ Professional development dedicated to differentiation strategies for English Language Learners as applied to reading, writing, speaking, and listening in all content areas ○ ● Scheduling: <ul style="list-style-type: none"> ○ Extended day ELA curriculum focused on writing and reading strategies targeting the needs of ELL students ○ After school ESL program designed to strengthen the reading, writing, listening, and speaking skills of students identified as ELL ○ Implementation of differentiated extended day reading comprehension and writing curriculum aligned with New York State ELA examination funded by Title III moneys ● Budget: <ul style="list-style-type: none"> ○ Title III funding will be used to fund the ELL after school programs ○ Tax-levy funding will be used to fund NYSESLAT preparation materials ○ Per Session resources devoted to ELL after school preparation workshops through the use of Title III funds ○ Purchasing of <i>Preparation for the NYSESLAT and Beyond</i> materials
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Accomplishment:</p> <ul style="list-style-type: none"> ● Analysis of the 2010-2011 NYS ELA performance data (raw score comparison) ● Analysis of the 2010-2011 NYSESLAT performance data ● Analysis will indicate an increase of 5% of students making at least one year of growth according to the New York State ELA and/or NYSESLAT exam data

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): All Content Areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Eighty-percent of teachers will engage in differentiated professional development to strengthen use of data in instructional practice during the 2010-2011 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: All teachers Responsible Staff Members: Principal and Assistant Principal Implementation Timeline: Implemented in September, Periodically assessed during weekly individual meetings with Principal and Assistance Principal and weekly department meetings. Strategies of Implementation:</p> <ul style="list-style-type: none"> • Creation of weekly individual meeting schedule • Increase meeting time devoted to aligning curriculum to Common Core Standards and data collection and analyses • Bi-monthly professional development facilitated by an educational consultant in order enhance organizational coherence
<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>Aligning Resources:</p> <ul style="list-style-type: none"> • Staffing/Training: <ul style="list-style-type: none"> ○ All teachers will participate in differentiated professional development ○ Skillful Teacher professional development provided by Research for Better Teaching, Inc., to support teachers' in data collection, provision of feedback to students, and use of data to inform instruction ○ Professional development training to support teachers in curriculum development aligned with formative student data analysis ○ Educational consultant hired to support teachers' analysis and use of data during instructional planning and organizational coherence • Scheduling:

	<ul style="list-style-type: none"> ○ Individual meetings held weekly with building and department administrators ○ Creation of individualized professional development goals for content area teachers focusing on goal setting, assessment development, use of data and curriculum mapping ○ Monthly professional development dedicated to tracking students' mastery of content standards <ul style="list-style-type: none"> ● Budget: <ul style="list-style-type: none"> ○ Tax Levy Fair Student funding used to fund teacher participation in professional development ○ Title I ARRA funds used for teacher participation in professional development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Accomplishment:</p> <ul style="list-style-type: none"> ● Teacher attendance with respect to professional development workshops and meetings with building administrators as evidenced by meeting journals ● Video observation analyses during individual meetings (including reflection and goal-setting) including methods for data collection, analyses, and intervention development documented in teacher ● Eighty percent of teachers will develop a system for tracking students' mastery of content standards ● Eighty percent of teachers will implement diagnostic assessments to identify students' areas of strength and weakness in order to inform instruction

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	58	58	31	22	14	0	0	0
7	56	56	22	12	16	0	0	0
8	53	53	24	15	21	0	0	0
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>Small group instruction is provided during extended school day for students identified as Level 2 per the results of the 2009-2010 New York State ELA exam. Also, small group homework assistance during the after school program is available for all students in order to enrich writing and reading skills.</p> <p>Guided literacy intervention has been implemented for all students three times a week during the school day. Literacy intervention groups are developed based on leveled reading assessments; curriculum is developed based upon strands aligned with NYS ELA exam. Within the literacy intervention groups, students are regrouped every six weeks according to academic needs based on progress indicated by the Village Academy Leveled Reading Assessment within the 10 reading strands. Students also receive small group literacy instruction during this time using the computer-based Reading Assistant program and Soar to Success.</p>
Mathematics:	<p>Small group instruction developed by Math department provided during extended school day based on interim assessments results for students identified Level 2 per the 2009-2010 New York State Math Exam. In addition, math homework assistance aligned with the Impact Mathematics curriculum is available to all students during the after school program.</p>
Science:	<p>Additional academic support is offered weekly to all eligible students through the afterschool Science Club. During this time, students conduct science experiments aligned with the NYS Scope and Sequence.</p> <p>After school homework help provided for all students identified as at-risk for further enrichment and remediation.</p> <p>During the school day, students participate in on-site instruction at the New York Botanical Gardens, American Museum of Natural History, and the Bronx Zoo to provide further scientific immersion and extension of content throughout the scientific world.</p>
Social Studies:	<p>During the school day, the enrichment program utilizes city-wide institutions to enhance instruction. Programs include: trips Constitution Works, Lower East Side Tenement Museum, Museum of the City of New York, Old Bethpage Village, the American Museum of Natural History, Metropolitan Museum of Art, and Ellis Island. This enrichment gives students direct contact with primary source documents as well as first-person interaction with historical documents, content area experts, and locations where events occurred.</p> <p>Sixth grade students receive accelerated Social Studies instruction in both English and Native</p>

	Language Arts throughout the school year. During this time, students participate in collaborative learning experiences which enhance extensions of the Social Studies curriculum in to the fine arts, as well as develop the fundamental understandings of the 7th grade Social Studies curriculum.
At-risk Services Provided by the Guidance Counselor:	Guidance counselor is available full-time to work with students whose social and emotional needs as demonstrated within the academic setting impede learning. Small group instruction provided during the school day for those students identified as academically at risk as well as during extended school day focusing on truancy, bereavement, test anxiety, and teen issues.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6, 7, and 8 Number of Students to be Served: 75 LEP _____ Non-LEP _____
Number of Teachers 2 Other Staff (Specify) Parent Coordinator

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.

Dual Language Middle School's Title III program is comprised of the following:

- The Content Area Enhancement program will serve approximately 73 Limited English Proficient (LEP) students four sessions per week for one hour after school: Tuesdays and Thursdays from 3:30 p.m. to 4:30 p.m. and Wednesdays and Fridays from 2:35 p.m. to 3:35 p.m.. Participants will be students in 6th, 7th, and 8th grades who performed at beginner, intermediate, and advanced levels of proficiency according to the 2009 NYSESLAT results. The program will begin during the last week of September, 2009 and continue through the last week of June, 2010. Two ESL certified teachers will be responsible for planning and implementing the curriculum. Student gains will be measured using performance results on 2010 NYSESLAT, NYS Math, and ELA tests, and teacher developed assessments. The purpose of the program is to provide LEP students with small-group, differentiated academic support for the development English language proficiency as applied to listening, speaking, reading, and writing as well as supplemental preparation for the NYSESLAT examination.
- **NYSESLAT Preparation Program:** The goal for this program is to prepare LEP students for the listening, speaking, reading, and writing sections of the NYSESLAT, thereby increasing student preparation for the NYSESLAT exam as evidenced by the 2009-2010 exam results. Teachers will use *Getting Ready for the NYSESLAT and Beyond* instructional materials and teachers' guides to create a comprehensive NYSESLAT preparation curriculum for the 2009-2010 academic year.
- **Supplementary ELL Instructional Supplies:** All classrooms will be provided with additional Spanish-English dictionaries to support ELL students during content level instruction. Leveled library collections including the Fountas-Pinnell levels A through U will be purchased to supplement instructional materials available to ELL students for guided reading instruction and independent reading.
- **Parent Involvement Workshops:** Three parent workshops will be held during the school year in order to support the parents of LEP students. The first workshop, *Orientation to Middle School for Parents of ESL Students* will be held in September to address parent orientation to the Dual Language Middle School community, as well as the unique academic and social needs of LEP students. The second workshop, *Your Child and the NYSESLAT Exam*, will be held during the middle of February to preview the NYSESLAT test and introduce strategies to support ELL students. At this time, parents will be invited to visit classrooms and meet with their students' teachers to discuss preparation for the upcoming NYSESLAT and student progress. The third workshop, *Preparing Your Child for High School*, will be held during May to inform parents of ELLs about the high school application process and their parental options for ESL services.

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

The Title III Professional Development program will focus on a variety of ESL strategies and methodologies for LEP students on all three levels of proficiency.

- ***Building Academic Vocabulary by Robert J. Marzano:*** *(One professional development session per month in January, March, and May)* This comprehensive approach to teaching academic vocabulary will be incorporated into professional development on an ongoing basis throughout the school year. The program involves teaching specific terms through a schoolwide approach to teaching content-specific vocabulary. All teachers who currently hold ESL certification, as well as all content area teachers responsible for the instruction of ELL students, will participate in professional development based upon the Building academic Vocabulary curriculum.
- ***Bank Street College Language Series:*** *(January and February)* Both ESL teachers responsible for the planning and implementation of the ESL afterschool program will be given opportunities to participate in the Bank Street College Language Series, as well as any other city and state sponsored conferences and workshops focused on the instruction of LEP students.
- ***Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn:*** *(One professional development session per month during the months of December, February, April, and June)* All teachers responsible for the instruction of LEP students will participate in professional development focusing on setting objectives and providing feedback, cooperative learning, and differentiating instruction for the needs of LEP students.

Section III. Title III Budget

School: Dual Language Middle School

BEDS Code: 31030010247

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,000	<u>The Content Area Enhancement Program:</u> 90.2 per-session hours for 2 teachers at \$49.89 per session for ESL after school program for students in grades 6, 7, and 8 <ul style="list-style-type: none"> • 90.2 hrs x 2 teachers x \$49.89/hr = \$9,000.00
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,500	<u>NYSESLAT Preparation Program:</u> NYSESLAT exam preparation materials and instructional resources for teachers <ul style="list-style-type: none"> • <u>Getting Ready for the NYSESLAT and Beyond</u> class set x 3 x \$495.00 = \$1,485.00 • <u>Getting Ready for the NYSESLAT and Beyond; Teacher's Manual</u> x 3 copies x \$39.95 = \$119.95 • <u>Barron's Painless Grammar</u> x 155 copies x \$6.15/ea = \$953.25 • Classroom Library Collections: Guided Reading Level A-B \$182.42, GR Lvl C-H \$173.75, GR Lvl H-N \$189.92, GR Lvl C-G \$159.78, GR Lvl A-B \$164.85, GR Lvl M-Q \$224.84, GR Lvl I-L \$184.55, GR Lvl D-H \$163.70, GR Lvl P-U \$227.34, GR Lvl M-O \$265.90
Educational Software (Object Code 199)		
Travel		
Other (Object code 400)	\$1,500	<u>Parent Involvement Workshops:</u> Per session hours for teachers and workshop materials for three parent involvement workshops <ul style="list-style-type: none"> • 3hrs x 3 teachers x \$49.89/hr x 3 workshops = \$1349.46

		<ul style="list-style-type: none">• Workshop Materials \$150.00
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

DLMS has several native speakers of Spanish on staff, as well as many members who are proficient Spanish speakers and writers. All written communications between the school and students' homes are provided in both languages as a matter of school protocol. All school functions, such as Open School Night, graduation, and other celebrations, are also conducted bilingually. A bilingual staff member is always available to facilitate parent-teacher conferences if the need arises. Additionally, our bilingual school aides are always available to assist any non-English speaking parent at school. The Parent Coordinator at DLMS is also bilingual individuals who strive to strengthen the connection between home and school.

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.

We fulfill all our school's written translation and oral interpretation needs using the resources present in our staff. Based on the minutes of Parent Association meetings and communication with Parent Coordinator, our parent community is very satisfied with our method of home-school communications.

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.

DLMS will continue to provide the translation and interpretation services described above. All written translations will continue to be performed by native Spanish speaking staff members, and checked by a bilingually certified teacher.

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.

DLMS will continue to provide oral interpretation services described above. When needed, all oral interpretation will be provided by native Spanish speaking staff members.

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>.

All parental notification translation and interpretation needs for the DLMS community are met in-house. All notices to parents go home in both English and Spanish throughout the year. Due to the nature of the school, i.e. a Spanish-English dual language program, English and Spanish are the only languages needed to communicate information to parents. All notices, schoolwide events, parent-teacher conferences, parent workshops, etc. are provided in both English and Spanish to consistently meet the language needs of our school community.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	200,376.00	23,191.00	223,567.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,003.76	231.91	2,235.67
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,178.35	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,356.70	*	

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

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

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

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

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

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

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

School Parental Involvement Policy:

I. General Expectations

Dual Language Middle School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental 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

Dual Language Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- DLMS will hold Open School Week in September to recruit parental participation
- Our Parent Coordinator will hold informational sessions to recruit parents
- PA members will network with other parents to recruit parents
- DLMS will send letters home to parents through students and regular mail to recruit parents

Dual Language Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- The School Leadership Team will invite parents to join a subcommittee of parents to participate in the process of school review
- We will provide feedback forms at all school-wide events for parents to provide us with feedback and concerns.
- The PA will create focus groups to identify areas in need of improvement and offer suggestions for amelioration.

Dual Language Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

- Our Parent Coordinator will conduct workshops for parents to help them support their children in school.

- Our Parent Coordinator will conduct workshops to train parents to monitor student performance on academic indicators using the Acuity website.
- Prior to each PA meeting, the school computer lab will be available to parents to provide internet access to use the Acuity website and other online tools to promote student achievement.
- All DLMS teachers will act as Academic Advisor to approximately 15 students. Advisors will maintain ongoing contact with parents to communicate academic and social concerns.

Dual Language Middle School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

N/A

Dual Language Middle School 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)

- The PA in conjunction with the Parent Coordinator will conduct surveys to assess parents' satisfaction with DLMS' parent outreach.
- The School Leadership Team will utilize the PA's findings and identified trends in parental feedback forms to address specific areas of concern in the upcoming Comprehensive Educational Plan.

Dual Language Middle School will build the schools' and parents' 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:

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 –

- the State's academic content standards
- the State's student academic achievement standards
- 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:

The Parent Coordinator will conduct workshops to educate parents about the state standards and academic assessments several times during the school year.

DLMS will offer Open School Week wherein parents can pick up informational documents about the standards and assessments.

Academic Advisors will answer individual questions as they come up.

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:

- Our Parent Coordinator will inform parents in a timely, ongoing basis of activities to improve academic achievement such as ESL classes, literacy initiatives, and technology training.
- We will keep parents abreast of NYCDOE and UFT resources available to support them.
 - 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 :

Professional development sessions for all teachers will be held to educate teachers of the responsibilities as Academic Advisors.

All teachers will be encouraged to participate with parents in the PA and SLT.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

N/A

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: (List actions.)

- All calendars, letters, and flyers will be sent home in both English and Spanish following the same format.
- The Parent Coordinator will orient the parents to the formats of school communications during Open School Week.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the members of the School Leadership Team. This policy was adopted by the Dual Language Middle School on May 15, 2009 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 15, 2009.

1. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

School-Parent Compact:

Dual Language Middle School, 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 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

Dual Language Middle School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- DLMS will adhere to mandated state and city content area curricula where appropriate, adhere to the objectives set forth within the Comprehensive Education Plan, and maintain a high level of parent-teacher communication via our advisory system.
- 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: [Describe when the parent-teacher conferences will be held.] Parent Teacher conferences will be held at the end of the first, second, and third academic trimesters.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.] Academic Advisors will be responsible for communicating academic concerns to parents on an ongoing basis, and generally communicate student progress at least once per month.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.] Staff will be available to parents during Open School Night, Parent Teacher Conferences, during professional activity periods (by appointment), and at individual discretion for appointment.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.] Parents will be invited to participate in school field trips, academic units of study where applicable, school-wide events, fundraising activities, and during Open School Week.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. Parental Feedback forms will be available during Open School Week, parent-teacher conferences, and other schoolwide events to solicit parental input. The PA and SLT will participate in the revision of the upcoming CEP.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way. Parents will be made aware of students' independent reading levels to promote progress in the SWP guided reading instruction.
- 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. N/A
- 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. N/A
- 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. N/A
- 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. Monthly PTA meetings will occur and operate as a venue for parents to air concerns, offer suggestions, and provide input about the academic program.
- 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. Every parent will be mailed an individual student report of performance on mandated assessments in a timely manner.

- 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. If this situation arises, we will inform parents as required by Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- 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:

- Do my homework every day and ask for help when I need to.
- Read at least 30 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.
- Complete all projects on time.
- Respect my school community and stay a productive member of it.
- Behave according to the R.E.A.C.H. values.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

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.

DLMS will conduct a schoolwide assessment of students' independent reading levels using the Independent Reading Inventory to assess students' ability to read and comprehend in English. These IRIs will be administered on an ongoing basis to determine student proficiency and progress as the year goes on. Students' independent reading abilities are a key indicator of future academic success in all content areas. Without proficiency in reading students cannot perform at grade level on any content area mandated assessments. Based on the mandated assessment results from the 2009-2010 school year and the IRI results from the 2009-2010 school year, we noticed a correlation between Level 2 scores on mandated assessments and IRI results 2-3 grades below current grade level.

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.

The primary schoolwide reform is school wide programming of guided reading groups three times per week in addition to regularly scheduled ELA and NLA instruction. The guided reading groups will be incorporated in the Extended Day program to allow students additional sustained silent reading time. All guided reading groups will provide students with appropriate guided reading instruction in a small group setting, defined as groups of 12 or fewer students. By substantially reducing class size for these instructional periods, we will

tailor instruction to address the reading deficiencies of individual students. This will also provide teachers with the opportunity to assess individual student progress more efficiently, and guide instruction based on identified trends.

3. Instruction by highly qualified staff.

All DLMS teachers either have their Masters degrees and permanent certification, or are currently working toward earning these credentials while working under provisional certification. Additionally, DLMS teachers participate in ongoing school-based professional development to improve their pedagogy and instructional practices.

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.

- Professional development in literacy provided by external consultant
- Weekly professional development based on schoolwide goals and teachers' needs
- Teacher goal setting program to provide a structure to discuss and keep track of professional and student goals

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

- Networking through Teach For America and hiring fairs such as the NYC Teaching Fellows opportunities
- Maintain student teaching partnerships with Teachers College and New York University
- Ongoing networking with current staff members to draw in recommended members of graduate school cohorts

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

- Translate all notices, letters, calendars and other materials for parents
- School Leadership Team participation
- Parent coordinator initiatives

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.

DLMS teachers participate in a portfolio review for any student who fails to meet the promotional criteria as established by mandatory state assessments to facilitate promotional and summer school decisions. Members of the AIS committee are also consulted to determine if the use

of in-school resources could help targeted students meet promotional criteria. Such analysis is also used to identify trends of skill deficit to inform and reform school wide instruction.

The Mathematics Department plays an integral role in the creation of the pre-assessments, ongoing assessments, and post-assessments to be used by the DLMS community and other *New Leaders New Schools* school sites. Through the implementation of ongoing reading assessments and one-on-one conferencing, the English Language Arts Department use the results for planning. Additionally all of the content-area teachers create midterms and finals aligned with the curriculum. Before the administration of the assessments, teachers discuss the content within their departments and/or school leaders for feedback.

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.
 - Small group guided reading for all students, three times per week during the regular school year
 - Increased use of instructional technology by all students to provide immediate assessment feedback, subsequently redirecting instruction when needed
 - Identification of at-risk students by the AIS committee; implementation of remediation strategies and use of adaptive materials within regular instruction
 - Mandated after-school homework assistance program
 - ELL Math and Writing Summer Success Academy (5 weeks of instruction, 4 days per week)

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.
 - Parent workshops organized by parent coordinator and facilitated by members of community-based organizations to increase parent involvement and access to community resources
 - Student involvement in Fit-for-Life, Ballet Hispanico, Flag Football, and Soccer programs to enhance leadership skills
 - School partnership with the Junior Achievement mentoring program
 - Development of both Career Week and College Week curricula including experiential learning opportunities and guest speakers
 - Grade-specific, mixed-gender advisory groups focused on the social and academic development of students

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

Explanation/Background:

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

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

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

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

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

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

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 168,315.84	✓	Pp. 18-19; 21-22; 28-29; 41-42
Title I, Part A (ARRA)	Federal	✓			\$ 22,959.09	✓	Pp. 18-19; 21-22; 28-29; 41-42
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$ 15,000.00	✓	Pp. 18-19; 21-22; 27-29
Title IV	Federal			✓			
IDEA	Federal	✓			\$ 45,033.00	✓	Pp. 23-25
Tax Levy	Local	✓			\$1,702,294.00	✓	Pp. 17-18; 21-22; 28-29; 41-42

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Three students are currently identified as living in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
Students living in temporary housing are provided at-risk counseling services weekly to address family issues and social development. In addition, those students living in temporary housing are provided school supplies, clothing (in compliance with the established dress code), and after school enrichment at no cost to the family.

Part B: FOR NON-TITLE I SCHOOLS

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

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. M247 Dual Language Middle School						
District:	3	DBN:	03M24	School	310300010247		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		95.4	96.0	95.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		97.8	97.4	96.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	70	60	79	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	68	66	57		85.5	95.4	95.3
Grade 8	57	66	63				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		0	13	11
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	195	192	199	<i>(As of October 31)</i>	2007-	2008-	2009-
					6	13	5
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT)	13	20	27	Superintendent Suspensions	0	3	2
Number all others	26	30	22				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	54	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	0	71	TBD	Number of Teachers	15	17	15
# ELLs with IEPs	6	23	TBD	Number of Administrators and Other Professionals	2	2	3
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	0	0

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	5	% fully licensed & permanently assigned to this	100.0	94.1	93.8
				% more than 2 years teaching in this school	13.3	23.5	53.3
				% more than 5 years teaching anywhere	13.3	5.9	6.7
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		60.0	59.0	73.3
American Indian or Alaska Native	0.5	0.0	0.0	% core classes taught by "highly qualified" teachers	89.5	100.0	80.0
Black or African American	0.0	0.5	1.5				
Hispanic or Latino	99.5	99.5	98.0				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.0	0.0	0.5				
Male	47.2	42.7	44.7				
Female	52.8	57.3	55.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
-------------	---------	--	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	76.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN101	District 03	School Number 247	School Name Dual Language M.S.
Principal Claudia Aguirre		Assistant Principal Jessica Luciano	
Coach		Coach	
Teacher/Subject Area Caitlin T. Caldwell (Sp. Ed.)		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Blanca Ortiz	
Related Service Provider		Other	
Network Leader Marina Cofield, Megan Roberts		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	199	Total Number of ELLs	66	ELLs as Share of Total Student Population (%)	33.17%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	24

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language																				0
ESL	18	0	1		24	0														42
Total	18	0	1		24	0	0			0	0	0								42

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish													26		18		22		66	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	26	0	18	0	22	0	66	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

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
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							26	18	22					66
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	0	0					0
TOTAL	0	0	0	0	0	0	26	18	22	0	0	0	0	66

Part IV: ELL Programming

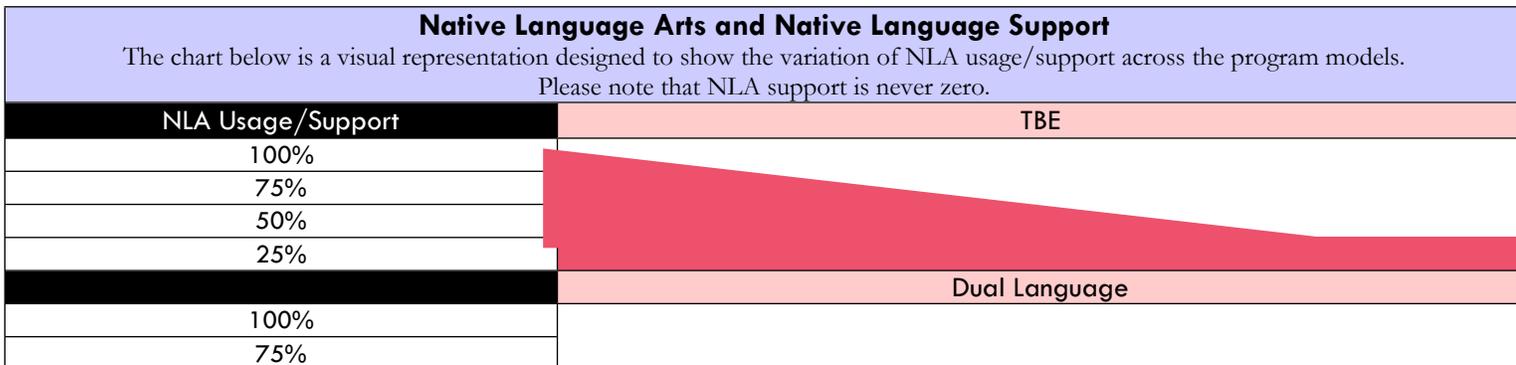
A. Programming and Scheduling Information

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.

Paste response to questions 1-4 here

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Students identified as ELLs receive small group instruction both during and after school in order to support learning in ELA, math, and other content areas. In addition to intervention provided during the school day, students participate in small group afterschool instruction for ELA, Math, Science, and Social Studies. Most students scoring within the Beginner range of proficiency according to the NYSESLAT are those who have been in an English Language system for three years or less. In order to support transition, these students receive small group reading instruction three times per week, as well as small group afterschool support in order to improve language acquisition and proficiency. Students scoring within the intermediate range of proficiency are generally identified as long-term ELLs or students who are both ELLs and those who receive Special Education Services. All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or team-teaching support in the areas of English Language Arts, Science, Social Studies, and/or Math. Students who demonstrate NYSESLAT results within the Beginner or Intermediate proficiency range receive small group Freestanding ESL instruction for a minimum of three 60-minute periods per week. In order to enhance all ELL students' language proficiency, ESL instruction is provided as a part of the general education curriculum. In the coming year, Dual Language Middle School hopes to implement a computer-based reading comprehension and fluency program that is research based and proven to improve language development of ELLs as a part of the ESL program. With respect to assessments, LEP students are given all examinations first in the language of instruction, with a supplemental

examination in the students' native language (in this case, Spanish) for reference. All ELL students participate in Spanish language instruction in order to strengthen the transference of language development in both native and second language. In addition, all ELLs are offered both visual and performing arts classes during the school day. Sixth, seventh, and eighth grade ELL students participate in visual Art at least two periods per week and performing arts (Dance) a minimum of three periods.

C. Schools with Dual Language Programs

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

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.

In addition to daily push-in and small group ESL instruction, all content area teachers incorporate ESL strategies into classroom instruction. Teachers participate in in no fewer than 5 professional development sessions (a total of 7.5 hours) focusing upon ESL language instruction across content areas. Instructional staff use multiple resources, including Building Academic Vocabulary by John Marzano and Classroom Instruction That Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn to improve content area instruction for ELL students in all content areas. All instructional staff members utilize strategies from professional development and ample co-planning opportunities with ESL certified teachers to ensure differentiation based upon the linguistic and learning needs of ELLs across the curriculum.

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?

Dual Language Middle School uses multiple approaches to ensure that parents understand program choices available for all English Language Learners. In September, DLMS hosts a parent orientation for all parents of students new to the DLMS community. During this meeting parents are informed of the programs available within the school. School administrators, faculty and staff, office support staff and the Parent Coordinator work tirelessly to provide parent workshops throughout the school year to encourage parent involvement and understanding of all available options. During this time, parents participate in informative workshops to enhance understanding of resources available through the New York City Department of Education. Throughout the year, all notices and school-home communication are provided to parents in both Spanish and English. ESL teachers, the Parent Coordinator, and support staff members remain in constant communication with parents as new program options arise. During all parent meetings, support staff and all bilingual staff are available to interpret information in the parents' native language. Parent survey data indicate that Free Standing ESL instruction is the current program of preference. In accordance with these findings, DLMS currently offers Free Standing ESL in grades 6-8. This program takes place both during the school day and after school hours in the form of team-teaching and small group instruction, respectively. The Parent Coordinator, Advisors, and ESL teachers continuously use informal conversations and parent workshops to further identify parent preferences. In addition to these ongoing, informal means of data collection, students' advisors and ESL teachers reach out to individual families to identify students' ESL needs in conjunction with NYSESLAT proficiency levels and length of time in an English-language school system. In sum, ESL programs currently offered at DLMS are aligned with parent requests and undergo revision as necessary. ESL programs are differentiated to meet the needs of students testing in all levels of proficiency according to the NYSESLAT, as well as students who have recently matriculated to an English Language Education system.

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)							3	1	3					7
Intermediate(I)							6	5	9					20
Advanced (A)							15	12	10					37
Total	0	0	0	0	0	0	24	18	22	0	0	0	0	64

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	11	1	0	21
7	5	12	0	0	17
8	5	11	2	0	18
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5	0	15	0	4	0	0	0	24

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	1	0	7	0	6	0	0	0	14
8	1	0	13	0	8	0	2	0	24
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	1	0	7	0	2	0	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	1	0	7	0	2	0	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
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	0	0	0	0	0	0	0	0

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

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

With respect to listening, all three grades demonstrate average scores ranging between 19 and 20. Trends indicate less than one point decreases for those students tested as 7th graders in 2007-2008 as compared to the same group of students’ average scores during the 2006-2007 school year. Across all three grades ELLs develop proficiency with respect to listening comprehension during free-standing ESL instruction and small group literacy intervention. The technology-based Reading Assistant program was implemented early in the 2007-2008 school year to enhance listening comprehension skills of ELLs.

Reading is an area of continued growth amongst English Language Learners in all three grades at Dual Language Middle School. During the 2009-2010 school year, more than 60% of students currently enrolled at DLMS scored within the advanced or proficient range according to the reading/writing modality results of the NYSESLAT. All students mandated to participate in the NYSESLAT during the current school year participate in continued literacy intervention during three 45-minute periods each week in addition to Freestanding push-in and small group ESL instruction.

According to informal assessment, observation, and a review of NYSESLAT results, the reading/writing portion of the NYSESLAT assessment is an area of tremendous potential growth for all Beginner, Intermediate, and Advanced ELLs at DLMS. Twenty-five percent of students currently enrolled at DLMS scored below advanced within the reading/writing portion of the NYSESLAT according to the 2009-2010 results. of current grade students demonstrated one point average decreases in writing scores. With respect to the listening/speaking portion

ELA and/or Mathematics intervention participate in additional enrichment during both extended day and after school programs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		