



THE MINERVA MIRABAL LAW AND JOURNALISM ACADEMY

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: 06 M321
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TELEPHONE :(212) 923-5129
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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: MS 321 **SCHOOL NAME:** The Minerva Mirabal Law & Journalism Academy

SCHOOL ADDRESS: 21 Jumel Place; New York, New York 10032

SCHOOL TELEPHONE: (212)923-5129 **FAX:** (212) 923-5580

SCHOOL CONTACT PERSON: Pamela Russell **EMAIL ADDRESS:** prussel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stephen Jackson

PRINCIPAL: Pamela Russell

UFT CHAPTER LEADER: Cassandra Deal-Schiffen

PARENTS' ASSOCIATION PRESIDENT: Juan Guitierrez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** Empowerment CFN 408

NETWORK LEADER: Lucius Young

SUPERINTENDENT: Martha Madera

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
Pamela Russell	*Principal or Designee	
Cassandra Deal-Schiffen	*UFT Chapter Chairperson or Designee	
Juan Guitierrez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephen Jackson	Member/ teacher	
Rosa Guilleard	Member/ parent	
Ivan Vega	Member/ teacher	
Jose Pepin	Member/parent	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Motivating, Inspiring, Nurturing, Equity, Respect, Values, Achievement!

The Minerva Mirabal School for Law and Journalism – MS 321, is a small, collaborative learning community committed to the academic and social enrichment of all students. MS 321 is located in the Washington Heights community of Manhattan, New York and subsequently draws a majority of its student population from the surrounding Hispanic based community.

Our philosophy is exemplified in our commitment to producing conscientious, independent thinkers who are socially responsible and academically astute.

Our mission is to foster globally conscious future leaders that are natural problem solvers, value learning and take pride in their academic achievement. Academic excellence is nurtured through a rigorous comprehensive educational program with an emphasis on standard-based instruction (core curriculum) experiential and project-based learning.

Our core belief of *equity and education as the great equalizer* helps to foster a love of learning as our learners are motivated to pursue scholarships and become lifelong learners who believe in and achieve excellence.

We believe that to maximize teaching and learning, the school community must be:

- Organized and orderly.
- Designed to cater to the diverse needs, interests and learning styles of our learning population.
- An environment that reflects respect, safety, nurturing and support for all cultures and where opinions are valued.

We believe that learning is optimized and accomplished when:

- Academic work is relevant and can be applied to problem solving in the daily lives of the learner.
- The learner takes responsibility and ownership of the learning experiences.
- Students attend classes daily and on time on time because they value the work assigned and the opportunity to acquire knowledge and life enriching skills.
- Learning and student achievement are positively reinforced.

Collaborations with CBO's.

Collaboration with community-based organizations enrich and enhance our school-based initiatives and continue to build onsite training capacity. The Children's Aid Society (CAS) has been a longstanding partner to the schools housed in the Mirabal Sister's Campus community; MS 321 will continue utilizing CAS services. The Children's Aid Society's mission is to ensure the physical and emotional well being of children and families and provide each child with supportive services. CAS continues to provide extended day, week, and year activities for both students and parents through instructional support, recreational activities, mentoring programs, parenting rooms, multicultural activities academic, psychiatric and social work provisions to address social and emotional developmental need, in addition to a medical clinic staffed by a certified nurse practitioner with a medical doctor on call. MS 321 has partnerships with Marilyn Burns with Math Solutions, Daily News Newspaper in the Schools Program, Alvin Ailey Dance Theatre, Dance Brazil, The Capoeira Foundation, Theatre Gardens, Partnership with Children, HEAF, Kaplan, Meet the Artist Program at Lincoln Center, Ramapo, Delta Sigma Theta Sorority (Betty Shabazz Program), CAS EXCELL Program, NYU, AUSSIE, Manhattan District Attorney's Office Legal Bound Program, Teaching Matters, the Editel Journalism Program; and The Woodside Fencing 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:	M. S. 321-MINERVA			
District:	6	DBN #:	06M321	School BEDS Code: 31060001031

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 type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.9	92.4	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					89.4	91.6	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	90	83	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	112	97	83		80.7	81.1	84.5		
Grade 8	148	122	92						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	16	TBD		
Grade 12									
Ungraded	2	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	352	303	176		25	17	19		
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	24	23	8	Principal Suspensions	15	12	TBD		
No. in Collaborative Team Teaching (CTT) Classes	8	3	5	Superintendent Suspensions	28	19	TBD		
Number all others	21	17	4						
<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	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	65	55	58	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	45	46	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	7	10	(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	31	26	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	1	TBD
	4	6	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.3	0.3	0.0	Percent more than two years teaching in this school	25.8	50.0	TBD
Black or African American	16.2	14.5	9.7	Percent more than five years teaching anywhere	41.9	38.5	TBD
Hispanic or Latino	82.4	82.5	88.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.3	0.6	Percent Masters Degree or higher	58.0	73.0	TBD
White	0.3	1.0	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.5	95.8	TBD
Multi-racial							
Male	53.7	50.5	50.6				
Female	46.3	49.5	49.4				

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 type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<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:	X	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	X				
Ethnicity							
American Indian or Alaska Native	_____	_____					
Black or African American	✓	✓	_____				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	_____	_____	_____				
White	_____	_____	_____				
Multiracial							
Other Groups							
Students with Disabilities	_____	_____	_____				
Limited English Proficient	✓ ^{sh}	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	0				

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

A review of M.S. 321’s educational programs based on the most current assessment data reveals that our students have made significant progress in English Language Arts and Mathematics. However, there is the need for increased differentiation of instruction across all curriculum areas. This recognition for differentiated instruction is formulated as a basic school wide goal.

An analysis of the tested Grade 6-8 New York State Standardized tests from January 2009 is summarized in the table below:

	Percentage of students that scored at or above Level 3		Total Tested
	0%	50%	100%
English Language Arts			
Grade 6	62%		68
Grade 7	51%		80
Grade 8	30%		103
Mathematics			
Grade 6	49%		72
Grade 7	71%		90
Grade 8	40%		111
Science			
Grade 8	25%		110

A review of the state scores over the past 3 years revealed the following:

- **In ELA there was an increase by 23 % of students that scored at level 3 and above.**
- **In Math there was an increase by 24 % of students that scored at level 3 and above.**
- **Grade 7 students had the greatest success rate in the state assessments in Math While grade 6 students had the greatest success rate in ELA.**

Literacy concerns

- **Recently arrived ELL's are required to take the New York State tests. Many of these students struggle in these tests due to a clear language barrier.**
- **Emphasis must be placed on developing strategies to assist our higher achieving students maintain and improve their levels at high 3's and 4's. A lot of emphasis in the past has been made to improve the students that are at risk.**
- **Students continue to struggle with reading comprehension skills in all content areas. The Inquiry team has focused on developing vocabulary and comprehension skills using a variety of strategies that have been implemented school wide.**
- **Student's short responses in all content often show lack details in responses and lacking a proper organizational structure.**
- **Students need to be motivated to read independently. A variety of books of all genres were available but many students failed to meet their annual reading goals.**

Math Concerns

- **A department review of the results reflected that students had the most difficulty with problem solving skills along with geometry and measurement. The extended response section also was an area of concern.**
- **Students need to be more engaged in Using math Manipulative tools and web based activities.**
- **Students that were classified as ELL's did not perform as well as their counterparts in the General Education classes.**

INQUIRY TEAM

The ongoing work of the Inquiry teams that have been structured through weekly team and department meetings have determined the following:

- 1. Most of our students struggle with comprehension strategies.**
- 2. The Acuity and ITA assessments have also indicated that the area of vocabulary development is in need of improvement by the majority of our students. An area that was in need of improvement include: determining the meaning of unfamiliar words through the use of context clues, a dictionary and structural analysis.**
- 3. A school wide concern was the lack of study time and study skills for most of our students. Many indicated they did not know how to study, could not study at home or simply did not review and study for assessments. Teachers continue to work with all students and parents in developing effective study skills and strategies to help our students.**

What the school does well

- The Principal's and school's vision and commitment to raising academic achievement for every student remain unwavered.
- The establishment of daily program embedded committees, teams and task force to review, implement and evaluate school wide systems and practices. These include: common (content area) and team (grade level) planning committees, inquiry team, school leadership cabinet, school leadership team, grant writing team, sunshine committee, graduation committee, public relations team, student council, student community service committee, etc.
- The school's procedures for collecting data are particularly thorough for at risk, Special education students and English language learners provides good and effective support to students in greatest need of improvement. These support services include: AIS, Guidance and counseling, Teaching Matters, and collaboration with the Children Aid Society.
- Ongoing conferences with teachers and students to set their own SMART learning goals, evaluate assigned work and provide support where required.
- Most teachers use data effectively to differentiate their instruction to meet individual students' needs and make lessons interesting and engaging. Data is collected, analyzed and disseminated by members of the grade/Inquiry team.
- A range of professional development activities, especially those provided by the coaches/lead teachers/consultants, constantly sharpen teachers' pedagogic skills. Additional professional activities are provided at team and content meetings, interclass visitations and a study session for all teachers during lunch and learn session.
- Combined efforts of the conscientious teachers, guidance counselors and staff effectively supports students' overall development.
- Splendid thematic displays in the hallways and the warm relationship between teachers and students provide an environment conducive to learning.
- The school has developed very productive links (including monthly professional development parent workshops, and communication venues (i.e. message service, progress reports, internet etc...) with parents and various CBO's that support the very high expectations, which permeate the school community.

Other great accomplishments include:

- Having staged our fourth graduation exercise in June 2010 with a 98% graduation rate.
- Growth of our teachers as a team in developing systems, policies, evaluation and monitoring tools for school wide improvement...curriculum development, differentiation, parental involvement, celebrations and recognition of achievement, thematic studies, integration of technology, cross curriculum integration, common and team meetings, public relations etc.
- Implementation of technology in all core curriculum areas.(netbooks, SMART BOARD)
- Integration of arts programs in dance, music (drumming), and visiting artists (residency).
- Established ongoing partnerships with CBO's that enhance student's academic and social development.
- Developing and publishing our student school newspaper: *Minerva News* in 2007 and 2008.
- Students achieving outstanding results/receiving commendations as part of our various enrichment programs:
 - ❖ Staging our second annual Multicultural Festival featuring visiting international artists.
 - ❖ Staging our first campus Curriculum Fair in June of 2010.
 - ❖ Staging our first annual health Fair and fitness walkathon.
 - ❖ Staging our first annual college tours in collaboration with the *Children Aid Society EXCELL* Program to SUNY Purchase, Manhattanville, and Syracuse University.
 - ❖ Students led community service initiatives: making various donations to **Operation Smile**, the **Haiti Relief fund**, **local girl's group homes**, and **various other organizations throughout the school year** .
 - ❖ Student selected by their peers to represent our student population through their participation in the MS 321 student council.
 - ❖ Successful implementation of a peer mediation group in collaboration with Partnership with Children.
 - ❖ Weekly club activities that included; fencing, capoeira, art, drumming, culinary arts, board games, crafts entrepreneurial program, knitting, Delta Sigma Theta Sorority girl's group
 - ❖ Students selected to the campus based cheer leading team that have performed at multiple city wide events with rave reviews.
 - ❖ Various dance grants/awards for our dance department.
 - ❖ Producing the past winners of the Miss Mirabal sisters' campus for the 2007, 2008, and 2009 school years.

What the school needs to improve

- ✓ Continue ongoing professional development to refine our monitoring tools, for the interpretation and analysis of data. This includes making comparisons across sub groups, grade level and setting short interim goals for measuring progress and taking corrective actions.
- ✓ Continue to strengthen and refinement of staff competence in using differentiation instructional practices that apply analyzed data for setting clear and challenging goals that help raise achievement in all subject areas.
- ✓ Continue ongoing targeted professional development that actively strengthens our experienced staff in the latest best practices trends to increase the percentage of our student population scoring at levels 3 and 4 on state standardized assessments.
- ✓ Continue to proactively provide programs and systems that will form effective partnerships with parents, the community and the school to increase the attendance rate.
- ✓ Continue to maintain and increase school-wide communication systems with parents to; ensure home assistance, reinforcement of study skills, and to development of basic social and behavior skills.
- ✓ Continue to active recruit resource based parent programs to provide expertise and skills in strengthening the at-home school partnership.
- ✓ Continue to provide ongoing training of team leaders and key point persons, as we strengthen our accountability systems to ensure interim goals are being achieved.

The most significant aids or barriers to the school's continuous improvement include:

- **Parental involvement....** addressing the needs of parents that are often unable to assist their child academically due to language barriers as the majority of our parents are Spanish speaking. To address this concern a parent institute has been implemented where monthly parent empowerment workshops are held.
 - **Student background and educational experiences.** Most of our students are from a Spanish speaking background. Some of these students are recent immigrants and as a result are learning a second language. In addition those who have been in the country for some time have to overcome the challenge of learning in English at school but communicating in Spanish at home where educational help in English is very often limited or unavailable. Some students arrive at middle school with weak foundational skills that are vital for academic success. These include poor listening, reading, writing and basic computation skills. A lot of time has been spent developing these skills which detract in some instances from moving forward with content materials at the appropriate grade level. Finally we have discovered that quite a number of our students have had very little experiential activities such as trips outside of their communities. This has limited the prior background knowledge and experiences needed for learning both inside and outside the classroom.
-
- **Physical space allocation:** As a school campus with three other schools located in the same building space, it is often a challenge in organizing and implementing activities with the space we have. Facilities such as the Gym, Auditorium, cafeteria and Multimedia rooms are shared and limit the time that these spaces can be utilized during any given day.
 - Student attendance rate below our goal of 98%

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.

SMART GOAL # 1

By June, 2011, the percent of low performing students, including ESL, special education and the various sub groups (ethnicity and gender), meeting the AYP in English Language Arts and Math will increase by 5%.

SMART GOAL # 2

By June, 2011, 90% of classroom teachers would have received professional development in core knowledge curriculum and would have implemented strategies in their classrooms to improve teaching and learning throughout the content area.

SMART GOAL # 3:

By June, 2011, 80% of classroom teachers will differentiate instruction in all Curriculum areas to meet the needs of their students.

Students learn at different academic levels and students have different learning styles. As a result, instruction must be presented in a method that can be understood by the students.

SMART GOAL # 4

To have at least 90 % of all members of the school community utilizing technology in the classroom and school environment to facilitate learning and effective communication, by June 2011.

SECTION VI: ACTION PLAN

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

English Language Arts

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, the percent of low performing students, including ESL, special education and the various sub groups (ethnicity and gender), meeting the AYP in English Language Arts and Math will increase by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Professional training of staff in the use of data to drive differentiated instruction. ➤ Encouraging the active involvement of parents. ➤ Accountability of the various established teams, AIS services, committees, data specialists, inquiry team, parent associations, SLT, supervisors and administration. ➤ The effective management and use of school based resources such as books, technology, technology room, Library, teaching space, staff personnel. ➤ Effective management, supervision and utilization of student intervention 37.5 minutes, along with tutoring sessions before and after school hours...extended days. ➤ Differentiated and integrated curriculum planning across all content areas. ➤ Restructuring and reassigning of current staff, while recruiting and hiring more experienced new staff members. ➤ Daily Balanced Literacy Program (Block Periods) ➤ ESL instruction for ELL’s ➤ Reading Intervention Programs (,SRA, Great Leaps, Rewards, Great Source Writing Program, DEAR independent reading) ➤ 37. 5 Minutes ELA Intervention (M-Th) ➤ ELA Streaming Program (Small group skill-based instruction) ➤ Extended Day Program (ELA Test Prep) ➤ Saturday Academy Program (ELA Test Prep) ➤ Academic Language (vocabulary development) for ELL’s and former ELL’s ➤ Differentiated Instructional practices to meet the needs of all learners (Kaplan DDI and Lesson

	<p>bank)</p> <ul style="list-style-type: none"> ➤ Benchmark assessments Acuity, Scantron, weekly quizzes/monthly unit exams ➤ Literacy weekly professional development ➤ Weekly common planning to develop lessons and share best practices ➤ NYU consultant Coaching PD/ Intervention (in class) ➤ Writing Matters Integrated technology in literacy program <p>Target Population: All Students including Special education and ELL's</p> <p>Responsible Staff: Coaches, Consultants ,Content area team leaders, Grade team leaders, Inquiry team, Teachers, Administration</p> <p>Implementation Timelines: August 2009-June 2010 Weekly quizzes, monthly unit exams, monthly portfolio assessments, November, March and May Acuity, November, January, March, mock ELA assessment</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy and Reimbursable funds, SINI Grant, Teaching Matters and additional grants <i>of Contracts for Excellence (C4E) allocations</i></p> <p>SETTS, AIS, NYU Coaching Consultants, KAPLAN Lesson Bank, Teaching Matters, Aussies</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Weekly quizzes reading logs running records ➤ Monthly unit exams/projects ➤ Benchmark assessments (Acuity, Scantron, Mock NYS ELA Assessments) ➤ Monthly portfolio assessment pieces ➤ NYS ELA Assessment results for grades 8 in ATS or ARIS.

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.

Mathematics

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, the percent of low performing students, including ESL, special education and the various sub groups (ethnicity and gender), meeting the AYP in English Language Arts and Math will increase by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Professional training of staff in the use of data to drive differentiated instruction. ➤ Encouraging the active involvement of parents. ➤ Accountability of the various established teams, AIS services, committees, data specialists, inquiry team, parent associations, SLT, supervisors and administration. ➤ The effective management and use of school based resources such as books, technology, technology room, Library, teaching space, staff personnel. ➤ Effective management, supervision and utilization of student intervention 37.5 minutes, along with tutoring sessions before and after school hours...extended days. ➤ Differentiated and integrated curriculum planning across all content areas. ➤ Restructuring and reassigning of current staff, while recruiting and hiring more experienced new staff members. ➤ Daily Balanced MATH Program (Block Periods) ➤ 37.5 Minutes Math Intervention (M-Th) ➤ Math Streaming Program (Small group skill-based instruction) ➤ Extended Day Program (Math Test Prep) ➤ Saturday Academy Program (math Test Prep) ➤ Academic Language (vocabulary development) for ELL's and former ELL's ➤ Differentiated Instructional practices to meet the needs of all learners (Kaplan DDI and Lesson bank) ➤ Benchmark assessments Acuity, Scantron, weekly quizzes/monthly unit exams

	<ul style="list-style-type: none"> ➤ Math weekly professional development ➤ Weekly common planning to develop lessons and share best practices ➤ NYU consultant Coaching PD/ Intervention (in class) ➤ Writing Matters: Integrated technology using netbooks. <p>Target Population: All Students including Special education and ELL's</p> <p>Responsible Staff: Coaches, Consultants ,Content area team leaders, Grade team leaders, Inquiry team, Teachers, Administration</p> <p>Implementation Timelines: August 2010-June 2011 Weekly quizzes, monthly unit exams, monthly portfolio assessments, November, March and May Acuity, November, January, March, mock math assessment</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy and Reimbursable funds,SINI Grant, Teaching Matters and additional grants <i>of Contracts for Excellence (C4E) allocations</i></p> <p>SETTS, AIS, NYU Coaching Consultants, KAPLAN Lesson Bank, AUSSIES</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Weekly quizzes ➤ Monthly unit exams/projects ➤ Benchmark assessments (Acuity, Scantron, Mock NYS math Assessments) ➤ Monthly portfolio assessment pieces ➤ NYS math Assessment results for grades 8 in ATS or ARIS.

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.

TECHNOLOGY

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To have at least 90 % of all members of the school community utilizing technology in the classroom and school environment, by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ In the classroom, students at each grade level will utilize on a scheduled basis the technology center/room to participate in structured computer based skills; typing, Microsoft word, PowerPoint, Excel, and Research etc. students will also use the classroom computers and available laptops to gain meaningful educational experiences as directed by the teacher (games, skill based activities, research, presentations, test preparation, Scantron and Acuity.) ➤ Use of netbooks ➤ At the team level, staff will use technology to store and retrieve student data, communicate with parents and other members of staff Weekly DOE email communications by all teaching staff members ➤ Renzulli Program ➤ Teaching Matters Consultation ➤ ARIS training and usage ➤ Implementation and monitoring of Grade Keeper (monthly progress reports) ➤ Weekly professional development sessions during Common/ Team planning, study group, and Lunch & Learn meetings to build capacity ➤ SMARTBOARD training and implementation in all content area classrooms. ➤ Laptop loan to all teachers to encourage usage and practice in the area of technology. ➤ Techroom/Laptop accessibility for all students ➤ Model classroom

<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>Tax Levy and Reimbursable funds,SINI Grant, Teaching Matters and additional grants <i>of Contracts for Excellence (C4E) allocations</i></p> <p>SETTS, AIS, NYU Coaching Consultants, AUSSIES</p> <p>E-Chalk, Grade Keeper, Phone Messenger, SMART Board Professional Development Services, TEACHING MATTERS.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Professional Development (common/team planning sign in sheets) ➤ Student work/projects ➤ Lesson planning to include technology ➤ Observations – Formal and Informal ➤ Teacher self-assessment surveys /PD Survey ➤ Number of teacher visits/interaction to sites (i.e. ARIS, Acuity, EChalk, Renzulli, Teaching Matters)

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.

DIFFERENTIATED INSTRUCTION

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, 80% of classroom teachers will differentiate instruction in All Curriculum areas to meet the needs of their students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Mentoring will take place by the Lead teachers and consultants.</p> <ul style="list-style-type: none"> • Professional Development will take place by Administration, consultants before, during and after school • Interclass visits will take place. Model classrooms will be visited on all grade levels <ul style="list-style-type: none"> ➤ Demonstration lessons will be done by Administration and the Staff consultants. ➤ Use of net books by all students ➤ At the team level, staff will use technology to store and retrieve student data, communicate with parents and other members of staff Weekly DOE email communications by all teaching staff members ➤ Renzulli Program ➤ Teaching Matters Consultation ➤ ARIS training and usage ➤ Implementation and monitoring of Grade Keeper (monthly progress reports) ➤ Weekly professional development sessions during Common/ Team planning, study group, and Lunch & Learn meetings to build capacity ➤ SMARTBOARD training and implementation in all content area classrooms.

<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>Tax Levy and Reimbursable funds,SINI Grant, Teaching Matters and additional grants <i>of Contracts for Excellence (C4E) allocations</i></p> <p>SETTS, AIS, NYU Coaching Consultants, AUSSIES</p> <p>E-Chalk, Grade Keeper, Phone Messenger, SMART Board Professional Development Services, TEACHING MATTERS.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Professional Development (common/team planning sign in sheets) ➤ Student work/projects ➤ Lesson planning to include technology ➤ Observations – Formal and Informal ➤ Teacher self-assessment surveys /PD Survey ➤ Number of teacher visits/interaction to sites (i.e. ARIS, Acuity, Renzulli, Teaching Matters) ➤ Lesson Plan spot check - ongoing ➤ Assessments - ongoing

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	54	57	50	50	57	0	0	1
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>Our ELA academic intervention services including Great Leaps, SRA, Rewards, Great Source, DEAR, and Kaplan Lesson bank for all students at risk (Level 1 and 2.), ELL, special education, and students receiving ESL services. A push-in model is used to provide academic intervention services to students. This give opportunities to provide students individualized instruction..</p> <p>We offer academic intervention services for ELL, special education, and students receiving ESL, a push-in model will be used to provide academic intervention services to students. This will give opportunities to provide students direct small group or individualized instruction. In addition ELL students will use the ELLIS program to help them improve their English skills.</p> <p>The extended day after-school instructional program will be offered to students on Mondays through Thursdays and Saturday Academy. Teachers work with students in small groups (12-15 students). Teachers and students work on literacy strategies, applying the skills/strategies to authentic texts, responding to focused writing tasks and listen to stories for specific skill purposes as well as to enhance CORE curriculum concepts, skills and strategies. All participating students including English language learners and special education students are grouped based on assessed needs for additional instruction to improve literacy skills. Test sophistications strategies are incorporated in the lessons.</p>
Mathematics:	<p>Our Mathematics academic intervention services including Apangea Learning, Math Builders, and Kaplan Lesson bank for all students at risk (Level 1 and 2.), ELL, special education, and students receiving ESL services. A push-in model is used to provide academic intervention services to students. This give opportunities to provide students individualized instruction.</p> <p>We offer academic intervention services for ELL, special education, and students receiving ESL, a push-in model will be used to provide academic intervention services to students. This will give opportunities to provide students direct small group or individualized instruction. In addition ELL students will use the ELLIS program to help them improve their math skills.</p> <p>The extended day after-school instructional program will be offered to students on Mondays through Thursdays and Saturday Academy. Teachers work with students in small groups (12-15 students). Teachers and students work on math strategies, hands on manipulative use applying skills/strategies to individual strand areas, responding to focused problem solving tasks and writing in math for specific skill purposes as well as to enhance CORE curriculum concepts, skills and strategies. All participating students including English language learners and special education students are grouped based on assessed needs for additional instruction to improve math skills. Test sophistications strategies are incorporated in the lessons.</p> <p>All students eligible for SES services will receive small group (10-15 students) tutorial for four hours weekly or one to one online tutorial service using targeted individualized instructional activities.</p>
Science:	<ul style="list-style-type: none"> • Small group instruction using an inquiry-based approach with hands-on lessons to enhance learning • After hours program to prepare students, in small groups, for the NYS Science Exam

Social Studies:	<ul style="list-style-type: none"> • Small group instruction using an inquiry-based approach with hands-on lessons to enhance learning <ul style="list-style-type: none"> ➤ After school and early morning intervention programs.
At-risk Services Provided by the Guidance Counselor:	<p>All students are afforded the opportunity to meet with the Guidance Counselor and the SAPIS worker for counseling. The School Based Support Team Assists with student evaluations and assessments. The Student Support Team attends all training sessions in compliance with the Region and the New York City Department of Education. Children’s Aide Society is an integral facet of school life, thus assisting parents and students with medical and psychological services. All personnel will meet regularly to become familiarized with the revised Chancellor’s Regulations, including the laws of confidentiality. Frequent parent meetings with individual counselors, while incorporating Parent Workshops & enhance the quality of life for all families at MS 321. Classroom guidance experiences in areas such as conflict resolution, problem solving, career planning and sexual harassment. Serves as consultant and resource personnel to school, staff and parents. Provides guidance and counseling to facilitate the transition of students to higher level schools. Collaborates with community agencies and other community resources to foster opportunities for maximal development of student potential.</p>
At-risk Services Provided by the School Psychologist:	<p>Students that are experiencing difficulty at home or at school are identified to the school social worker at the bi-weekly PPT meeting or by the Special Education Supervisor. The social worker then conducts informal observations of the child in his or her environment and will also contact the parents to get a social history on the child. This is often followed by a referral for at risk services to be provided by an outside agency.</p>
At-risk Services Provided by the Social Worker:	<p>Children’s Aid Society our CBO provides mental health services to identified students in need based on a referral basis. At-Risk students receive behavioral modification/incentive-based therapy (program). They receive individual counseling 1:1 (method of delivery)</p>
At-risk Health-related Services:	<p>Physical Therapist and Occupation Therapists provide services to students with IEP mandates</p>

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) 8 Number of Students to be Served: 176 LEP 81 Non-LEP
Number of Teachers: 13 Other Staff (Specify) : secretary, 3 Para professionals, Psychologist, 2 Counselors, Parent Coordinator, Social Worker, Family Worker.
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.

Title III, Part A LEP Program

The Minerva Mirabal School for Law and Journalism (MS 321) is a grade 7th through 8th middle school with 176 students. Eighty one students, within this population, are English Language Learners. Our school provides Transitional Bilingual and Freestanding ESL programs to these students. The Transitional Bilingual program offers Native Language Arts, ESL, Language Arts and Content Areas instruction according to the New York State and City guidelines. Our Language instructional program meets the mandated time allocation based on the English language proficiency of our ELLs. Special Education students, who have been identified as ELLs in their IEPs, participate in our ESL Pull Out program as well. Students with interrupted formal education (SIFE) receive Native Language Arts (NLA) and Math through a Thursday and Friday Extended Day program.

The Title III Grant will be used to provide Math and Literacy instruction in a Saturday Program for our beginners, intermediate, advanced and Long Term ELLs, and SIFE students.

- For the beginners and intermediate students, the focus will be on enhancing oral communication, reading and writing skills. The supplementary materials to be used are Shining Stars and True Stories Reading Series.
- Long term and advanced ELLs will develop language and literacy skills through literacy circles, writing and listening labs. These researched based teaching methods incorporate the four modalities: reading, writing, speaking and listening while studying a variety of genres, themes and author studies, in a small group setting.
- The math program will focus on specific skills building activities and the use of concept based teaching methods through the use of technology. The instructional materials to be used are the Math technology based Apangea Learning Program.

The program will run from January 2011 to May 2011 for sixteen weeks. Eighty one ELLs will be the target population in the program. Five certified teachers will work in the program: Math, ESL, Reading, Native Language Arts, and the SIFE teacher. The instructional sessions will run from 9:00 a.m. to 12:00 noon.

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

MS 321 will provide 4 sessions of “Family Literacy workshops” on Saturdays, one hour of Math and Literacy each month. Family Literacy is the key component of our Parental Involvement goal. Specially, literature circles, study groups. Workshops presenting information on the ELA, NYSESLAT, Math tests, in the native and English languages will allow parents to become familiar with the balance literacy model through guided reading, shared reading, and read -aloud activities. We will conduct a parent conference at the beginning of the school year to orient parents of ELLs regarding instructional standards, assessment and school expectations. These workshops and conferences will help parents increase their children’s academic performance. Appropriate translation and interpretation services will be provided to parents in order to meet the needs of our community.

We will hold “Family Mathematics and Real World Mathematics Workshops” on Saturday to be conducted one hour per session. We will focus on group instruction, Math Labs, and study groups that include the use of “Math manipulative” “technology” which foster and atmosphere of differentiated learning. We will use instructional materials to presents such as book lending library, books that parents will be able to take home to stat their own reading and math libraries.

Certified Math and ESL teachers will provide the PD each month.

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.

Description of Professional Development activities

At MS 321 the primary goal is to ensure that all faculty members are engage in professional discourse and learning. We provide support to the ELL population by engaging in high quality certified bilingual and ESL teachers in professional discourse and learning. Our ongoing monthly PD’s include the mandated ten hours of Special Education training for all teachers. Teachers are trained in ESL strategies and methodologies and first and second language acquisition. Our bilingual and ESL faculty participated in the Quality Teaching for ELL’s (QTELLs) training programs. ESL/Bilingual teachers have a weekly common preparation period with the ELA Instructional Supervisor and Literacy Coach for professional development. During this training, teachers receive curriculum information, share instructional materials, and learn about the components of Balance Literacy approach. In addition, bilingual teachers have a weekly common preparation period with the English Language Learners Specialist for unit planning.

The following workshop will be offered to bilingual/ESL teachers throughout the year:

- ESL through the content areas
 - ESL/ELA curriculum alignment to the state Standards
 - Students Portfolios Structure (Math, ESL,ELA)
 - LAP policies
 - Classroom Libraries organization
 - Language development process
 - The Principles of Learning (Clear Expectations, Academic Rigor, Accountable Talk, Print Rich Environment)
 - Assessment for English language Learners
 - The balance literacy Approach
 - Differentiated Instruction
 - Creating Inquiry based classroom
- Data Analysis
- Cooperative learning

Section III. Title III Budget

School: **MS 321**

BEDS Code: 31060001031

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 11, 935.20 \$ 795.68	Professional salaries (Title III Saturday Program) 5 teachers @ \$49.73 per hour x 16 weeks Family Literacy workshops 2 teachers (ESL & Math) @ \$49.73 x 16 = \$ 994.60
Purchased services - High quality staff and curriculum development contracts.	\$5,489.12	Supplementary Materials (Math Apangea learning System)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
Travel		
Other		
TOTAL	\$18,220.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - The school uses official HLIS and Parent letters issued in different languages from New York City to provide all parents with appropriate and timely information.
 - DATA AND METHODOLOGIES used by the school includes: reviewing new students biographical data in their cumulative records, home contacts by regular phone calls or home visits, student and parent formal and informal surveys, review of previous year's survey results, ARIS records generated by ATS, Parent teachers meetings sign in sheets and needs assessment.
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.

MS 321 is located in the Washington Heights Community with approximately 89 % of the student population coming from a Hispanic or Spanish speaking background. In order to facilitate the involvement of parents and students in our school family numerous steps are taken to ensure that language is not a barrier or hindrance for home school connection. The Parent Coordinator along with the school's parent involvement committee and the School Leadership team reviews the responses of the parents and presents the findings at SLT meetings, monthly newsletters, and Parent meetings.

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.

In order to cater to the diverse linguistics needs of our school community, the school has a bilingual Parent Coordinator who coordinates the efforts and basic translation needs of the school. This done by timely translation of in house documents, newsletter, memos, reminders and the use of the school's website(ms 321.org) to post relevant information in the home language of the students. Standardized

documents such as parents bill of rights, are obtained from the regional office or the websites in the home language of the students. All necessary documents and their timely distribution and translation where necessary will be placed on a checklist with the required deadlines for distribution and review. The parent involvement committee working in tandem with the Parent Coordinator will coordinate this area of our school's operation. We are also fortunate to have approximately 50 % of our staff that speak and write fluent Spanish.

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.

Oral interpretation services will be provided to our parents and school community by the use of proficient members of staff who are bilingual, the efforts of the Parent Coordinator, paraprofessionals, representatives from Children Aides Society and parent volunteers. These personnel will be present and available at conferences, meetings, phone calls on a scheduled basis.

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>.

MS 321 will fulfill Section VII of the chancellor's Regulation A-667 regarding parental notification requirements for translation and interpretation services as follows;

- We will provide timely translation and distribution of critical communications of the covered languages within our school community (Spanish, Arabic and Haitian Creole). As indicated in the section before, the office of the Parent Coordinator working along with the Parent Involvement Committee (teachers, parent volunteers, school aides, office staff representatives, Guidance Counselors etc) will develop a student and parent package for distribution at the start of the school year and as required during the tenure of the school year. Documents with information such as: state standards, performance, conduct codes, discipline, safety and health along with information about placement in any special education or academic programs etc will be obtained from previously translated critical documents on websites or on our files.
- Specific interpretation requirements will be provided on site by members of staff (over 50% of our staff are bilingual teachers, on phone by the parent coordinator and members of staff. At Ms 321 teachers work as a team with a balance to meet interpretation services at meetings, conferences or making calls. Teachers will also be encouraged to learn the basic fundamentals of the native language of the students and to validate the culture of our students on an ongoing basis.
- Specific notification requirements will be met by ensuring through the Parent Coordinator and the Parent Involvement Committee that parents are provided at the start of the school year with: the Parents Bill of Rights along with the Family Guide. Parents will also be directed through sessions with the Parent Association how to use The Grow Parent website on the Schools.nyc.gov webpage, E-chalk and ARIS.
- A sign will also be posted on the parents' bulletin board stating the availability of language services at MS 321. This will also be reinforced at monthly Parent Association meetings, in monthly parent newsletters and informal meeting times with teachers and parents before and after school.

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:	183,417	14,494	197,911
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,840	1,440	1,980
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9,200	*	
4. Enter the anticipated 10% set-aside for Professional Development:	18,400	*	

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.

Parent Involvement Policy

Welcome to the family at MS 321 and indeed you are now our partners as we seek to provide a high quality education for your child/ward. Your support, involvement and contribution are of paramount to the success of this school.

As we seek to develop and maintain a meaningful and lasting positive relationship, we sincerely ask that all parents and guardians play their part in this building process. There are a number of important avenues where your ideas and concerns can be shared and we look forward to your wholehearted support at meetings. A strong program of communication between home and school must be encouraged, continually evaluated and maintained so the school and community are connected in meaningful and productive ways. Some of the meetings/avenues for parental involvement will include:

- Parent Orientation
- Parent/ Teacher Conferences
- Parent Seminars and Workshops
- Parent Association
- Field Trips
- School Awards Functions
- Saturday Parent Institute Building Bridges Program
- Parent volunteering to help within the school on an ongoing basis
- Involvement in the School Leadership Team

In addition, we welcome organized parental visits to our school and regular contacts with our teachers to ensure your child is on the right path to success. Correct addresses and accurate telephone records must be maintained to ensure appropriate and regular contact between the school and the home and also to ensure that in the case of an emergency, parents can be reached quickly. Parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their child's individual student assessment results and proficiency levels and their meaning, promotion policy, after school and summer programs and SES. Parents will have access to the following:

- Report Cards seminars
- Newsletter
- School's Website: www.ms321.org
- Hip Conference with parents and teachers
- Monthly Progress reports

We ask parents to follow up with your child/ward with regards to the following:

- Wearing the school uniform
- Homework
- Projects
- Regular class work
- Lateness and absence
- Tests and Exams
- School materials
- General conduct and behavior

Parents will be included in the development of school- level parent involvement activities funded through Title I Targeted Assistance and School wide Program Schools:

- Parent Meetings
- Family literacy training
- An annual meeting to engage parents in the development and evaluation of Title I programs
- Professional Development for parents to enable children in the school to meet City and State Performance standards, during the regular school year and the summer
- Translation of information into any language spoken by a significant percentage of the parents of Title I participating children
- A parent resource room to be used for parent workshops and other training sessions
- Equipment and books to create a lending library collection for parents
- Postage, communications, and printing to provide ongoing outreach and information services to parents
- Activities for non-English- speaking parents
- Reasonable expenditures for refreshments or food, Particularly when parents involvement activities extend through mealtime

We provide the accessibility for participation of parents with disabilities by:

- Barrier free entrance
- Access elevator
- Access Main Office (1st floor)
- Accessible Parent Coordinator (1st floor)

We provide communication with non- English speaking parents,

- Notification will be provided in parents' native language to the extent practicable, for example
 - Notifications
 - Translations during meetings, calls, conferences.

Parents and staff will share responsibility for high student performance.

Parents can follow up on their child's work by doing the following:

- Making sure their child is prepared with the proper materials for learning
 - Writing Materials: pencils, pens, markers
 - Notebooks/binders
- Ask students daily "what (they) have learned today?" Check for students' notes, class work, and homework.
 - Parents can contact teachers via the following to follow up on assignments.
 1. Phone call (212-923-5129)
 2. Website
 3. Conference

- Ensure your child studies, which is time separate from homework.
- Ensure your child is well rested and fed for scholastic success.
- Contact the Parent Coordinator (212-795-5328)

PARENT SCHOOL COMPACT

School's Responsibilities:

- **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:**

Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their academic needs derived by data.

- **Hold parent-teacher conferences twice annually in schools during which this Specifically, those conferences will be held once in November and once in February.**

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

Student report cards are distributed 4 times a year and student promotion in doubt letters are sent home a minimum of twice a year.

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

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment; appointments are set up via the Parent Coordinator, Cecilia Cruz, at (212) 795-5328.

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

Parents can participate in a number of events each year that allow parents the opportunity to be involved directly in school activities such as:

- School Trips
- Class work presentations
- Open House
- Parent Volunteering

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school
 - monitoring attendance
 - talking with my child about his/her school activities everyday
 - scheduling daily homework time
 - providing an environment conducive for study
 - making sure that homework is completed
 - monitoring the amount of television my children watch

- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;

2. School wide reform strategies that:

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS 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:

Section I: Schoolwide Program (SWP) Required Components, such as extended school year, before- and after-school and summer programs and opportunities.

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.

- 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.

A comprehensive needs assessment of the entire school was carried out by various established committees and teams and their findings summarized under the section: the needs assessment of the school: Section IV; page 10.

The following established committees will continue to receive training and professional development with the use of expertise on our staff as well as from collaboration with GEO's (example AUSSIES, Kaplan, Berman, NYU, Anagea, Teaching Matters, etc.) and our ISO Network.

- Inquiry team
- Weekly content team and grade level planning teams
- Data specialist
- AIS team
- School Cabinet
- Parent Associations
- Before and after school tutoring sessions will continue to be implemented and made available to all students, and each child will have the right to this required seating time within our educational institution.

The focus of the school will be based on raising the academic scores of our children and we intend to do so by improving and modifying some of our practices and policies as it relates to:

Technology is integrated through out the curriculum. Through a Title II grant, each child has an e-mail account that allows student, families and faculty to be in constant communication. The school website offers information about the school, programs, a calendar of events and links to other websites that offer useful information for students, families and staff members. All students are provided with a Net book which is utilized in all content areas and collaborates with special programs such as Learning Matters, Renzulli, Anagea etc.

- Continued and sustained development of team approach to instruction by structured interaction with the school family.
- HAMILTON LISTENING CENTERS are used for all group (homogeneous) listening and reading activities during NIA, TBE, ESL and identify the pull out progression in association with integrated balanced literacy and intervention programs such as Shinning Stars, ~~Quick Reads and TIPS for Kids~~

Specialized instruction such as SPA and Great Leaps are used to address special needs student population. On-site and regional coaches and trainers will be used to train teachers by modeling effective practices. As part of the New Continuum, MPS 321, will expend all efforts to secure the least restrictive environment for differentiated instruction that meets the needs of its special education population through collaborative team teaching and through the mainstreaming of students for specific subject areas.

Differentiated workshops for teachers that will address their needs such as: the use of technology, interpreting and using data, Ongoing classroom walkthroughs and interclass visitations to facilitate best practices and provide assistance where needed.

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Supplementary Services for Students in Advanced Study Program

Advanced study courses include pre-high school or high school accredited courses. Students who achieve at high levels may be eligible to participate in advanced studies. Students will be selected to participate in advanced courses through student application, teacher recommendations and parent approval. These students will participate in our After School *Institute for Advanced Studies*.

Arts

We will continue to integrate the arts in all aspects of the curriculum. Arts offerings include dance, and demonstrations by professional artists. We maintain partnerships with Alvin Ailey Dance Theatre; Meet the Artist at Lincoln Center, Children's Aid Society, and Theater Garden.

Special Education

MS 321 follows the principle of the Least Restrictive Environment concept. The special education program will include one Bilingual CTT (team teaching inclusion classes) on grade eight, and one self-contained 12:1:1 class on grades seven and eight. The self-contained classes will be a monolingual 12:1:1 for students with speech and language needs on grade seven and grade eight. The Collaborative Team Teaching class (CTT) incorporates a bilingual 9:21 special needs and general education student ratio on grade eight.

Academic Intervention Services

The school has developed a variety of academic intervention services to meet the individual needs of every student at MS 321. Academic intervention services are provided throughout the instructional day using a push-in/pull-out model, and an after-school program to support students in meeting the city and state standards in the areas of Literacy, Math, Science and Social Studies. Various intervention tools such as; running records, IMPACT Intervention, Great Leaps, KAPLAN, Apangea Learning, Great Source, SRA, NY Start Reports, formal/informal assessments are administered, reviewed, and analyzed for instructional planning, and used to provide feedback to parents, students and teachers. Children's Aid Society provides a mental health clinic to address students' social and emotional developmental needs. Intensive guidance and support services are provided to assist students who are experiencing social and emotional issues that negatively impact their ability to achieve academically.

Pupil Personnel Team

The PPT, which includes members of the administration, faculty and staff, parent coordinator, PA, and Children's Aid Society, meets once a month, focusing on pupil personnel services and policies to meet the educational, social and emotional needs of the students. The PPT closely monitors students' behavior and academic performance. CAS, the SBST, and the guidance team provide counseling for students and families. Frequent parental contacts are made and referrals are considered for services within the school and outside the school for academic and/or

therapeutic services. The family worker will support the team's efforts to help students who have attendance and lateness problems. She/he will work closely with the parent coordinator, guidance team and other school personnel, contacting parents and making home visits when necessary.

3. Instruction by highly qualified staff.

- Currently 90 % of staff is certified in their content areas with more than 3 years of teaching experience.

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

Continued high quality and ongoing professional development for all members of staff will be provided using the following formats;

- Consultants from Kaplan, NYU, Ramapo, Marilyn Burns, network held workshops etc
- Study groups for all staff based on the individual needs of the staff.
- Seminars and workshops to train staff with regards to school learning needs: technology, planning meetings, use of data, organizational skills, classroom management etc.
- Inquiry team, SLT, Parent Associations, UFT etc training that will be shared with other members at Lunch and learn sessions of scheduled meetings.
- Mentor teacher program for new teachers providing guidance, support and assistance where required. Internally we will provide a partner teacher for all new members of staff.
- Teachers sharing their expertise and best practices on a scheduled basis.
- Interclass visitations to provide support and critique.
- College courses, UFT courses, network professional development opportunities are offered throughout the year to supplement in-house professional development.

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

- Supportive, collaborative atmosphere with an emphasis on professionalism.
- Support professional development opportunities for teachers offered by a number of community providers.
- Teachers are engaged in decision making
- Provide leadership opportunities for teachers.
- Actively advertising openings/vacancies at the school using available channels: website, direct contact, bulletin boards, links with colleges and institutions example (City College, Mercy College, Hunter College etc.)
- Recruitment using interview teams focusing on the needs of the school. Interviews done at college, job fairs, mentored student teachers, etc.
- Active use of school website, develop a school best practice portfolio.
- Provide a rewards/ extra incentive program for teachers such as having necessary resources, proper organized system and flexible time where appropriate.

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

We continue to recognize the importance of our parents in the lives of their child and as our partner in the educational process. While some of the strategies have been discussed before, a summary is provided below;

- Holding Workshops for parents on how to use a computer and its importance in the educational process in the modern society
- Literacy workshops; reading strategies, literacy classes for parents learning to read, speak and write in English.
- Study Skills and test taking strategies: Preparation for Exams. Planned by the Guidance Counselor/Parent Coordinator.
- Assignments and progress reports signed and returned to the school. Assignments and binders checked daily to keep up to date of what is happening within the classroom.
- Monthly calendars and newsletters
- Develop grade level Curriculum outline so parents that follow what is happening at school.
- Develop email contact through school website, communicate through telephone calls, and invite parents for positive visits.

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

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

- Ongoing professional development and training of staff in the use of ARIS and ACUITY resources.
- Acuity feedback from data specialist and from teachers.
- Weekly team meetings, common planning, inquiry teams, Professional developments will all be used as opportunities for teachers to share in the decisions of the school.

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.

- The use of Cooperative learning based on differentiated instruction in the classroom. This will be determined by the use of data at the start of each unit to determine student strengths and weaknesses.
- Ongoing Conferencing with students and parents using skill based checklists and conference sheets. Discussions will center on student progress and possible recommendations for future success.
- Peer tutoring and teacher tutoring during designated times. Students will use this session as part of their community service for the year while teachers will sign up for their availability at each grade level.
- Test preparation will be one of the focal points of the tutoring sessions.
- Homework help and afterschool programs will also be continued as part of our ongoing approach to assist students in preparing for the state exams.

- Workbooks, textbooks, laptops and cooperative learning will be used to develop mastery of skills for level 1 and 2 students.
- Small group intervention using our AIS resources.
- At risk students based on their cumulative records in our data base will be targeted during the year and push in and pull outs utilized during the school day.
- Teachers and the data specialist will track the progress these students are making on a monthly basis.
- Positive reinforcement programs have been implemented to motivate students. These include the use of certificates, stickers, student of the month award, most improved award, Principal's award and positive letters and calls home. In addition academic and behavioral achievements have been linked to qualification for school teams (baseball, basketball etc.)
- Acuity tests and Scantron will be used as an interim form of assessment to predict student performance on the upcoming state exams.
- Informal teacher tests and quizzes will be given weekly and analyzed by groups of teachers at weekly meetings.

At MS 321 the school is extended for one hour on Mondays - Thursdays. Each student receives additional instruction in literacy and math depending on his/her needs. A "Project Boost" intervention program is embedded in the daily school program (37.5) for level 1 and level 2 students to receive additional instruction in literacy and math during the school. A "Power Block" Streaming tutorial intervention program is embedded in the daily instructional program (professional periods) in the areas of literacy and mathematics to provide additional instruction to all students including bilingual and special education students.

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.

Under the guidance of the school's principal, all activities and programs will be coordinated using team based strategy with built in accountability and reporting. Teams such as: SLT team, school cabinet, Assistant Principals, team leaders, Parent Association, Guidance Counselors, Pupil Personnel services, CAS, support services and teachers will carry out and report on programs within the school. The coordination and integration of these programs will be guided by the school's budget and a school wide year plan.

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	✓			183,417	✓	pp 21-27
Title I, Part A (ARRA)	Federal	✓			14,494	✓	pp 21-27
Title II, Part A	Federal	✓			27,600	✓	pp21-27
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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: SINI 1 **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.

The school did not make AYP in the area of science. Our findings indicate that 25% of the students population performed at level 3 or above. We believe an inability to hire a permanent science teacher due to a high shortage in that content area contributed to a decline in assessment scores for that school year.

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.

During the 2009-2010 school year students were looped for instruction with a highly qualified permanent teacher. Special attention in the area of intervention during the school year was provided to include: curriculum mapping, inquiry based classroom setting, hands-on instruction, differentiation, technology, individual netbooks for each student, team/common planning, small group pull out, extended day, extra lab sessions, work book, focus on academic vocabulary development, implementation of research-based best practices using technology (smart board /netbooks), and parent workshops.

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

School Under Registration Review (SURR)

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.

Ongoing professional development provided by AUSSIE, Teaching Matters, Apangea Learning, Renzulli, Kaplan, NYU

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

- N/A
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parent meetings, workshops, backpack notices, mailed correspondence.

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.)
Two (2)
2. Please describe the services you are planning to provide to the STH population.
Students that fall into this category are provided with at risk counseling, Academic Intervention Services, tutoring and intervention programs in the morning and afternoon. In addition these students are often assisted through family assistance programs with food items, clothing and gift cards. Health services are provided by means of In house Health/Mental Clinic though our CBO Children's Aid Society.

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).
Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
2. 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. 321 - Minerva					
District:	6	DBN:	06M321	School		310600010321

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.9	92.4	90.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		89.4	91.6	87.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	83	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	97	83	0		80.7	84.5	93.6
Grade 8	122	92	89				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	16	27
Grade 12	0	0	0				
Ungraded	1	1	0	Recent Immigrants - Total Number:			
Total	303	176	89	(As of October 31)	2007-08	2008-09	2009-10
					25	17	19

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	8	5	Principal Suspensions	15	12	5
# in Collaborative Team Teaching (CTT) Classes	3	5	0	Superintendent Suspensions	28	19	7
Number all others	17	4	3				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	55	58	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	46	22	TBD
# ELLs with IEPs	7	10	TBD
Number of Teachers	31	26	13
Number of Administrators and Other Professionals	11	12	8
Number of Educational Paraprofessionals	2	1	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	6	15	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	25.8	50.0	38.5
				% more than 5 years teaching anywhere	41.9	38.5	69.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	58.0	73.0	92.3
American Indian or Alaska Native	0.3	0.0	0.0	% core classes taught by "highly qualified" teachers	84.5	95.8	84.2
Black or African American	14.5	9.7	7.9				
Hispanic or Latino	82.5	88.6	92.1				
Asian or Native Hawaiian/Other Pacific	1.3	0.6	0.0				
White	1.0	1.1	0.0				
Male	50.5	50.6	52.8				
Female	49.5	49.4	47.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	5	5	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 4	District 06	School Number 321	School Name Minerva Mirabal
Principal Pamela Russell		Assistant Principal María Guerrero	
Coach		Coach	
Teacher/Subject Area Dawn Hunter ESL\ELA		Guidance Counselor Digna Rodriguez	
Teacher/Subject Area Kathy Lara NLA\ESL		Parent	
Teacher/Subject Area Joel Guzman MATH\SC		Parent Coordinator Cecilia Cruz	
Related Service Provider		Other	
Network Leader Lucius Young		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	89	Total Number of ELLs	42	ELLs as Share of Total Student Population (%)	47.19%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

ELL Identification Procedures:

After classifying newcomers according to their English Language proficiency level with the LAB-R Assessment, within ten days of enrollment, they are placed accordingly into a Transitional Bilingual, or ESL Push In program. This would vary depending on parental choice. The new York State English as a second Language Assessment (NYSESLAT) is given to ELLs students every year in order to determine English Language acquisition and proficiency development.

Program Placement as per parent choice:

After reviewing the Parent survey selection forms for the past years, we've noticed the trend in program choice are Transitional Bilingual and ESL freestanding programs. All programs at MS321 are aligned to what the parents have been requesting. Parents of new comers complete the Home language Survey. This allows us to identify if the student's home language is other than English and to exercise parental Options in regards to programs. During the parents Orientation meeting, parents view a video in their native language about program choices and are able to ask questions about the different programs. Parents may choose to have the child placed in one of these educational options:

- Transitional Bilingual
- Free Standing ESL program

Part III: ELL Demographics

A. ELL Programs

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

K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>

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>									31					31
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In									11					11
Total	0	0	0	0	0	0	0	0	42	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	2
SIFE	14	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									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	13	13								13
Dual Language										0
ESL										0
Total	13	13	0	0	0	0	0	0	0	13

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									40					40
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	40	0	0	0	0	40							

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

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

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	11	0	0	0	0	11							

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

Current Bilingual Instructional Program at MS 321

The Minerva Mirabal School for Law and Journalism has a students population of 89 students. 46% of this population are identified as English Language learners. Our school provides a Transitional Bilingual program and free standing ESL Pogram to these students. English Language Learners in our Transitional Bilingual and ESL Push In program are grouped according to proficiency levels (Beginners, Intermediate and Advanced). The units of study for each subject is determine by the new York State Commissioner's Regulation Part 154.

The goals of the programs are as follows:

- To achieve English Language proficiency within three years by implementing different methods of instruction and by intensifying the instructional time with the implementation of various intervention programs.
- To incorporate ESL strategies and methodologies into core content area subjects.
- To guide students "on grade proficiency level" performance, in the City and state's standardized assessment through data-driven instruction.
- To attend to the effective needs of new arrival students by attempting to lower the levels of anxiety they may be experiencing as a result of cultural and linguistic transition.

Distribution of instructional time among the different subjects

In our transitional bilingual program, students who scored in the NYSESLAT at the beginners level, are exposed to the 60:40 model (60% of instruction in Spanish and 40% of the instructional time in English). In this model, students receive two units of ESL aligned to ELA using ESL strategies and methodologies. They also receive one unit of NLA (four periods a week), using the Balance Literacy approach, and the workshop model. Math, Social Study and science are taught in Spanish with ESL support. The workshop model format is implemented, as far as possible, in all content areas as the form of instruction. Students at the Intermediate level are exposed to the 50:50 model (50% English\50% Spanish) instructional approach. Two ESL units aligned to ELA using ESL methodologies and strategies. One unit of NLA using the balanced Literacy and workshop Model approaches. Math and Social Study instruction is delivered in Spanish using ESL support. The language of instruction in Science is Spanish with ESL support. Generally, content area instruction is planned through the use of NLA with the used of ESL methodologies.

Advanced ESL students follow the 25:75 instructional model. One ESL Unit aligned to ELA, with the main focus being ESL instructional methodologies and strategies. English Language Arts is provided four periods a week (one Unit) with ESL support. Native Language Arts is delivered through the use of the workshop model and balanced Literacy approach. The time allocated to NLA is one unit per week. Math and science are taught in English (ESL) using NLA support. The language used in Social studies is Spanish with ESL support.

Required units of Dance, Physical Education, Health, Technology Education and Library skills are given in English using ESL methodology.

Freestanding ESL Pull-Out program

Ms. 321 services to ELLs in monolingual classroom through our ESL Pull Out program. In this program our ESL\ELA teacher provide the required minutes of ESL/ ELA instruction during the Language Arts (ELA) block. The ESL teachers also works in collaboration with content area teachers in order to provide content areas instruction utilizing ESL methodologies.

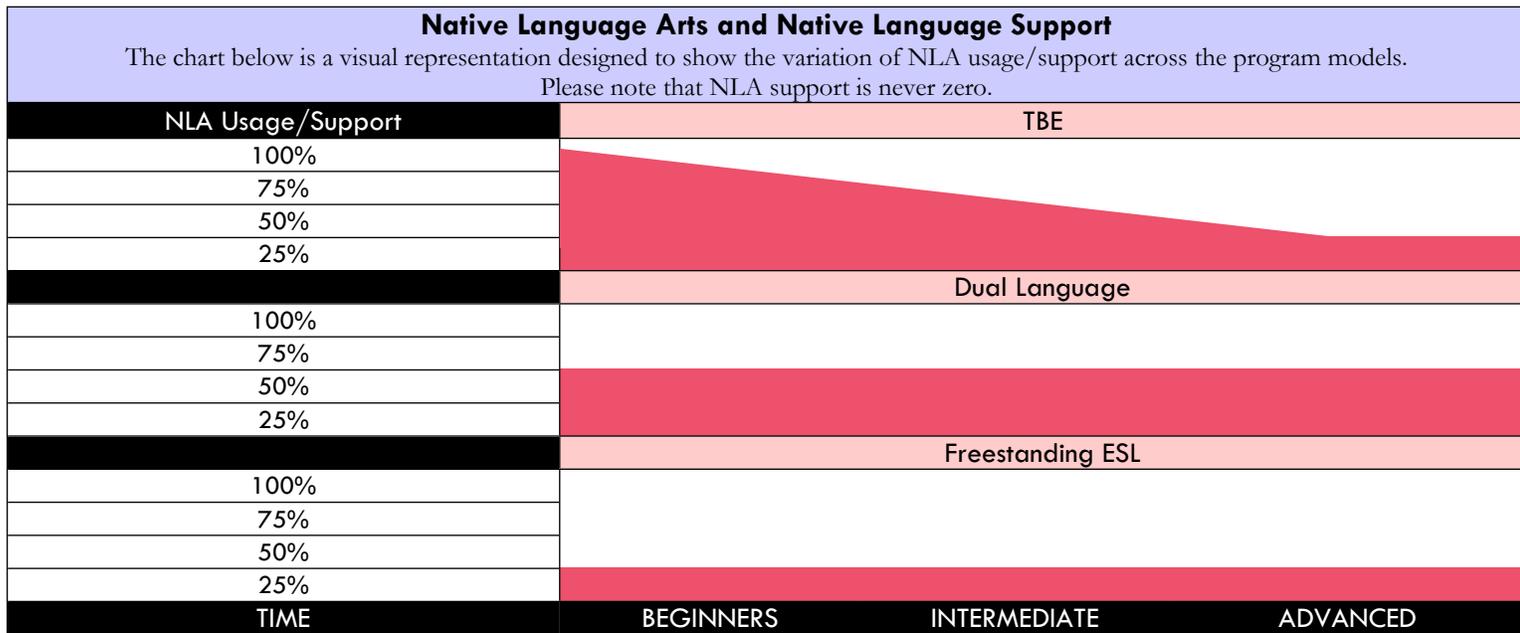
Distribution of Instructional Time in the Pull-Out program

Beginner and Intermediate students receive a minimum of 380 minutes (8 periods) of ESL instruction per week. Advanced students receive 180 minutes (4 ESL periods), 4 ELA periods per week.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Plan For newcomers

After classifying newcomers according to their English Language proficiency, they are placed accordingly into a transitional bilingual or ESL class. This would vary depending on parental choice. These students are grouped according to English proficiency. In addition, our newcomers participate in the 37.5 morning Reading intervention program, 5 periods a week of ESL and Math Streaming program Mondays-Fridays, and 1 hour of ESL and Math Extended Day program Mondays through Thursdays, from 3:00 to 4:00 PM. New comers and SIFE students receive different support services, such as individual counseling, constant parent and school communication and visits, parents and students group counseling when appropriate.

Plan for long Term ELLs;

In order to improve the linguistic and academic skills of our Long term ELLs, we are providing academic intervention through the following programs:

- A 37.5 Reading Intervention program Mondays through Thursdays. In this program students read to develop comprehension skills and vocabulary development.
 - One period a week, Mondays through Thursdays 9:00 to 9:42 of intensive ELA and Math instruction. In this intervention program students are exposed to reading and math activities proven to increase student's reading and writing skills.
 - One hour, Mondays through Thursdays of Math and Reading (ESL\ELA) Extended Day program. This program's goal is to develop Long term ELLs reading and Math skills and to support in becoming proficient readers and writers.
 - An ESL Pull-Out program in which the ESL\ELA teacher provides the required minutes of ESL instruction to Long Term ELLs. This teacher also works in collaboration with Content area teachers in order to provide content area instruction with the use of ESL methodology.
- Description of how ELLs students are served within the core curriculum

In order to help our ELLs become fluent readers and writers, we focus on rigorous core curriculum instruction. We immerse them in rich literature program with the Shining Star ESL standards based materials.

ELLs are able to build their reading, writing, speaking and listening skills through the use of ESL strategies across all content areas subjects. Beginning readers build their knowledge of sentence structure and vocabulary, as well as experience readers within meaningful context. The use of core curriculum materials (Impact Math, New York Science, Holt Mcdougal Social Study, content areas and ESL\ELA Libraries). ELLs are exposed to activities that support the development of reading and writing skill, reading comprehension, skimming, scanning. Reading critically, extensively, dramatically. Other approaches that are used are: shared book experience and choral reading.

Having a writing focus is essential to our program. Students are able to communicate ideas while writing for different purposes and audiences, They write according to writing proficiency within the demands of the standards and curriculum. Their academic writing is conducted through report , articles, newsletters, letters, compositions, essays, narratives, speeches and free writing.

ELL students read independently a minimum of 25 books on reading proficiency levels in Spanish and English. All bilingual classrooms are equipped with ESL, NLA, ELA, and Content based libraries where students are able to choose according to reading genres, preferences, and teacher's assignment.

The Balance Literacy program and Workshop Model is used in ELA (Advanced) and NLA (beginners and Intermediate) literacy blocks. ESL

instruction is aligned to ELA curriculum and standards.

Instructional Plan for SIFE students:

Students with interrupted formal education (SIFE) are receiving 5 Native Language arts periods, content area instruction is conducted in Spanish. We also provide a 5 periods a week of math and ELA intervention program (Mondays-Fridays) 9:00 to 9:42 A.M.. In addition, they receive 37.5 minutes in a Reading Morning Intervention. They also participate in our "Knowledge is Power" Math and ESL Extended Day program

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Description of Professional development Activities

At MS 321 the primary goal is to ensure that all faculty members are engaged in professional discourse and learning. We provide support to our ELL population by engaging in high our bilingual and ESL teachers in professional discourse and learning. Our ongoing monthly PDS include the mandated ten hours of Special Education training for all teachers. Teachers are trained in ESL strategies and methodologies and First and Second language acquisition. Our bilingual and ESL faculty participated in the quality teaching for ELLs (QTLLS) training. ESL\Bilingual teachers participate in a weekly common planning period with ELA Instructional Supervisor. During this training, teachers receive curriculum information, share instructional materials, and learn about the components of Balanced Literacy approach. In addition, bilingual teachers have a weekly Team Planning Meeting where they analyze students' data, progress and grade level planning of instructional Units.

The following workshop will be offered to bilingual \ESL teachers throughout the year:

- Teaching ESL through Content Areas.
- ESL\ELA Curriculum Alignment to Standards
- Students Portfolio Structure
- LAP Policy
- Classroom Libraries organization
- Language development process
- Data Analysis that improves instructional practice
- Principles Of Learning (Clear Expectation, Academic Rigor, Accountable Talk, Print Rich Environment)
- Assessment for English language Learners
- The Balance literacy Approach and workshop model
- Differentiating Instruction
- Identifying Students with Interrupted Education (SIFE)
- Achieving Success for ELLs: A Common Understanding of What Works (Provided by the Office of ELLS)

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?

Parental Involvement

Parental involvement is always promoted in our school. These workshops are guided to promote more active involvement in our student's education. The following workshops are provided throughout the year:

- Understanding your child's Instructional program
- ARIS Parent Link, How to N
- avigate ARIS system
- High school Selection Process
- Graduation Meeting with Faculty and Parents
- Extended day program Informational Meeting
- ESL\Bilingul parents' Orientation Meeting
- Preparing Your Child for State Exams (NYSESLAT, ELA, Math, Science)
- Parents' Asiciation Meetings
- Open House Night for Parents
- School Leadership team Meetings

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)									26					26
Intermediate(I)									12					12
Advanced (A)									2					2
Total	0	0	0	0	0	0	0	0	40	0	0	0	0	40

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

	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	12	8			20
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									0
7									0
8	2	18	8	8	1				37
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

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

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

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

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

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

Paste response to questions 1-6 here

English Language Learners Assessment

- English Language Arts (ELA)
- New York State Mathematics
- NYSESLAT
- ELA\Math predictive Assessment (ITI)
- NYS Science Exam
- LAB R
- Spanish reading (ELE)
- ELA and Math Scantron Assessment Series
- Math\ELA Acuity

Assessment Analysis:

MS 321 consistently gathers and generates assessment data and uses it to understand student's strengths and weaknesses, students grouping and placement, to monitor students' progress over time. Assessment Data is used as follow:

To Monitor and set goals for accelerating the progress of each student

To plan and set goals for accelerating the progress of each student

To review, inform and engage students and families in achieving these goals.

To evaluate our school's goals throughout the year, and adjust and revise plans as needed.

After examining the results in the four modalities of the NYSESLAT, we have noticed the following patterns across proficiency levels:

- Students obtain higher scores in the listening and speaking components of the NYSESLAT, however scores were lower in the reading and writing modalities of the test.
- There is a need of improvement across all proficiency levels, in the reading and writing components of the NYSESLAT.

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		11/2/10
	Assistant Principal		
	Parent Coordinator		11/2/10
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		