



MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 06M328

ADDRESS: 401 W. 164TH STREET, NEW YORK, NY, 10032

TELEPHONE: 917-521-2508

FAX: 917-521-9777

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 328 **SCHOOL NAME:** Manhattan Middle School for Scientific Inquiry

SCHOOL ADDRESS: 401 W. 164th Street, New York, NY, 10032

SCHOOL TELEPHONE: 917-521-2508 **FAX:** 917-521-9777

SCHOOL CONTACT PERSON: Jorge Estrella **EMAIL ADDRESS:** jestrel@schools.nyc.gov

POSITION/TITLE: PRINCIPAL **PRINT/TYPE NAME** JORGE ESTRELLA

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Chevelle McKeever

PRINCIPAL: Jorge Estrella

UFT CHAPTER LEADER: Jessica Robles

PARENTS' ASSOCIATION PRESIDENT: Francisco Goris

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 **SSO NAME:** CEI-PEA - 532

SSO NETWORK LEADER: Alan Cohen

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Jorge Estrella	*Principal or Designee	
Jessica Robles	*UFT Chapter Chairperson or Designee	
Francisco Goris	*PA/PTA President or Designated Co-President	
Desiree Wright	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ana Cancel	DC 37 Representative, if applicable	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Milagros Garcia	Member/ Parent	
Roy Ward	Member/Parent	
Lisa Deluc	Member/Parent	
Susana Ramirez	Member/Teacher	
Chevelle McKeever	School Leadership Chairperson	
	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.

The Manhattan Middle School for Scientific Inquiry – MS 328, offers a rich educational environment that will prepare students to become lifelong learners and engaged members of society. Our students will be able to participate successfully in an ever-changing, technology-driven world. Teachers at Middle School 328 are educators who are passionate about teaching and learning and who have high expectations for all students including English language learners, special education students, and youngsters who are emotionally, socially, or academically at-risk.

Teachers use research-based teaching methodologies, and engage students in independent and cooperative projects, incorporate technology in their lessons, and establish partnerships with the community. At MS 328, students and teachers form a learning community of creative problem solvers; innovative decision makers who possess and share their academic, social and technological knowledge. Parents, staff, and the community work together to promote these ideals and to ensure that each student has the opportunity to reach his or her fullest potential.

In this learning community, students and teachers will:

- enjoy a sense of safety and a love for learning,
- understand their responsibility to meet high academic expectations,
- demonstrate social awareness and responsibility, and
- prepare themselves to be active citizens in a democratic country.

Demographics

Middle School 328 is located in Upper Manhattan, a culturally diverse and densely populated community. Approximately 85% of the population of 442 students is Spanish speaking or are second generation immigrants from Latin America; 15% African American and 1% other (Yemen, Liberia). In addition, 50% of our students are English Language Learners (ELL's) and 98% qualify for the free lunch program. Approximately 16 percent of our students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), instruction in self-contained classes, and related services such as speech and language support and counseling. The feeder schools for Middle School 328 are Title I schools with a high percentage of low-performing students.

Staff

Middle School 328 hires qualified educators who care about young people and who want to work in a collaborative environment. The majority of our staff is New York State certified secondary teachers. In addition, MS328's teachers are experienced in numerous instructional models. Our teachers are leaders in their subject area and share their special abilities in demonstration lessons, department conferences, grade level meetings, national conferences, and regional professional developments. Furthermore, our teachers are computer literate with experience implementing technology-based lessons as well as using student data found in anecdotal observations, class work, portfolios, and attendance records. Teachers are encouraged to use creative teaching strategies to help students achieve their educational goals.

School Philosophy

Like its name, Middle School 328 places a special emphasis on inquiry teaching in science as well as all other subject areas. According to John Dewey, "People learn best when they seek answers to questions that matter to them." Inquiry involves the process of asking meaningful questions, planning a procedure for studying these questions, organizing and analyzing the information gathered, and reflecting on and interpreting this information in the context of the study question. Students are engaged in project-based learning activities, literacy circles,

real-life applications for mathematics, the study of primary sources in social studies, hands-on science labs, field work, and community service.

Students take an active role in every stage of the inquiry process. Teachers guide students through the inquiry process as they connect the curriculum to their prior knowledge, learn how to find information, evaluate sources, reconcile conflicting accounts, and create an interpretative account, finally applying their knowledge to real-life situations. Teachers also practice and share a variety of classroom activities to accommodate different learning styles; provide multiple assessment tools and models; and create lively, engaging opportunities to learn challenging material.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” 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. 328 - Manhattan Middle School for Scientific Inquiry				
District:	06	DBN #:	06M328	School BEDS Code #:	310600010328

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.6	92.3	TBD		
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		95.0	96.0	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	143	114	123	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	189	150	142		94.8	94.0	96.8		
Grade 8	232	199	162						
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		38	203	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					55	27	39		
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	32	31	27						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	36	27	TBD		

DEMOGRAPHICS							
Number all others	39	44	39	Superintendent Suspensions	14	15	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	123	160	117	Early College HS Participants	0	0	0
# in Dual Lang. Programs	43	46	50				
# receiving ESL services only	59	49	41	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	30	1	47	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	44	38	TBD
				Number of Administrators and Other Professionals	11	12	TBD
Overage Students: # entering students overage for grade							
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	TBD
	11	13	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)			
(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	0.4	0.0	0.0	Percent more than two years teaching in this school	34.1	55.3	TBD1
Black or African American	12.0	9.8	10.8	Percent more than five years teaching anywhere	38.6	42.1	TBD
Hispanic or Latino	86.8	87.7	88.8	Percent Masters Degree or higher	68.0	82.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	0.5	1.7	0.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.1	97.9	TBD
White	0.4	0.8	0.2				
Male	59.1	59.4	54.7				
Female	40.9	40.6	45.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual Subject/Area	Elementary/Middle Level	Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Ratings	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	X	√	-			
Hispanic or Latino	X	√				
Asian or Native Hawaiian/Other Pacific Islander		-				
White	-	-	-			
Multiracial	-	-	-			
Other Groups						
Students with Disabilities	X	√	-			
Limited English Proficient	X	√				
Economically Disadvantaged	X	√				
Student groups making AYP in each subject	0	6	1			

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.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	55.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	6.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	36.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.3	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 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 the schools 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?

Comprehensive Program/Performance Trends

Our School's Comprehensive Educational Program reflects the most current quantitative and qualitative data available from our School Progress Reports, Quality Review, ARIS Reports, as well as results from the Inquiry Team's action research. In 2009-2010, MS 328 earned an overall Report Card score of a **B**, 2007-2008 Quality Review score report of "**Well Developed**" and "**need of improvement**" (**SINI-Year 1**) on our State Accountability Status for the 2008-2009 school year.

The current data from the School Progress Report Card indicates that MS 328 has made inconsistent progress in its overall school environment which includes student performance and student progress over the past three years. In 2009-2010 our overall score was a **55.2**. This indicates a significant **decrease of 40.6 percentage** when compared to the 2008-2009 school year.

In the School Environment subcategory our calculated score for 2008-2009 was **11.9**. In 2009-2010 our score decreased to an **8.9 (-3.0)**. In the subcategory of student performance our score was a 24.0 in 2008-09, and a 6.3 in 2009-2010 school year (**showing a significant decrease in this category**). Our Student Progress score shows a decrease from a 49.4 in 2008-2009 to a 36.7 in 2009-2010; and in the area of student attendance our score dropped from a **92.3** in 2008-2009 to a **90.5** in 2009-2010, an decrease of 1.8. With respects to Academic Expectations, there was also a decrease from 8.0 in 2008-09 to a 7.8 in our latest progress report for 2009-2010 where our score rose from a 7.4 to an 8.0. This reveals that the students and staff have a clear vision of academic goals and expectations.

The percentage of students at a proficiency level in mathematics scoring levels 3 and 4 declined from a 69.4 in 2008-2009 to a concerning 31.4 in 2009-2010. In the area of English Language Arts, for the years 2008-09, our school's score was 48.0. In 2009-2010 our school's ELA also suffered a significant drop achievement. As a school, we continue to strive to close the achievement gap of our high-needs students, which includes our English Language Learners and our lowest one third. We are committed to continue to provide support to these students with the support of the Inquiry Team, Academic Intervention Specialist and teaching staff throughout the school year. We have identified the barriers we currently fact that has impacted us as a school.

Our school's Inquiry Team consists of the school administration, lead teachers—representing all the major subjects (English, math, social studies, and science). The Inquiry team accesses all available

data on each ELL student and level 2 student by using the ARIS system and the Acuity database. This data includes the Periodic Predictive Assessments and the ITA Diagnostic Assessments in both ELA and Math. The team also refers to the students' profile and maintains a running dialogue on each student's on-going progress. With the data gathered, all efforts are made to provide an After-school program along with an Extended Day Program, and Saturday Academy to further provide extended services for our targeted groups. After looking at data, the team then meets on a regular basis and works to devise plans to develop the skills of our target subgroup and level 2 students. The team communicates their concerns with the ELA and math teachers during their respective weekly subject conferences. More specifically, the Inquiry Team and administration have met to further analyze our school's data and target the population most at-risk. Our school has a large percentage of ELL students—56%—of which we have a number of students identified as SIFE students which presents us with our biggest challenge to meet our ELA goals. In addition, the number of students who do not receive language support at home which also impacts their progress in school has also been a great challenge. For our other targeted population, we have identified language development as being our main problem when analyzing students' reading comprehension. During our weekly planning meetings, held Mondays, we've discussed the introduction and application of vocabulary throughout the content areas. Our data has shown deficiencies in the acquisition and application of vocabulary throughout the content.

In addition, we have included the parent coordinator, who serves as liaison to parents, to further communicate these results to parents of the targeted group as well as our level 2 students in the form of letters and calls in the effort to address the students' specific concerns. Furthermore, the parent coordinator in conjunction with the subject level Assistant Principals, work together to design parent workshop that focuses on strategies that will help parents further assist their children at home in the areas of need.

Our school guidance department follows through with social and emotional support as needed. Monthly faculty meetings inform and include the support of all teachers and staff as to the goals for our targeted subgroup of ELL students and the level 2 population in our school. Discussions and further meetings will take place on ways to monitor the ongoing progress of this targeted population through periodic in-house assessments. Our determination and concerted effort produced significant gains with our ELL group in the past and this was reflected in our school meeting our Adequate Yearly Progress (AYP) for the 2008-2009 academic school year. Our goal for this year is to extend these successful efforts to include all classroom teachers, including Special Ed, and for them to target a subgroup of 5 levels 1 and 2 students in their respective classrooms. All teachers will work with that particular subgroup by differentiating instruction to meet their individual needs. In addition, Supplemental Education Services (SES), Skills Tutor and Achieve 3000 Programs will again be implemented in order to further the development of the skills in our current ELL targeted subgroup.

Review of Programs:

The 90-minute literacy block in both English language Arts and mathematics is where rigorous reading and math curriculums are implemented using the workshop model. This rigorous, research based instruction helps our students to evolve as independent learners. In addition, each English class is required to have level libraries as part of flexible differentiated learning; the library contains books that are appropriate for each individual student. Creative scheduling has also permitted us to add an additional 45-minute instruction as an extension for teachers to assist student to strengthen their students' skills in reading and math. The Impact Mathematics Program is geared towards moving students to develop problem solving skills. Students use deductive reasoning, communicate mathematically and incorporate writing skills to communicate their findings after conducting mathematical investigations that align to the NYS learning standards. In addition, MS 328 works to encourage the physical, intellectual, emotional, and social development of each child in order to maximize each student's full potential in becoming life-long thinkers and learners. It is our goal as well to ensure that our students are prepared to compete and become worthwhile contributing members of society. Programs such as, Art, Gym, Dance, Robotics and a host of other extra-curricular activities,

work in conjunction with these goals to raise our student's levels of self-esteem. Our varied, enriching and challenging curriculum helps our 6-8 students meet the challenges and rigorous standards that are set before them.

Data Summary

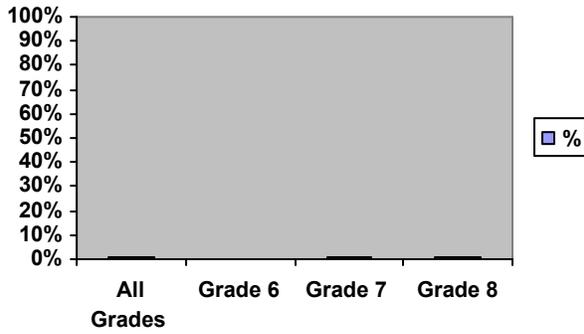
In the Fall of 2010, a needs assessment was reviewed and completed to help us continue to focus on our school-wide efforts. With new state guidelines, we have reviewed students' recent data and have found that although students at MS 328 continue to make strides in mathematics, our ELA shows a regression based on these new rigorous guidelines. The data below shows the areas where much emphasis will be placed and restructuring of our ELA team with respects to instructional priorities in alignment with the Common Core Standards is deemed necessary in order to meet our goals for this school year.

Level 4

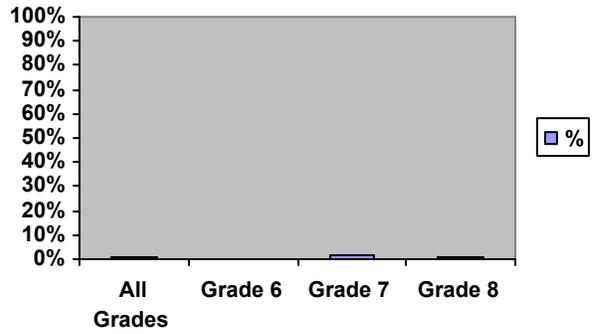
Students scoring a level 4 for accounted for 0% of Grade 6 students, 1% of Grade 7 students, and 1% of Grade 8 students. Of the General Education population 1% of the school scored a level 4; 2% of the 7th grade and 1% of the 8th grade population. 0% of the Special Education population scored a level 4 on the State ELA Exam. 1.67% of the Black or African American population across the school scored in the level 4 range. (0% in the 6th and 7th grades and 5% of the 8th grade Black and African American population) Among Hispanic or Latino students .67% scored a 4, 0% of 6th and 8th graders and 2% of 7th graders. There is no data to report on any multiracial students. Of the white students 0% scored a 4. 1.67% of female students scored a 4 – 0% of the 6th grade population, 3% of the 7th grade and 2% of the 8th grade. Of the Male students 0% scored a 4. Among English proficient students 1% of the overall school scored a 4, 0% of the 6th grade, 2% of the 7th grade and 1 % of the 8th grade. 0% of the Limited English Proficient students scored a 4. 0% of economically disadvantaged 6th graders scored a 4 while 1% of the same population in 7th and 8th grade scored a 4.

Subgroup	All Grades	Grade 6	Grade 7	Grade 8
All Students				
School	0.67%	0%	1%	1%
Disability Status				
General Education	1%	0%	2%	1%
Students with Disabilities	0%	0%	0%	0%
Ethnicity				
Black or African American	1.67%	0%	0%	5%
Hispanic or Latino	0.67%	0%	2%	0%
Multiracial	n/a	n/a	0%	n/a
White	0%	0%	n/a	
Gender				
Female	1.67%	0%	3%	2%
Male	0%	0%	0%	0%
English Proficiency				
English Proficient	1%	0%	2%	1%
Limited English Proficient	0%	0%	0%	0%
Economic Status				
Economically Disadvantaged	0.67%	0%	1%	1%
Not Economically Disadvantaged	n/a	n/a	0%	n/a

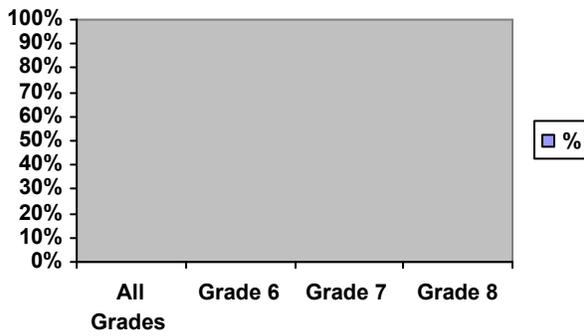
All School



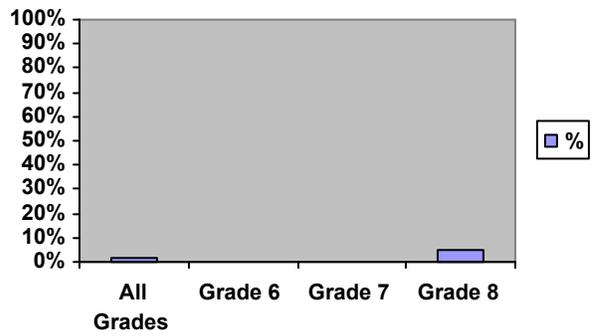
General Education



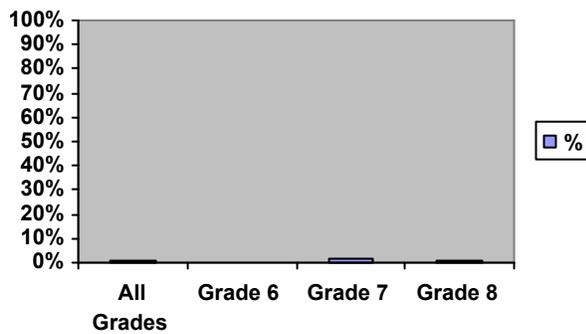
Students with Disabilities



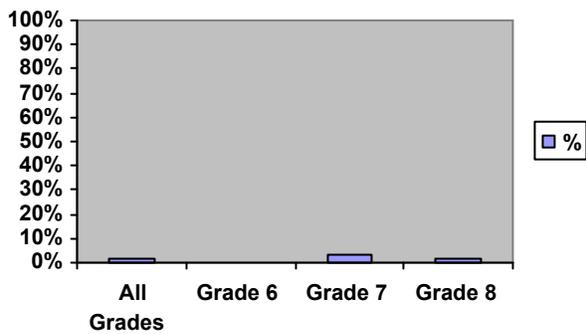
Black or African American

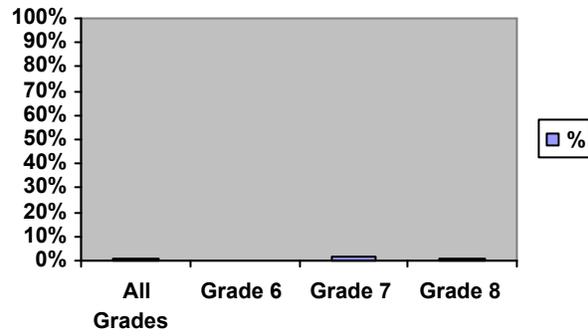
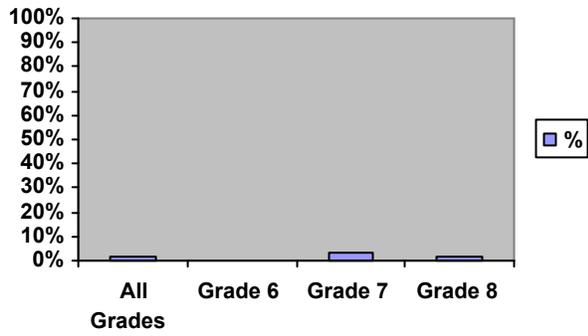


Hispanic or Latino

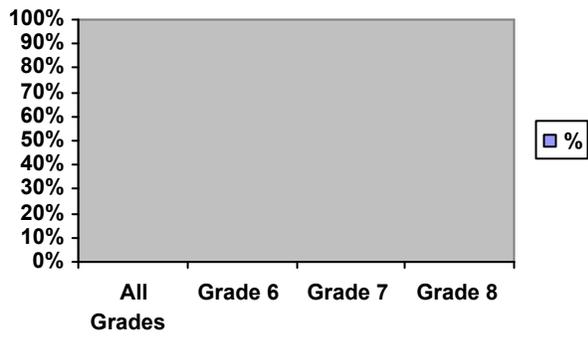


Female

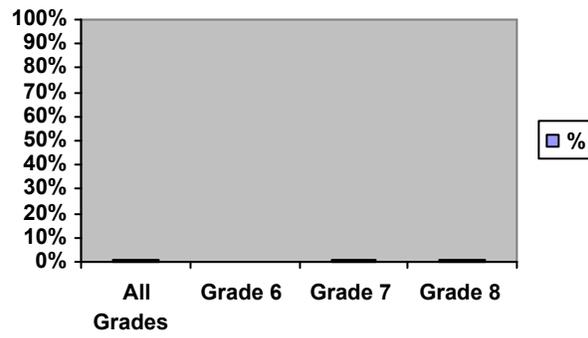




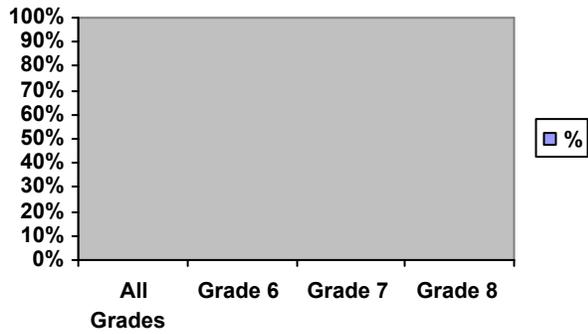
Limited English Proficiency



Economically Disadvantaged



Not Economically Disadvantaged

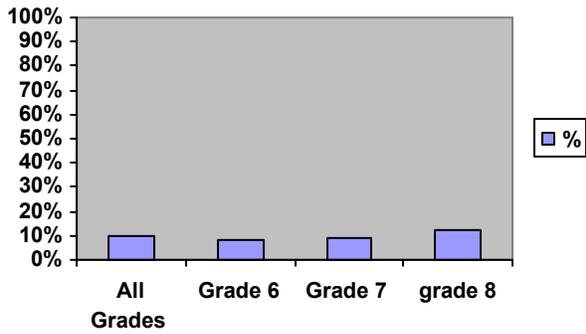


Level 3

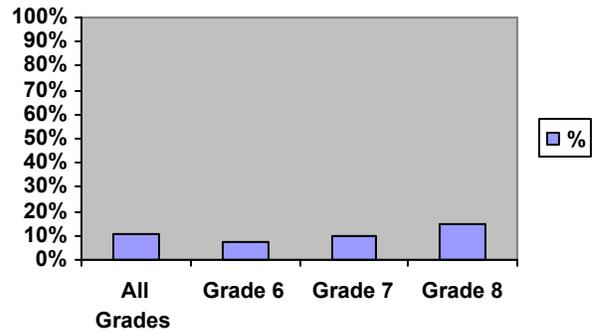
Students scoring a level 3 for accounted for 8% of Grade 6 students, 9% of Grade 7 students, and 12% of Grade 8 students. Of the General Education population 10.6% of the school scored a level 3; 7% of the 6th grade, 10% of the 7th grade and 15% of the 8th grade population. 3.6% of the Special Education population scored a level 3 on the State ELA Exam. 9.6% of the Black or African American population across the school scored in the level 3 range. (0% in the 6th grade, 10% in the 7th grades and 19% of the 8th grade Black and African American population) Among Hispanic or Latino students 9.3% scored a 3, 9% of 6th and 7th graders and 10% of 8th graders. 8.6% of female students scored a 3 – 2% of the 6th grade population, 12% of the 7th grade and 12% of the 8th grade. Among English proficient students 14.6% of the overall school scored a 3, 11% of the 6th grade, 13% of the 7th grade and 20 % of the 8th grade. 2% of the Limited English Proficient students scored a 3. 8% of economically disadvantaged 6th and 7th graders scored a 3 while 10% of the same population in 8th grade scored a 3.

Subgroup	All Grades	Grade 6	Grade 7	Grade 8
All Students				
School	9.6%	8%	9%	12%
Disability Status				
General Education	10.6%	7%	10%	15%
Students with Disabilities	3.6%	11%	0%	0%
Ethnicity				
Black or African American	9.6%	0%	10%	19%
Hispanic or Latino	9.3%	9%	9%	10%
Multiracial	n/a	n/a	0%	n/a
White	0%	0%	n/a	n/a
Gender				
Female	8.6%	2%	12%	12%
Male	10.3%	14%	6%	11%
English Proficiency				
English Proficient	14.6%	11%	13%	20%
Limited English Proficient	2%	4%	2%	0%
Economic Status				
Economically Disadvantaged	8.6%	8%	8%	10%
Not Economically Disadvantaged	n/a	n/a	50%	75%

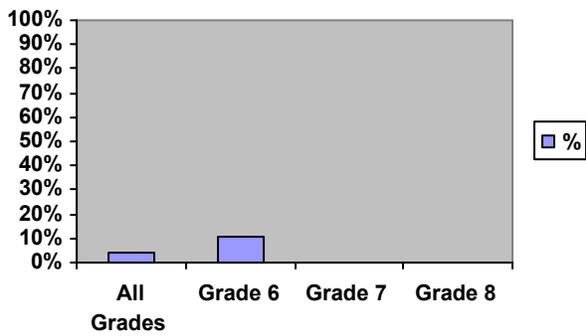
All School



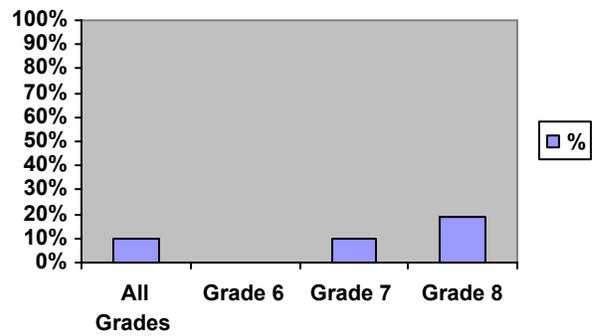
General Education



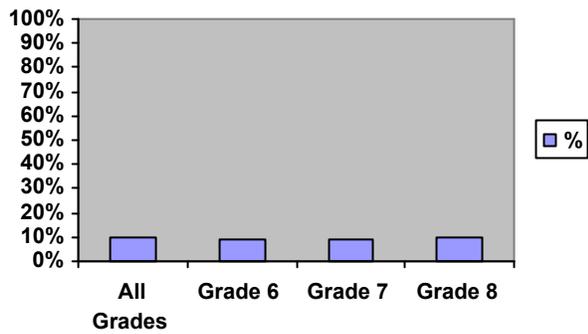
Students with Disabilities



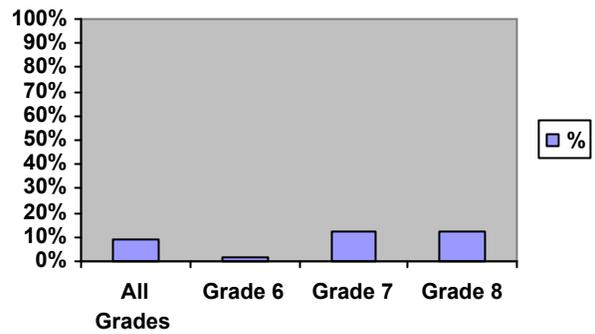
Black or African American



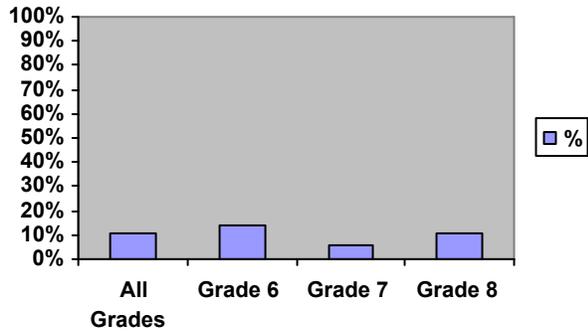
Hispanic or Latino



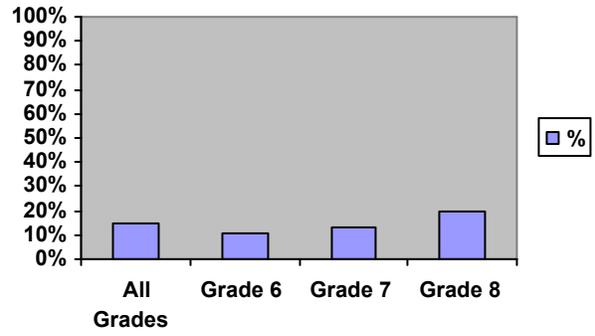
Female



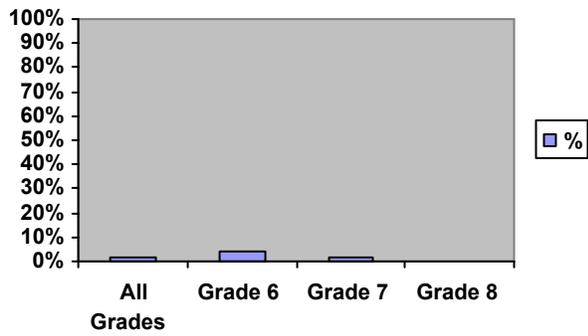
Male



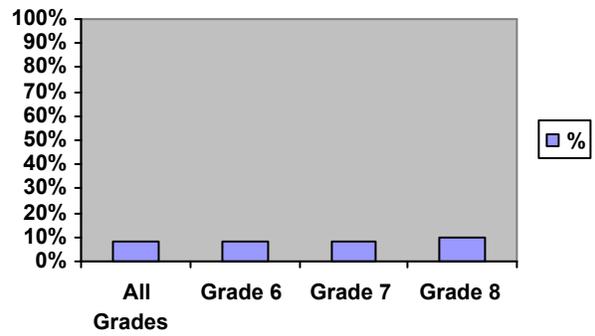
English Proficient



Limited English Proficiency



Economically Disadvantaged

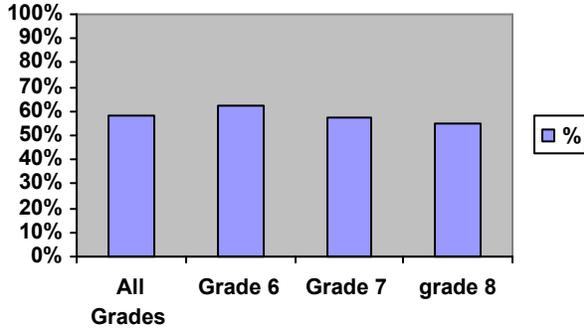


Level 2

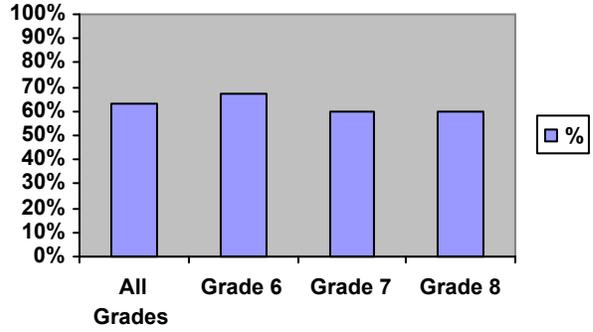
Students scoring a level 2 for accounted for 62% of Grade 6 students, 57% of Grade 7 students, and 55% of Grade 8 students. Of the General Education population 62.3% of the school scored a level 2; 67% of the 6th grade, 60% of the 7th grade and 8th grade population. 41% of the Special Education population scored a level 2 on the State ELA Exam. 73% of the Black or African American population across the school scored in the level 2 range - 100% in the 6th grade, 71% in the 7th grades and 48% of the 8th grade Black and African American population. Among Hispanic or Latino students 56.6% scored a 2, 59% of 6th and 55% of 7th graders and 56% of 8th graders. 63.6% of female students scored a 2 – 63% of the 6th grade population, 65% of the 7th grade and 65% of the 8th grade. There is no data to report on any multiracial students. Of the male students 53.6% scored a 2; 61% in the 6th grade, 65% in the 7th grade and 63% in the 8th grade. Among English proficient students 70.6% of the overall school scored a 2, 77% of the 6th grade, 69% of the 7th grade and 66 % of the 8th grade. 40% of the Limited English Proficient students scored a 2. 59% of economically disadvantaged 6th graders scored a 2 while 62% of the same population in 7th and 57% of 8th grade scored a 2.

Subgroup	All Grades	Grade 6	Grade 7	Grade 8
All Students				
School	58%	62%	57%	55%
Disability Status				
General Education	62.3%	67%	60%	60%
Students with Disabilities	41%	48%	37%	38%
Ethnicity				
Black or African American	73%	100%	71%	48%
Hispanic or Latino	56.6%	59%	55%	56%
Multiracial	n/a	n/a	0%	n/a
White	33%	100%	n/a	n/a
Gender				
Female	63.6%	63%	65%	63%
Male	53.6%	61%	51%	49%
English Proficiency				
English Proficient	70.6%	77%	69%	66%
Limited English Proficient	40%	43%	38%	39%
Economic Status				
Economically Disadvantaged	59%	62%	58%	57%
Not Economically Disadvantaged	n/a	n/a	0%	0%

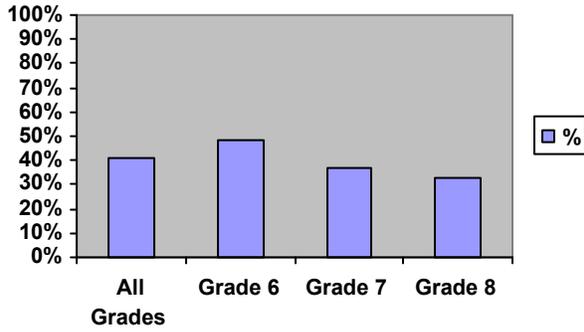
All School



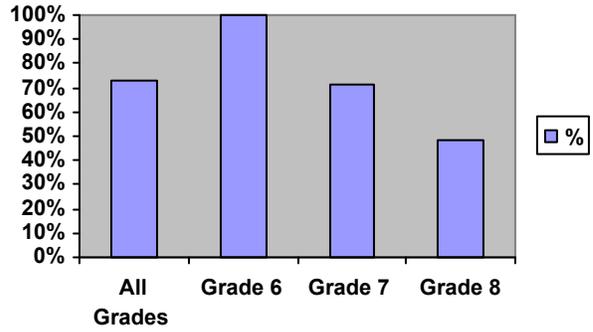
General Education



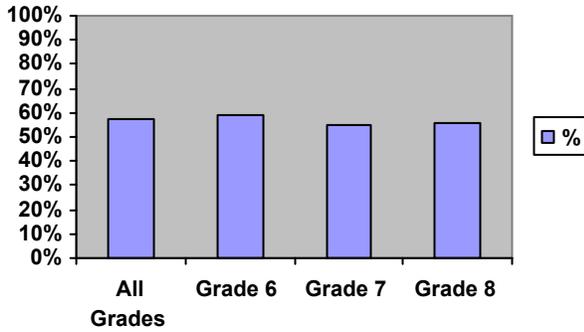
Students with Disabilities



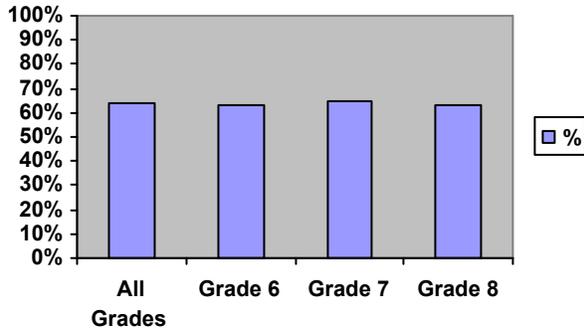
Black or African American



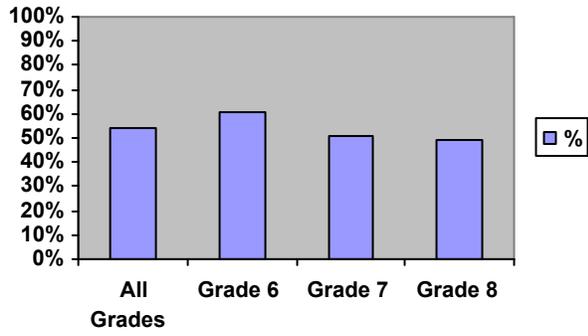
Hispanic or Latino



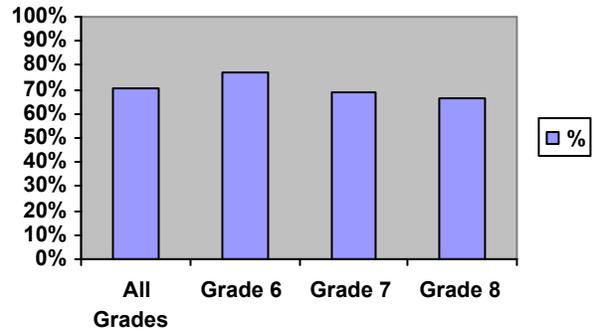
Female



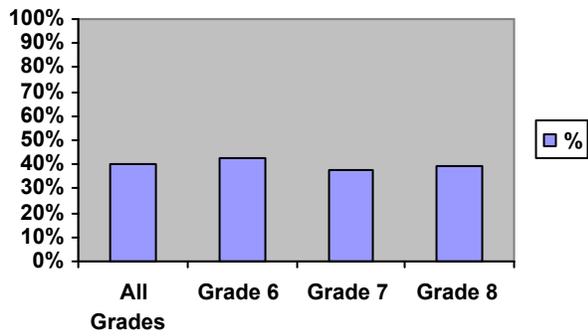
Male



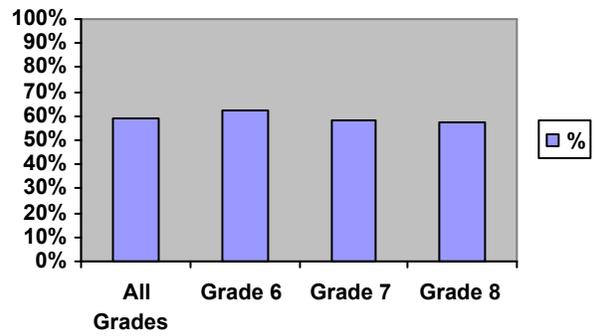
English Proficient



Limited English Proficiency



Economically Disadvantaged

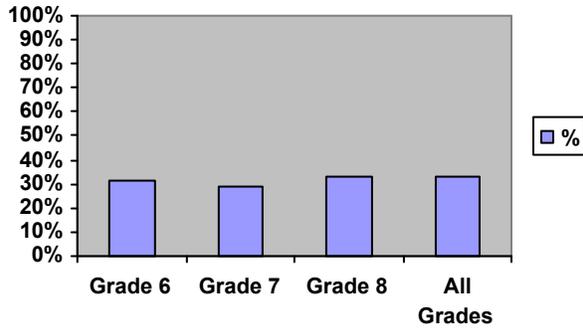


Level 1

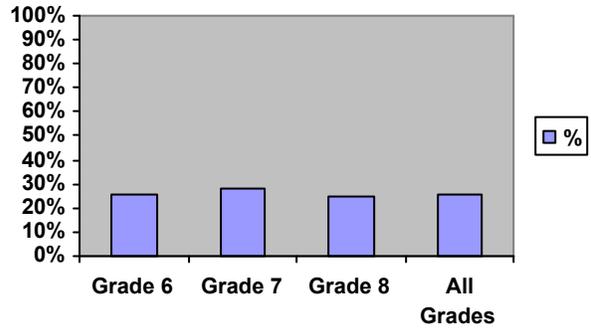
Students scoring a level 1 for accounted for 29% of Grade 6 students, 33% of Grade 7 students, and 33% of Grade 8 students. Of the General Education population 62.3% of the school scored a level 2; 67% of the 6th grade, 60% of the 7th grade and 8th grade population. 41% of the Special Education population scored a level 2 on the State ELA Exam. 73% of the Black or African American population across the school scored in the level 2 range - 100% in the 6th grade, 71% in the 7th grades and 48% of the 8th grade Black and African American population. Among Hispanic or Latino students 56.6% scored a 2, 59% of 6th and 55% of 7th graders and 56% of 8th graders. 63.6% of female students scored a 2 – 63% of the 6th grade population, 65% of the 7th grade and 65% of the 8th grade. Of the male students 36% scored a 1. Among English proficient students 13% of the overall school scored a 1, 11% of the 6th grade, 15% of the 7th grade and 13 % of the 8th grade. 58% of the Limited English Proficient students scored a 1. 29% of economically disadvantaged 6th graders scored a 1 while 33% of the same population in 7th and 8th grade scored a 1.

Subgroup	All Grades	Grade 6	Grade 7	Grade 8
All Students				
School	31.6%	29%	33%	33%
Disability Status				
General Education	26.3%	26%	28%	25%
Students with Disabilities	55.3%	41%	63%	62%
Ethnicity				
Black or African American	28.6%	0%	19%	29%
Hispanic or Latino	33.3%	32%	35%	33%
Multiracial	n/a	n/a	100%	n/a
White	0%	0%	n/a	n/a
Gender				
Female	26%	35%	20%	23%
Male	36%	25%	43%	40%
English Proficiency				
English Proficient	13%	11%	15%	13%
Limited English Proficient	58%	53%	60%	61%
Economic Status				
Economically Disadvantaged	31.6%	29%	33%	33%
Not Economically Disadvantaged	n/a	n/a	50%	25%

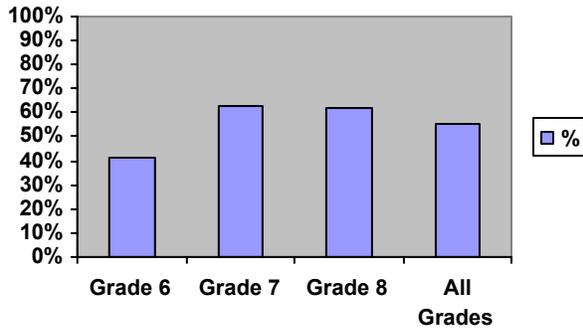
All School



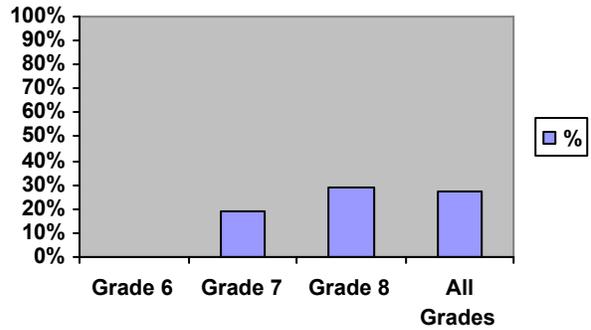
General Education



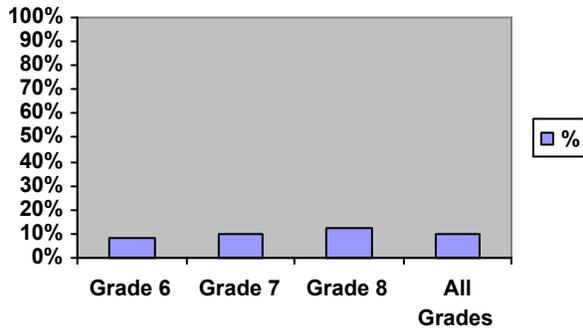
Students with Disabilities



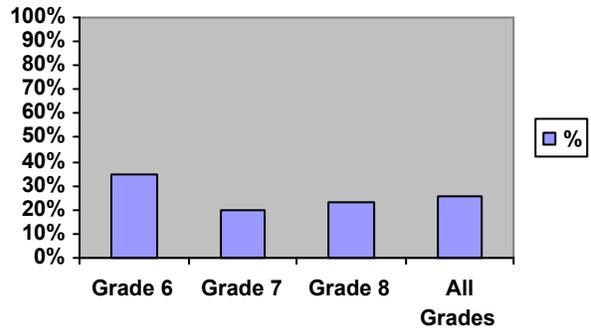
Black or African American



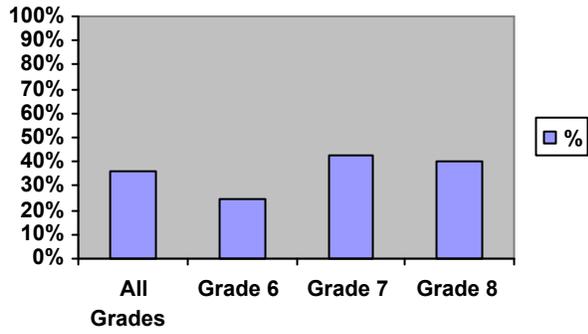
Hispanic or Latino



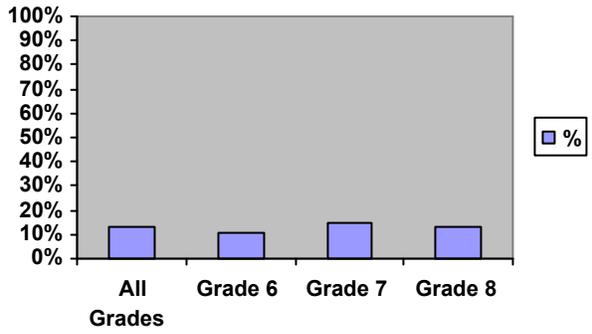
Female



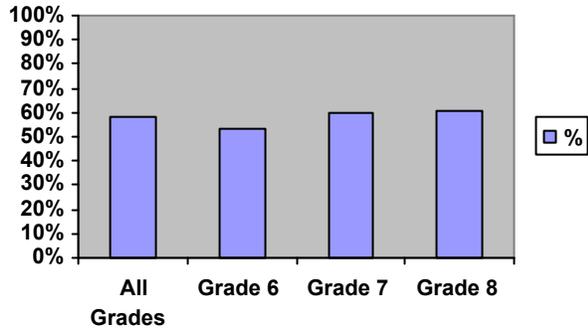
Male



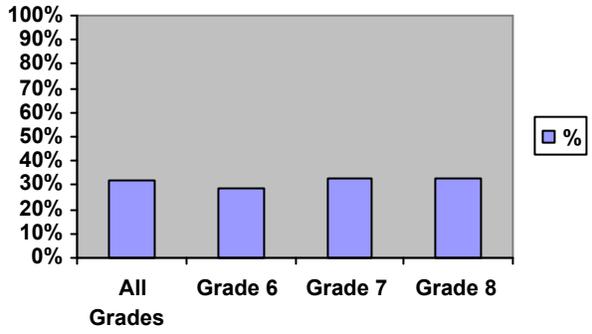
English Proficient



Limited English Proficiency



Economically Disadvantaged



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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

Goal 1:

To improve student performance in Mathematics as defined in MS328's School Progress Report.

Measurable Objective:

By June 2011, 12% of students in Grades 6, 7 & 8 who scored at proficiency level 1.5-1.99 on the 2010 NYS Mathematics Exam will score at Level 2 or higher on the 2011 NYS Mathematics Exam. (Approximately 12 students). We arrived at this goal by studying student performance on the 2009 NYS Mathematics Exam for both our general population and the lower 1/3 of our student body.

Goal 2:

To improve student performance in ELA as defined in MS328's School Progress Report.

Measurable Objective:

By June 2011, 12% of students in Grades 6, 7 & 8 who scored at proficiency level 1.5-1.99 on the 2009 NYS ELA Exam will score at Level 2 or higher on the 2010 NYS ELA Exam. (Approximately 12 students). We arrived at this goal by studying student performance on the 2010 NYS ELA Exam for both our general population and the lower 1/3 of our student body.

Goal 3:

To provide differentiated professional development opportunities to teachers

Measurable Objective:

By June 2011, 100% of teachers will be involved in Professional Development opportunities that will help them improve pedagogical strategies and academic rigor across content areas.

Goal 4:

To implement interdisciplinary activities involving the study of sustainability.

Measurable Objective:

By June 2011:

- 100% staff will participate in the program
- 100% students will be engaged in sustainability projects

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Mathematics

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goal 1

To improve student performance in Mathematics as defined in MS328's School Progress Report.

Measurable Objective:

By June 2011, 12% of students in Grades 6, 7 & 8 who scored at proficiency level 1.5-1.99 on the 2010 NYS Mathematics Exam will score at Level 2 or higher on the 2010 NYS Mathematics Exam. (Approximately 12 students). We arrived at this goal by studying student performance on the 2010 NYS Mathematics Exam for both our general population and the lower 1/3 of our student body.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Improve curriculum and instruction with a focus on lessons that engage students by allowing them to make real world connections and apply higher order thinking skills
- Continue to examine student work on a regular basis and based on this analysis, differentiation of instruction will address the academic needs of our students. By differentiating instruction, we will be able to make critical instructional decisions that will improve classroom practice and student performance.
- Set individual student goals early on and monitor progress during our weekly subject conference meetings
- Increasing the quality of student portfolios in Mathematics as measured by rubrics designed for this purpose.
- Continue offering opportunities to teachers to collaborate by scheduling department and grade conferences as well as promoting study groups.
- By designing creative scheduling students will have opportunities to have small group instruction.
- Scheduling our After School Program and Saturday Academy.
- Continue collaborating with our PSO to support our endeavors to improve academic achievement.
- Allocate Title I, Title III, GE Grant, TL Students Fair Funding, City College-Kaplan Institute and other grants to support these activities
- Use Contract for Excellence Resources to reduce class size.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

a. Financial Resources Alignment

- In order to accomplish goal 2, the following financial resources will be allocated:
- Tax Levy, C4E, Title I, Title III, Rollover program, Grants

b. Staffing and Training

- Reducing class size in Math classes.
- Teachers will be involved in professional development activities pertinent to the Math such as Accelerated Math, Data Analysis,

c. Schedule

- On-going professional development including, consultants, weekly grade level meetings, weekly subject area meetings, monthly faculty conferences, attending conferences promoted by DOE and other learning organizations.

Indicators of Interim Progress and/or Accomplishment

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

- a) Progress Report results - Once a year
- b) New York State Standard Examinations
- c) New York City predictive assessments - Acuity -
- d) Student portfolios in Math- Bi Monthly Conferences
- e) Accelerated Math individual reports - Weekly Basis
- f) Agendas/attendance at grade conferences
- g) Student attendance at after-school program
- h) Student attendance at Saturday Academy
- i) CEI-PEA Consultant Notes
- j) Lesson Plans

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: To improve student performance in ELA as defined in MS328’s School Progress Report.</p> <p>Measurable Objective: By June 2011, 12% of students in Grades 6, 7 & 8 who scored at proficiency level 1.5-1.99 on the 2010 NYS ELA Exam will score at Level 2 or higher on the 2011 NYS ELA Exam <u>INCLUDING</u> those ELL students (50) who will take the ELA exam for the first time will score at level 2 or higher on the 2011 NYS ELA Exam (Approximately 12 students). We arrived at this goal by studying student performance on the 2010 NYS ELA Exam for both our general population and the lower 1/3 of our student body.</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"> • Improve curriculum and instruction with a focus on lessons that engage students by allowing them to make real world connections and apply higher order thinking skills in alignment with the new common core standards. • Continue to examine student work on a regular basis and based on this analysis, differentiation of instruction that will address the academic needs of our students. By differentiating instruction, we will be at a vantage point to make critical instructional decisions that will improve classroom practice and student performance. • Set teacher goals with focus on instructional practices in alignment with the basic instructional guidelines derived from the new teaching standards. • Set individual student goals early on and monitor progress during our weekly subject conference meetings • Increasing the quality of student portfolios in ELA as measured by rubrics designed for this purpose. • Continue increasing the number of books read as indicated by interne-based assessments (STAR test and Accelerated Reader) • Continue offering opportunities for teachers to collaborate by scheduling department and grade conferences as well as promoting study groups. • By designing creative scheduling students will have opportunities to have small group instruction. • Scheduling after school program and Saturday academy • Continue collaborating with our PSO to support our endeavors to improve academic achievement. • Allocate Title I, Title III, SINI Grant, Carmel Hill Foundation grant TL Students Fair Funding and other grants to support these activities.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>d. Financial Resources Alignment</p> <ul style="list-style-type: none"> • In order to accomplish goal 2, the following financial resources will be allocated: • Tax Levy, C4E, Title I, Title III, Rollover program, Grants <p>e. Staffing and Training</p> <ul style="list-style-type: none"> • Reducing class size in ELA. • Teachers will be involved in professional development activities pertinent to the Math such as Accelerated Reader, Skills Tutor, Filemaker Pro, Data Analysis, weekly planning session to discuss data, vocabulary and best practices • Analyzing levels of teacher performance using the “Enhancing Professional Practice” focusing on all four domains: a) planning and preparation, b) classroom environment; c) delivery of service; and e) professional responsibilities <p>f. Schedule</p> <ul style="list-style-type: none"> • On-going professional development including, consultants, weekly grade level meetings, weekly subject area meetings, monthly faculty conferences, attending conferences promoted by DOE and other learning organizations.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>a) Progress Report results - Once a year b) New York State Standard Examinations c) New York City Predictive Assessments—Acuity d) Student portfolios in ELA - Bi Monthly Conferences e) Accelerated Reader assessments f) Agendas/attendance at department conferences g) Agendas/attendance at grade conferences h) Student attendance at after-school program i) Student attendance at Saturday Academy j) CEI-PEA Consultant Notes k) Lesson Plans</p>

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: To provide differentiated professional development opportunities to teachers.</p> <p>Measurable Objective: By June 2011, 100% of teachers will be involved in Professional Development opportunities that will help them improve pedagogical strategies and academic rigor across content areas.</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"> • Six staff members will participate in the implementation of a Common Core Performance-Based Assessment Pilot Program. This program will involve a Summer Institute and year round professional development. The expected outcome is to help improve curriculum and instruction with a focus on lessons that engage students by allowing them to make real world connections and apply higher order thinking skills in alignment with the Common Core Standards. • Nine staff members will participate in the CCNY Kaplan Institute. This program will involve a Summer Institute (August 2011) and a year round, in school support by consultants from CCNY’s Math Department and the Kaplan Institute. • Six staff members will participate in inquiry based instruction professional development activities. This program will be offered by consultant Fay Walker. • Five staff members will participate in the year two Urban Advantage Program. • Five staff members will participate in the Summer institute 2010 to design our Advisory Curriculum and to plan the MS 328 sustainability project. • Three teachers will participate in the Digital Natives program supported by the Office of Educational Technology. Teachers will learn how to integrate different technology tools into their lessons. • Increase by 10% (3) the number of teachers participating in the Distance Learning Program. Teachers will learn how to use the equipment, conduct distance learning protocols, and establish connections with educators from other schools around the world. • Parent Coordinator, Guidance Counselors and other staff members will work with the CEI-PEA consultant to help us increase parental involvement. • Twenty percent of the Staff members will be trained in the use of our automated phone system school messenger. This activity will help us improve school-parent communication. • All teachers will participate in a 90-minute per week (2 periods) common planning meetings. One meeting will be in a subject area and the other meeting will be in by grade level. The purpose of these meetings will be to make curriculum revisions, analyze data, examine student work, monitor student progress, and plan differentiated instruction as well as intervention plans. • Mathematics department will continue their peer observation program – inter-visitation with the enhancement of inviting teachers from other content areas to build capacity in other departments.

	<ul style="list-style-type: none"> • All teachers will participate in a weekly inquiry team planning. • Teachers will participate in a learning walk. These learning walks will afford teachers the opportunity to see first hand various instructional practices and strategies to enhance student performance with a focus on reading across the content areas. • Teachers will engage in study groups with professional writings, research, and books.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>a) Financial Resources Alignment In order to accomplish goal 2, the following financial resources will be allocated: Tax Levy, C4E, Title I, Title III, Rollover program, and Grants.</p> <p>b) Staffing and Training</p> <ul style="list-style-type: none"> * ELA teachers, ESL teachers, AIS teachers, Assistant Principal, support staff * Reducing class size in Literacy classes. * Teachers will be involved in professional development activities pertinent to the ELA, such as Accelerated Reader, Skills Tutor, Achieve 3000, and Data Analysis * In addition, we have contracted Ms. Sarah Buxton of Literacy Support Services to assist ELA teachers in enhancing instructional goals with a focus on differentiating instruction. Furthermore, during the “modeling” of lessons—focusing on the Reader’s and Writer’s Workshop—teachers will have the opportunity to “observe” and share best practices. * Teachers have been focused on language development; during our weekly planning meetings, held Mondays, we’ve discussed the introduction and application of vocabulary throughout the content areas. Teachers have been introduced to Filemaker Pro, a data rich system which contains current students data and teacher analysis of students’ progress during the implementation and mastery of language development. <p>c) Schedule</p> <ul style="list-style-type: none"> * On-going professional development including, consultants, weekly grade level meetings, weekly subject area meetings, monthly faculty conferences, attend conferences promoted by DOE and other learning organizations.
<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"> a) Participation in ALL Common Core Standards initiative b) Progressive teachers’ implementation of the common core standards c) Common Core Standards Assessment—use of three part model for measuring text complexity (Qualitative dimensions of text complexity, quantitative dimensions of text complexity, and reader task) d) Improve quality of instruction measured by students’ work and teachers’ observation e) Individual Student Goals—using the three part mode for assessing student progress <p>Increase in teachers’ participation in school wide activities such as Sustainability Week, Science Expo, Math Olympiads, Social Studies Expo, Science Fair, Special Assembly Programs,</p>

	Literacy Celebrations, and Multicultural Celebrations.
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Subject/Area (where relevant): Sustainability Projects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: To implement interdisciplinary activities involving the study of sustainability</p> <p>Measurable Objective: By June 2011:</p> <ul style="list-style-type: none"> • 100% staff will participate in the program • 100% students will be engaged in sustainability projects
<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"> • Improve curriculum and instruction with a focus on lessons that engage students by allowing them to make real world connections and apply higher order thinking skills in alignment with inquiry based learning. • Continue to examine student work on a regular basis using the principles of learning and quality review rubric; and, based on this analysis, differentiate instruction based on the academic needs of our students. By differentiating instruction, we will be at a vantage point to make critical instructional decisions that will improve classroom practice and student performance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> a. Financial Resources Alignment <ul style="list-style-type: none"> a. In order to accomplish goal 2, the following financial resources will be allocated: b. Tax Levy, C4E, Title I, Title III, Rollover program, GE Grant, In Kind, other grants b. Staffing and Training <ul style="list-style-type: none"> a. Teachers will participate in professional development with Fai Walker of Urban Advantage; teachers will meet weekly to discuss planning and the execution of sustainability projects designed by the teachers with the assistance of Ms. Walker, Consultant and Mr. Cole, Assistant Principal b. Teachers and students will work to provide evidence of data collected during the project's progress. c. Schedule <ul style="list-style-type: none"> a. On-going professional development including, consultants, weekly grade level meetings, weekly subject area meetings, monthly faculty conferences, attending conferences promoted by DOE and other learning organizations.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> a) monthly study groups b) Implementation of sustainability standards and lesson execution c) Teachers and students will participate in a two one-week sustainability project during the second and third semester d) Assessment of completed student projects e) Use the principles for learning rubric and the Education for Sustainability Standards to

	assess student progress
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

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	69	89	72	64	34	0	0	0
7	102	93	87	92	48	0	0	0
8	90	108	93	89	61	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson and Great Leaps intervention programs used one on one and in small group, during the regular school day and in after school and Saturday programs with target populations. One on one, push in, pull out, and small group tutorials by SETTS, Bilingual Specialist, and Speech teachers. Vocabulary development through Exc-El program. ELA/ESL tutors provided by NYU/America Reads. 37.5 minute, small group tutorials. Supplemental Education Services (SES) after school program will be using Achieve 3000. These programs strives to increase English Language Arts performance.
Mathematics:	One on one, push in, and pull out services provided by SETTS teachers and Bilingual Specialists. Math-focused 37.5 minute, small group tutorials. Math remediation and enrichment during Saturday Academy beginning in early October. Math tutors provided by NYU/America Reads. After school homework support under the auspices of the Beacon Program/ACDP. One on one and small group after school support provided by math teachers.
Science:	One on one and after school support for developing and completing exit projects. Focused test sophistication in preparation for the 8th grade science test; both practical and written. One on one and small group after school support.
Social Studies:	Vocabulary development through the Exc-EL program. Focused test sophistication in preparation for the 8th grade social studies test. Technology integrated into the curriculum. School-wide literacy-social studies initiative supporting learners struggling in both subjects. One on one and small group after school support.
At-risk Services Provided by the Guidance Counselor:	Small group (2 - 5 students) and individual counseling both during the regular school day and after school. Occasional classroom observations. Parental outreach and support. Critical support for the development and maintenance of student Individualized Education Plans.
At-risk Services Provided by the School Psychologist:	One on one counseling services provided to individual students. Educational testing leading to the diagnosis of educational needs within referral process and identification of related services. Classroom observations provided on as needed basis. Critical support for the development and maintenance of student Individualized Education Plans.
At-risk Services Provided by the Social Worker:	One on one counseling services. Family outreach services provided within the referral process. Educational testing leading to the diagnosis of educational needs within referral process and identification of related services. Classroom observations provided on as needed basis. Critical support for the development and maintenance of student Individualized Education Plans.
At-risk Health-related Services:	New York/Presbyterian affiliated clinic with comprehensive psychological and medical-health related services.

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

NCLB/SED requirement for all schools

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

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

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

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

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 6, 7 & 8 Number of Students to be Served: 216 LEP _____ Non-LEP

Number of Teachers 15 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

**School Building Instructional Program/Professional Development Overview
Title III, Part A LEP Program**

MS 328 Language Instruction Program

We have identified mathematics and ESL as two areas in which our ELL students need more reinforcement. Therefore, we have chosen the following program:

We have 81 ELL students in the eighth grade including a self-contained 12:1 bilingual special education class and a dual language class. In the 7th grade we have 69 ELL students including a self-contained 12:1:1 bilingual special education class and a dual language class. In the 6th grade we have 59 ELL students including a dual language class and a 12:1 bilingual special education class.

Saturday Academy Program Description: We have about 160 ELL students participating in our Saturday academy program. ELL students are those who score beginner, intermediate, or advanced on the NYSESLAT. Students will be placed in differentiated grouping. We will have 5 certified bilingual We will target the students' English skills development. For this purpose, we will use **ELLIS**. We purchased this program with other funding, and feel it is a good educational focus for the supplemental instruction. *ELLIS for KIDS* (English Language Learning Instruction) is a technology-based ESL intervention program, which builds vocabulary and literacy. It combines audio, video, voice recording, and native language instruction to support and create an engaging, research-based environment for every level of English language acquisition. This program can be used to enhance second language acquisition. We are also implementing the ExC-Ell program which focuses on vocabulary development as well as the Accelerated Reader Program.

We will also target mathematics for our ELL's across the grades. A certified bilingual math teacher will provide small group instruction to focus on problem solving skills and multiple representations in math. Students will deconstruct word problems with ESL methodologies, so they may improve their English skills. We will also use the River Deep and Accelerated Math programs. These programs allow teachers to customize lessons according to students' individual needs.

Target Population: Facilitators: 6 certified bilingual and ESL teachers. Each class will have approximately 15 students.

Frequency and Duration: Saturday Academy will take place every Saturday from 8:00 am – 12:00 pm. From November 2010 to April 2010 for a total of 18 sessions.

Materials: ELLIS, Accelerated Reader Books, Accelerated Math Software and River Deep

Programs, Laptops and math manipulatives.

Assessment: We will assess our after-school and Saturday program through a number of methods. First, the students will show improvement on their report cards. We expect to see improvement on teacher - made assessments, as well as unit tests. Students will be able to monitor their own progress through the use of the Accelerated Math and River Deep Programs. Furthermore, we expect to see improvement in the State 6th, 7th and 8th grade mathematics exam, as well as the NYSESLAT test. For those students who are eligible, we expect to see an improvement on the ELA exam as well. Student attendance will be a measure of the program's effectiveness. Lastly, parents and teachers will complete surveys as to the programs effectiveness.

Students in the Saturday academy programs will attend field trips to the library, the movies and Broadway theater.

Professional Development Program

Title III teachers will receive professional development in a continuous and on-going basis. The Bilingual Coordinator will assist bilingual teachers by conducting demonstration lessons, conducting conferences, helping teaches analyze data, on-going assessments and use of technology across all curriculum areas. The purpose of the Bilingual Coordinator will be to provide the necessary tools that will help teachers enhance their lessons, promote engagement and target different learning styles. In addition to the supplemental support to students and teachers, the Bilingual Coordinator will support our efforts to help us improve our parental involvement initiatives with a strong emphasis on parents of ELL students. The PD activities will be conducted during teachers' common planning and demos and inter-visitations during common preparatory periods.

Frequency: Title III teachers will observe these demo lessons approximately once a week.
Note: Title 1 and Tax Levy funding will be used to supplement the costs of the bilingual coordinator.

Teachers will also participate in study groups. Approximately 6 teachers will participate for a total of 10 sessions. The study group sessions will consist of teacher collaboration of best practices, analyzing student data, examination and coordination of curriculum map, and inter-disciplinary planning.

DESCRIPTION OF PARENT AND COMMUNITY PARTICIPATION

The Bilingual Coordinator and guidance counselor involved in the program will hold monthly parent workshops. These workshops will be held to assist the parents in developing an understanding of the program. In addition to how their child is benefited by the program, we will also cover topics such as “How Children Who Are New To The U.S. Deal With Self-Esteem” and “What Assessments Will Your Child Encounter This Year And How Can You Help?”

As part of these workshops we will have study groups with parents in which they will have available textbooks that deal with parent-student related issues. The school has a Parents’ library in which books and videos are available to them in a circulation basis. In addition, parents will participate in a Saturday Math Program which enables parents and students’ to become active participants in a math lesson. This program will run from January 2009 through April 2009 for a total of 10 sessions and will be facilitated by a certified bilingual teacher. Title III funds will pay per-session for the bilingual facilitator.

These monthly workshops will begin in January 2010 through April 2010 and will be held from 4:00 – 5:00pm.

We will assess our parental involvement piece by increasing the number of participants each month.

PROFESSIONAL DEVELOPMENT

MS 328 teachers will attend professional development workshops to enhance video teleconferencing technology which connects students in schools across the world. Also, many museums, science centers, provide special educational programs via video teleconference that schools can access.

Form TIII – A (1)(b)

**Title III LEP Program MS 328
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$26,856.20	Saturday Academy 10 teachers 3 hours each Saturday. The program will run for 18 Saturdays
Professional Development Study Groups	\$5,682.00	Study Groups 6 teachers at \$47.35 = \$284.10 per hour x 2 hours = \$568.20 each session. The program will run for 10 sessions = <u>\$5,682.00</u>
Parental Involvement Saturday Math Workshop	\$1,515.20	Parental Involvement 1 teacher at \$47.35 per hour x 4 hours = \$189.40 each session. The program will run for 8 Saturdays = <u>\$1,515.20.</u>
Professional Development	\$1,000.00	Teachers will attend professional development workshops to enhance video conferencing technology which connects students in schools across the world. \$1,000.00
Parental Involvement	\$246.60	Refreshments
TOTAL	\$35,300.00	

SECTION XVII

BUDGET NARRATIVE

School District 6 For Title III
 BEDS Code 310600010328

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries Grand Total \$34,053.40	Saturday Academy 10 teachers 3 hours each Saturday. The program will run for 18 Saturdays \$26,856.20 Study Groups 6 teachers at \$47.35 = \$284.10 per hour x 2 hours = \$568.20 each session. The program will run for 10 sessions = <u>\$5,682.00</u> . Parental Involvement 1 teacher at \$47.35 per hour x 4 hours = \$189.40 each session. The program will run for 8 Saturdays = <u>\$1,515.20</u> .
Code 40 Purchased Services Grand Total \$1,246.60.	Refreshments for parents \$246.60 Teachers will attend professional development workshops to enhance video teleconferencing technology which connects students in schools across the world. \$1,000.00
Code 45 Supplies and Materials Grand Total	
Code 80 Employee Benefits	N/A
Code 20 Equipment Grand Total \$35,300.00	

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.

At Middle School 328 85% of the students/parents population is composed of immigrants from Spanish speaking countries. During the school year parents visit the school to discuss students' achievement, behavior and engagement in school related activities, during those visits at least 80% of the time parents need interpretation services.

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.

Families of Middle School 328 students often need oral interpretation to communicate with staff members. All official written communications to families are always sent both in English and Spanish.

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.

Once the language of the parent has been determined by the HLIS, our staff communicates in the designated language. Our pupil accounting secretary inputs the necessary information in ATS as part of the biographical information of the student. In addition parents fill out emergency blue cards in their native language.

Based on the trends of our school community, 85 percent of our families speak Spanish as a first language. The other ethnic group we have is of Arabic descent. The school has staff members that are able to communicate in the Arabic language and support the families.

At the beginning of the school year, all parents receive the translated Bill of Parents Rights and Responsibilities. We also have the mandated signs in prominent places in the building regarding translation services.

All official documentation sent to parents is sent in English and Spanish. Written translations will be prepared by school staff. Middle School 328 has bilingual administrators, teachers, paraprofessionals and office staff to prepare translated documents to families.

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.

Middle School 328 has a Parent Coordinator, Family Worker, Guidance Counselors, teachers, paraprofessionals, school aides and administrators who are bilingual. When oral interpretation is needed one of the above mentioned staff members supports parents with oral interpretation in case it is required. Middle School 328 has also staff members who can orally communicate in Arabic, Portuguese, German and French.

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

All members of our community are aware of the Bill of Parents Rights and Responsibilities, Safety Plan, CEP, School Report Card and Progress Report. All this information is available in the Parent Coordinator Office. Parents are greeted by the parent coordinator upon arrival at the school. The above mentioned information is also revisited during parent association monthly meetings. This office is the first stop when parents visit the 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 School-wide 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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$ 502,129.00	\$ 23,191.00	\$ 525,318.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 5,100.00		\$ 5,100.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 231.00	\$ 231.00
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 25,500.00		\$ 25,500.00
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			0
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 50,213.00		\$ 50,213.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			0
8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: <u>100%</u>			
9. If the percentage of high quality teachers during 2009-2010 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.			

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

M.S. 328 TITLE I PARENT INVOLVEMENT POLICY (M.S. 328PIP)

- 1) The Parent Association, at a regular election meeting between May and June each year, will elect representatives from among candidates previously nominated or named by the assembly to Executive Board positions of the Association. Candidates named by the assembly to other positions will be involved in working with the school in their efforts to help students achieve their goals through the school year.
- 2) Each year the Parent Association will assemble to elect a student’s parent as Title I representative to represent the Parent Association in matters before the School Leadership Team and other educational organizations on behalf of M.S. 328 students.
- 3) The Title I parent representative, in conjunction with the School Leadership Team, will be part of the CEP (Comprehensive Educational Plan) to set the goals students will be expected to meet during the school year.
- 4) Together the Title I parent representative and the Parent Association Board will meet jointly to develop strategies for student progress (i.e. tools for learning, evaluation, or materials needed to accomplish strategies). These strategies will be presented by the Title I representative to the School Leadership Team for approval and implementation.
- 5) In addition, the Parent Association will communicate with parents by newsletters, notices, back-pack letters, flyers, e-mail and telephone regarding meetings, workshops, conferences and other different activities to learn more about how to help their children at home and school from programs planned by the Parent Association for the family. Also, updated information is required to encourage parents to remain involved in the school’s events.
- 6) The Parent Association will also make sure that all parents have the opportunity to get involved in their children’s education by understanding their responsibilities in their roles as parents and partners with school’s staff, teachers, and students as a team.
- 7) The Parent Association will support the goals and initiatives for vital involvement of parents in the school-wide Title I program, which requires flexibility to achieve the strategies in the areas of instruction and services.

- 8) Parents and school must share resources directed towards helping children achieve excellence in their work by implementing good learning practices, homework and responsibility.
- 9) Parents participate as volunteers to help with field trips, events and class room activities, and to share ideas and opinions that would affect the child progress.
- 10) The Parent Association will meet regularly with parents, committees, and school staff to review this Parent Involvement Policy (PIP), share opinions and ideas, asks questions and receive clear responses and information.
- 11) Parents can propose changes or modifications of strategies that don't work through the Title I representative on behalf of the students. Such changes or modifications must be approved by the Parent Association Executive Board and presented to the Parent Association assembly and the School Leadership Team for ratification.
- 12) The Parent Association will keep parents well informed so that parents will be ready to work with the school to help their children develop the skills they need.
- 13) M.S. 328 is a Title I school funded by a federal program whose stated goal is that all students meet the state standards in education and progress to future success. With this Title I policy, parents have the possibility to meet with administrators and others parents in regular or emergency meetings to know what the school is doing for their children.
New York, school year 2009-2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY

Required school-parent compact provisions

PART I - School responsibilities.

The M.S. 328 School will:

Provide a security environment to students and parents for the learning activity working together where the cultural diversity challenges involved help children become successful citizens tomorrow.

1. Hold different activities:

- a) After school activities to improve learning.
- b) Educate and teach parents with workshops and programs to aid their children progress.
- c) Include parents in plan review and create events and activities to meet guidelines for students' expectations and achievement.
- d) Report to parents about the student's advancement in the academic subject teachings at least twice in the Parent-Teacher conferences.
- e) Arrange meetings for parents with the teachers and Parent Association.
- f) Access to translation/Interpretation service when possible.
- g) When is necessary parents participate in classroom activities to observe their Class' child.

2. Excellence:

- a) High standards for school personnel as teaches and administrators.
- b) Encourage student's talent in each subject area and do the best.
- c) Parents informed of our expectations for their children learning.
- d) Suggest to parents are teachers for the child at home.

3. Other responsibilities:

- a) To communicate parents about opportunities to get involved with school (letters, notices, flyers, book pack notes, calls, etc.)
- b) Meeting and conferences in a convenient manner for parents can attend.
- c) Support parents to share and give ideas and opinions.
- d) Give information to parents of programs and services.

Part C: TITLE I SCHOOL-WIDE PROGRAM SCHOOLS

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

- 1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Middle School 328's comprehensive needs assessment is a compilation of data collected from the Annual School Report, School Profile, ATS exam reports, ARIS, Acuity, Accelerated Reader, Accelerated Math, teachers' generated data, surveys and questionnaires. The implications for the instructional programs include: provide more time on task in reading and mathematics, provide ongoing professional development; parent conferences for failing students; after school tutorials, Saturday Academy and examine the alignment of curriculum and assessment. These findings will be shared at faculty conferences, parent association meetings, professional development workshops and School Leadership Team meetings.

- 2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

We have a diverse group of learners at Middle School 328. While 16% of the students entered Middle School 328 with a 3 or 4 in reading and 16% entered with a 3 or 4 in math, we anticipate that number to go up. Currently with our Title 1 monies, we are able to support our students performing far below grade level. We believe in grouping our students heterogeneously.

Research has shown that heterogeneous groups support academic progress within inquiry and workshop based lessons for all students. With these heterogeneous groups, the students are paired to learn cooperatively. With the new flexibility that School-wide Programs brings, we will be able to meet the needs of all learners in a heterogeneous classroom. This will push the on grade level students to the next level and at the same time bring the students who are not meeting City and State standards to meet the standards.

Participation in the School-wide Program will allow Middle School 328 to address the needs of all our learners by giving us the ability to target funds more effectively. For example, we may plan to use our funds for a variety of instructional approaches: after school programs, one-on-one tutoring, small group instruction, heterogeneous classes, enrichment programs, team teaching and push-in/pull-out instruction.

The needs of our learners require a diversity of instructional approaches. These instructional approaches will allow Middle School 328 to use data-driven assessment to gauge the needs of individual learners and then offer the instructional approach that will best support that learner's progress towards State and City standards.

The School-wide Program's flexibility addresses the needs of all the students by optimizing resources and allows us to cluster students according to their strengths and weaknesses. The whole school will bear responsibility for every child instead of limiting the responsibility to either a program or an individual. SWP will reduce curriculum and instructional fragmentation.

Every teacher will have the opportunity to enrich instruction and accelerate learning. The programs will include counseling services, high school preparation, test sophistication and other programs that teachers develop based on the interests and needs of all students. All students will be held to the same high standard. There will be no school-designed separate assessment of designated students such as ELL or Title I students. All students will have the opportunity to attend the extended day and Saturday programs to increase the amount of learning time and to address the unique interest of the students.

Instead of pulling underachieving students out of classrooms for special services or labeling them low achievers, students will remain in the classroom where the regular teacher works to help students achieve the same high academic standards as their peers. The SWP flexibility offers the opportunity for unique staffing arrangements to support teachers' instructional practices to our students. For example, additional teacher specialists will provide co-teaching support and the assistant principal will give teachers more opportunities for formal leadership. They will provide full time professional development assistance to teacher and paraprofessionals. The coaches serve as team leaders coordinating and improving the instruction that all students receive. The coach also

provides instruction by co-teaching resulting in individual or small group instruction within the classroom. We will have the opportunity to have Lab classrooms in which the coaches and specialists will demo lessons and provide on-site training to teachers.

Students will be scheduled in 90 minute blocks of for literacy and mathematics within their teams. In addition, all students will be scheduled for a 90 minute block for science lab, four periods of social studies and two periods of physical education. Our program incorporates a Transitional Bilingual Education (TBE) approach to English Language Learning. In the TBE program, students receive instruction in both Spanish and English; beginners have a 40:60 English: Spanish ratio, while advanced/intermediate students receive instruction that is 75% in English and 25% in Spanish. Classes such as art, music, computer lab and physical education integrate vocabulary-building and English-language skills practice. The Balanced Literacy approach and the Workshop Model form the foundation of both the Spanish- and the English-language components.

Based upon our assessments (portfolio and test-based) of the ELL's in our school, we have identified writing as the skill in which they require the most improvement. After evaluating our research in the field, as well as upon our experiences working with this population, we consider the following elements of instruction crucial to the success of English language instruction:

- Rigorous core subject classes with extensive ELL supports
- Engaging, “minds-on” lessons with appropriate levels of structure
- Strong support for students’ native language literacy skills
- A welcoming, respectful school culture that celebrates students’ cultures and inculcates a sense of efficacy and self-motivation among ELL’s.

Students in bilingual education will have a mandated 380 minutes of ESL and 5 periods of Spanish Language Arts and the same number of periods as described above for other subjects. A push-in model will be used to serve the English Language Learners in monolingual classes. They will be clustered in two classes by grade; ESL teachers will be scheduled to work with these students in the content area. All the above learning activities will be supported by Instructional Technology (laptops, wireless internet, smartboards, LCD projectors, microscopes, proscopes, digital cameras, VCRs, DVDs and TVs). In addition to the core curriculum the following enrichment and advance courses will be offered: Science, Mathematics, Media Literacy, Foreign Language, and Advanced Computers (Web Design, Power Point, and Graphic Design).

3. Instruction by highly qualified staff.

Middle School 328 hires qualified educators who care about young people and who want to work in a collaborative environment. All of our teachers are New York State certified secondary teachers. In addition to their credentials, teachers are experienced in the balanced literacy and workshop models. All teachers are leaders in their subject area and have opportunities to share their special abilities, skills and teaching techniques in professional development sessions, demonstration lessons, department conferences, grade level meetings, national conferences, and regional professional development.

Furthermore, our teachers are computer literate with proven experience in implementing technology based lessons in their subject area as well as using student data found in the Grow Report, Princeton Review, anecdotal observations, class work, portfolios, and attendance records. Teachers are encouraged to use creativity and new teaching strategies to help students achieve their educational goals. Middle School 328 - in a three year plan - will include a “junior academy” which allows students to build study skills and a strong foundation across the curriculum and maintain the same teachers for sixth and seventh grade (two year looping). Each grade has a TEAM A and TEAM B, consisting of 3-4 classes. Mathematics and Literacy teachers are clustered within a team and teach within the block schedule model. Science teachers have a double period of science with each class science lab instruction. Art, social studies, physical education, and other subject area teachers serve the entire grade.

- ### 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 School-wide Program to meet the State’s student academic standards.

Professional development is a must and an on-going effort at MS 328. Our teachers participate in professional development activities during the summer including a Summer Institute the last week of August. The school has a Literacy Coach who has designed a classroom lab in which demonstration lessons are offered to teachers. Also, coaches visit classrooms and have individual and group conferences. In addition to the 100 minutes two times a month, a common prep period is built into the teachers' schedule by subject and by team in which they meet and discuss teaching strategies, curriculum development and student issues. The assistant principal and principal, promote, design, and offer professional development sessions for teachers.

Further, retreat sessions are scheduled on Saturdays during the school year. In these sessions teachers receive professional development across the curricular areas, teaching strategies, students' issues, interdisciplinary activities, etc. Study groups are also a part of our professional development efforts.

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

Middle School will be entering its 7th year in September 2010. As part of the newly implemented Open Market System, we will have the opportunity to recruit experienced/highly qualified teachers to fill our vacancies for September 2010. Newly hired teachers must meet the rigorous requirements to be part of our family requiring a secondary license in the subject area.

One of the main goals of Middle School 328 is to promote professional development activities for all staff members. To this end, 25% of our budget allocation has been set aside for professional development. Staff members will have the opportunity to participate in Citywide, Statewide and Nationwide conferences, institutes and specialized training. We expect that by having a designed professional development plan for each teacher, we will have better opportunities to hire highly qualified educators and to maintain high level of retention.

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

Because we believe that supporting students' families is crucial for the success of the young people we serve, we have given much thought to ways in which a small school might help parents learn, find adequate employment, and share their cultural backgrounds. Content-area and bilingual teachers will collaborate with community organizations such as the Community Association of Progressive Dominicans (ACDP) and the Urban Parent Development Center at Bank Street Graduate School of Education to coordinate monthly workshops for parents. Based on parental input, potential workshop topics might include:

- Self-Esteem and ELL's
- Community Resources for New Immigrants
- Fostering Reading at Home
- ESL Instruction

We will also plan to offer classes to parents in partnership with our CBO in the areas of GED preparation, computer literacy, citizenship and English.

To bring parents more fully into the life of the school, we will create opportunities for them to share what they know in an atmosphere of respect. For example, we will invite parents to come in and share stories from their home countries as a part of students' nonfiction genre studies. In March 2006 our school had a grand opening of our Library for parents. Parents will have the opportunity to have study groups, receive workshops of related topics and check-out books.

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.

NA

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.

Middle School 328 teachers who are computer literate with proven experience in implementing technology based lessons in their subject area as well as using student data found in the ARIS/Acuity Report, ATS, Princeton Review, anecdotal observations, class work, portfolios, and attendance records. Teachers are encouraged to use creativity and new teaching strategies to help students achieve their educational goals. Teachers receive a spreadsheet at the beginning of the school year with all their students' scores.

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.

Middle School 328 offers academic intervention services for students at risk (Level 1 and 2.) A push-in model was used to provide academic intervention services to students. This gives opportunities to provide students with individualized instruction including assisted technology to help them improve their English skills.

In addition, we offer academic intervention services for ELL students, push-in model will be used to provide academic intervention services to students. This will give opportunities to provide students individualized instruction. Students will use the ELLIS program to help them improve their English skills.

The after-school instructional program will be offered to students on Tuesdays thru Saturday. Teachers work with students in small groups. Teachers and students work on literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes as well as to enhance mathematical concepts, skills and strategies. All participating students including English Language Learners and special education students will be grouped based on assessed needs for additional instruction to improve literacy/math/science skills. Test sophistications strategies are incorporated in the lessons. .

Middle School 328 will offer academic intervention services in science beginning with the identification of a science intervention teacher who will support the regular science program by first identifying students in need of additional interventions during the science classes as well as during tutorial and after school time periods. Another initiative will be to make science coaching part of a teacher's schedule. This initiative will strengthen science teaching for all students at 328.

Middle School 328 will offer academic intervention services in social studies first by strengthening social studies curriculum and teaching generally. Teachers will be offered common planning time as well as professional development to achieve this goal. Next, students requiring additional social studies support will be identified. These students will have opportunities to work on their social studies learning during regular class time as well as during tutorials and after school activities.

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. All students are afforded the opportunity to meet with the Guidance Counselor, School Psychologist, and Clinic-based therapists. 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. Columbia Presbyterian Clinic 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 at the Middle School 328.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

APPENDIX 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
8. Enter the anticipated Title I, Part A allocation for 2010-11:	\$502,129.00	\$23,119.00	
9. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 5,021.00	\$ 231.00	
10. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 25,106.00	*	
11. Enter the anticipated 10% set-aside for Professional Development:	\$ 50,213.00	*	

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.

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

Explanation/Background:

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

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

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

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

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

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

ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			421,789.00		
Title I, Part A (ARRA)	Federal	x			22,887.00		
Title II, Part A	Federal			x			
Title III, Part A	Federal	x			35,300.00		
Title IV	Federal			x			
IDEA	Federal	x			123,958.00		
Tax Levy	Local		x				

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

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

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

1. 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.

Our focus this year is to develop strong comprehension skills in English and throughout the other content areas with major focus on language development for our special education and English Language Learners. A portion of title I funds and the SINI grant have been set aside for professional development will be used to provide additional assistance in learning and implementing new strategies to enhance and modify instruction. With the use of the SINI grant, we have proposed and have already planned to extend literacy support during our Spring Academy; we have targeted ESL and at-risk students to participate in the Academy this coming April.

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

Our focus this year is to develop strong comprehension skills in English and throughout the other content areas with major focus on our special education and English Language Learners. The title I funds set aside for professional development will be used to provide additional assistance in learning and implementing new strategies to enhance and modify instruction through a series of outside workshops such as of which we sent one of our ESL teachers.

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.

Last October 26, 2009, the principal signed an Attestation Letter committing himself to inform parents of the school's status. Prior to this date, a school progress letter was sent home on October 23, 2009 to parents informing them of our November 5, 2009 parent workshop to discuss the school's status in both English and Spanish. On November 5, 2009, the principal held the workshop to explain current status and our commitment as a teaching community, to improve the quality of instruction for their child. Since then, we have kept to our promise in continuously implement teaching strategies, re-evaluate instructional goals, and use data as the driving force behind decisions we make.

As soon as we receive official communication that we have been identified once more as a SINI school, proper notifications will be sent home.

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
<p>NOT APPLICABLE</p>		

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.)

We currently have six students residing in temporary housing.

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

We have a multitude of rigorous programs to offer all our students during the regular school day we have our 90-minute literacy and mathematics instruction to support all students. Students with special needs are offered after school and Saturday programs as well as will have the opportunity to participate in the Spring Academy this April to assist them to develop academically and a guidance team of three counselors who support students with social-emotional problems in addition with academics. One on one, push in, pull out and small group tutorials by SETTS, Bilingual Specialist, and Speech teachers. Vocabulary development through Exc-EI program. ELA/ESL tutors provided by NYU/America Reads. 37.5 minute, small group tutorials. Supplemental Education Services (SES) after school program will be using Achieve 3000. These programs strive to increase English Language Arts performance.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 328 - Manhattan Middle School for Scientific					
District:	6	DBN:	06M328	School	310600010328	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.6	92.3	90.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	114	123	123				
Grade 7	150	142	141				
Grade 8	199	162	162				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	8	10	16				
Total	471	437	442				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.0	90.6	85.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	94.8	96.8	98.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	38	203	99

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	55	27	39

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	27	29	Principal Suspensions	36	27	56
# in Collaborative Team Teaching (CTT) Classes	0	13	22	Superintendent Suspensions	14	15	16
Number all others	44	39	31				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	160	117	TBD	Number of Teachers	44	38	37
# in Dual Lang. Programs	46	50	TBD	Number of Administrators and Other Professionals	11	12	9
# receiving ESL services only	49	41	TBD	Number of Educational Paraprofessionals	2	2	4
# ELLs with IEPs	1	47	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	13	56	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	34.1	55.3	73.0
				% more than 5 years teaching anywhere	38.6	42.1	67.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	82.0	86.5
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	98.1	97.9	100.0
Black or African American	9.8	10.8	8.1				
Hispanic or Latino	87.7	88.8	91.2				
Asian or Native Hawaiian/Other Pacific	1.7	0.2	0.0				
White	0.8	0.2	0.2				
Male	59.4	54.7	53.6				
Female	40.6	45.3	46.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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:	v	Graduation Rate:

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

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

American Indian or Alaska Native						
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander		-				
White	-	-	-			
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	vsh	v				
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	55.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	36.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.3					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI-PEA	District 06	School Number 328	School Name Middle School 328
Principal Jorge Estrella		Assistant Principal Olga Quiles	
Coach Susanna Ramirez		Coach	
Teacher/Subject Area Guillermo De La Rosa/Spanish		Guidance Counselor Karen Martinez	
Teacher/Subject Area Zulma Valladares/ Math		Parent	
Teacher/Subject Area Zenaida Tapia/Science		Parent Coordinator Victor Lopez	
Related Service Provider		Other	
Network Leader John Cohen		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	434	Total Number of ELLs	216	ELLs as Share of Total Student Population (%)	49.08%
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Part II: ELL Identification Process

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

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

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

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

Parent Program Choice

Admission process of newly enrolled ELLs

Administer the HLIS, to inform parents of their child's eligibility for ELL services.

School pedagogue (Principal, AP, or teacher) holds an interview with parent and child once the option has been reached.

Lab-R is administered to the student based on the HLIS.

The DVD is shown to parents on all three programs.

Parent completes the survey and selection letter in their native language.

Information is provided on the different ELL programs that are available at M.S. 328.

Parents visit different classes to observe the setting of the class that will address the needs of the child. Child is placed in a program based on parents' choice.

Parent Coordinator and school staff keeps permanent communication with parents to inform of school activities and child progress.

Enrollment Trends

The majority of the parents of our newly arrived students choose the bilingual transitional program. This has been the pattern at our school for the last four year.

Criteria for inviting students: MS 328 is located in the heart of a multicultural community and one of the most densely populated neighborhoods in the country. In Washington Heights most of the students could benefit from a Two-Way Bilingual Program. However, our priority is to serve LEP and EP students who were enrolled in bilingual programs since elementary school. Our goal is to provide these students with further linguistic, academic and cultural knowledge in both languages, English and Spanish.

Parent Notification of Enrollment Requirements: MS 328 strongly believes that parental involvement is a key component in the students' success. With this belief in mind, we send a notification letter to all of the parents of LEP and EP students who are enrolled in the Two-Way Bilingual Program at the beginning of each school year. In the letter which is written in both English and Spanish, they are invited to either learn or share their experiences from the Two-Way Bilingual Program. In addition, the letter informs the parents that they are the ones who decide exactly which program is best for their children.

Manhattan Middle School for Scientific Inquiry firmly believes that the pro-active involvement of a student's family is key to that student's scholastic success. In particular, parental involvement is a critical component in enabling a child to succeed in school. Consequently the highest of priorities is placed on enabling our students' parents and family involvement in the educational process. Manhattan Middle School for Scientific Inquiry is dedicated to empowering families, promoting cultural awareness, and embracing the circumstances of its family's lives. Manhattan Middle School for Scientific Inquiry will accomplish this through a number of specific instruments.

Overview

At M.S. 328, we offer parents and students the following models:

- Ø Bilingual Transitional (Beginners) 40 % English – 60% Spanish
- Ø Bilingual Transitional (Intermediate) 50 % English – 50% Spanish
- Ø Bilingual Transitional (Advanced) 75 % English – 25% Spanish
- Ø ESL
- Ø Bilingual Special Education (As per IEP and language needs)
- Ø Dual Language 50% in English and 50% in Spanish

Transitional Bilingual Program(Beginners and Intermediate):

- The NYSESLAT and/or the LAB-R scores will be used as an indicator to place students in terms of their proficiency level in English. This information will determine in which class students will be placed. Differentiated instruction as per needs of each individual or groups will be based on student's English and native language proficiency and academic achievement.
- ESL and Native Language Arts programs will accommodate strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy/Mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards, and the National Council of Teachers of Mathematics Standards. To support

this implementation, the school will have ESL, Spanish, Bilingual Special Education, Bilingual Math and Bilingual Science teachers as well as a bilingual guidance counselor.

- We project to implement research-based the Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Native Language Arts, their native language.
- In addition all transitional bilingual education students will participate in the Accelerated Reader and Accelerated Math Programs in English and Spanish.

ESL Program:

Students whose parents opted for ESL receive the following services:

- Pull-out ESL services for beginning level students (out of classroom/small groups)
- Push-in services for intermediate and advanced level students (collaborative teaching)
- Students will be organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive 2 units or 360 minutes of ESL/week and advance level students receive 1 unit or 180 minutes of ESL/week (consistent with CR Part 154 units of ESL requirements.)
- ESL instruction is aligned to The NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
- Classroom teachers will use ESL strategies to deliver academic content area instruction and provides additional support for students.

Bilingual Special Education Program

- The IEP will be used as an indicator to place students in terms of their learning capabilities and English abilities. Differentiated instruction as per needs of each individual or groups will be based on student's English and native language proficiency and academic achievement.
- ESL and Native Language Arts programs will accommodate strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy/Mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards, and the National Council of Teachers of Mathematics Standards. To support this implementation, the school will have ESL, Spanish, Bilingual Special Education, Bilingual Math and Bilingual Science teachers as well as a bilingual guidance counselor.
- In addition all above mentioned strategies, bilingual special education students will participate in the Accelerated Reader and Accelerated Math Programs in English and Spanish.

Dual Language Program:

- In September 2010-11 Middle School 328 will have three Dual Language classes. One for the sixth grade, one for the seventh grade and one for eight grade who are bilingual (Spanish/English.)
- Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need of continuity of the program as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. Furthermore, a bilingual math teacher will support mathematics instruction.
- In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to the Dual Language students.
- Also, Middle School 328 offers after school programs and Saturday Academy in which language needs are addressed as part of its design.
- In order to accommodate their needs, their instructional program has been designed in terms of the following language allocation: 50% English - 50% Spanish. The Language Allocation program for Dual Language has been designed to serve students on a weekly basis

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							25	31	43					106
Dual Language (50%:50%)							25	29	28					82
Freestanding ESL														
Self-Contained							9	9	10					28
Push-In														0
Total	0	0	0	0	0	0	59	69	88	0	0	0	0	216

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	216	Newcomers (ELLs receiving service 0-3 years)	95	Special Education	36
SIFE	39	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	71

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	1	1	0	14	4	0	27	0	0	42
ESL	54	12	0	7	1	0	1	0	0	62
Total	55	13	0	21	5	0	28	0	0	104

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic								1	1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	1	1	0	0	0	0	2						

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish													30		30		30		90	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	30	0	30	0	30	0	90	0											

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>90</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino: <u>90</u>
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	22	12					53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	19	22	12	0	0	0	0	53

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.

Flexible grouping based on continuous assessment is at the heart of these approaches. Each student will have a standards-based ESL portfolio which will reflect his or her progress in using English throughout the year and help us make necessary adjustments to the LAP. We will also draw upon WRAP and NYSESLAT assessments, running records, and item analyses in placing students and moving them to more advanced groups. In the school year 2008-2009 we expect to have at least 10% of our students moving to monolingual classes.

Our school is presently staffed with certified teachers who are experienced in utilizing the balanced literacy and workshop models, are experts in their subject areas, and are computer literate. During our summer institute, we developed and designed the necessary plans to help teachers augment their skills so that they will all begin using ESL teaching strategies within all content area lessons to meet the

individual needs of our ELL children.

We believe in integrating language-support activities into all aspects of our school, and therefore, all of the school personnel will be trained in ESL methodologies. Content-area teachers will be certified in Bilingual or ESL Education in addition to their subject area certifications. Teachers also participated in a ten-hour ESL workshop at the beginning of the school year and will receive ongoing professional development in multicultural education, parental involvement strategies, and other areas relevant to the success of English Language Learners.

Spanish Language Arts

Spanish Language Arts follows the workshop model and Communication Arts curriculum; for example, when monolingual students are writing feature articles in English, ELLs are doing the same in Spanish. All students in bilingual classes receive five periods of Spanish Language Arts per week.

Beginning ELLs

Beginning English Language Learners, many of whom are new arrivals to the United States, receive instruction in Spanish for 60% of the time and in English for 40% of the time. All classes but ESL and electives are taught in Spanish.

During the course of the year, we adjust this ratio. As students begin to reach Intermediate proficiency, their content-area learning incorporates more English by using differentiated instruction, project based learning activities as well as language development in the content area including word strategies. They also have the opportunity to participate in after-school English classes given by their teachers.

Intermediate ELLs

In January, the Spanish-English ratio for former Beginning English learners changes to 50:50; they begin learning science in English. They continue to take Spanish Language Arts five times a week.

In March, the Spanish-English ratio changes again: students learn both Spanish and Science in English, so the ratio becomes 40% Spanish and 60% English. As students begin to reach advanced proficiency, their content-area learning incorporates more English by using the strategies outlined above. They also have the opportunity to participate in after-school English classes given by their teachers.

Advanced ELLs in Bilingual Classes

Advanced English Language Learners have a 75:25 English:Spanish ratio. All of their content-area instruction is in English, and their Communication Arts classes follow city and regional curricular guidelines with some added language supports. To continue to support their native language development, MS 328 offers these students 160 minutes of after-school enrichment in Spanish.

ELLs in Monolingual Classes

Because parents of students have the option of choosing bilingual or monolingual classes, this group of students is quite heterogeneous, ranging from students who read at a second grade level to those at a sixth grade level. Facility in listening and fluency in speaking English is what they have in common. All of our ELLs are clustered within one class; 100% of the lessons are in English. In order to provide support for the language needs of the students, they have an ESL teacher who co-teaches and collaborates with the subject area teacher.

We use differentiated instruction to address the language needs of these learners, as well as pull-out and push-in models, literacy classes, and content-area classes. Half of our teachers are familiar with students' first language and provide support as needed; ESL teachers provide English-language support. In addition to the regular instructional program, we also target our ELL population for Saturday Academy and after-school programs, in which we reinforce native and English-language skills.

Dual Language

In September 2005 Middle School 328 began a Dual Language class for the first time. This is the 2005 class that graduated from Elementary School 28. Students in this class have been together since Kindergarten and 17 of them started grade 6 at Middle School 328. Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need for

program continuity as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to Dual Language students. Also, Middle School 328 offers after-school programs and Saturday Academy in which language needs are addressed as part the program's design.

Beginners (60% NL & 40% English)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English	180	
ESL Writing Workshop	45	4	English	180	
Mathematics Workshop	45	8	NL	360	
Science	45	4	NL	180	
Social Studies	45	4	NL	180	
Music, Gym, Technology	45	5	English	225	

Intermediate (50% NL & 50% English)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English	180	
ESL Writing Workshop	45	4	English	180	
Mathematics Workshop	45	8	NL	360	
Science	45	4	English	180	
Social Studies	45	4	NL	180	
Music, Gym, Technology	45	5	English	225	

Advanced (25% NL & 75% ESL)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English	180	
ESL Writing Workshop	45	4	English	180	
Mathematics Workshop	45	8	English	360	
Science	45	4	English	180	
Social Studies	45	4	English	180	
Music, Gym, Tutorials, Technology	45	5	English	225	
Afterschool Enrichment	90	1	NL	90	

Description of Language Allocation Policy at Middle School 328

Level Beginning of School Year End of School Year

Beginners

Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching.

In the 2nd phase, ESL teachers push-in in the content area.

NLA NLA, Math, Sci, SS NLA, Math, SS

English ESL, Arts, Technology ESL, Arts, Technology, Sci

Intermediate

Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching 50% and 50% in content area..

In the 2nd phase, ESL teachers push-in in the content area. 80% and 20% in ESL

NLA NLA, Math, SS NLA

English ESL, Arts, Technology, Sci ESL, Arts, Technology, Sci. Math, SS

Advanced

Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching 20% and 80% in content area.. In the 2nd phase, ESL teachers push-in in the content area. 80% and 20% in Communication Arts.

NLA NLA, NLA

English ESL, Arts, Technology, Sci. Math, SS All in English

ESL

All classes will be in English. ELL students will receive ESL services in the content area as per their level of proficiency.

English All Content Areas

Dual Language

Subjects/Activities	Total	Weekly Periods	English	Spanish
Literacy/ NLA-Spanish	12	60%	40%	
Math	8	100%		
Science	5	50%	50%	
Social Studies	4	50%	50%	
Art	1	100%		
Tech	1	50%	50%	
Advance Spanish (elective)	4		100%	
Journalism (elective)	2	50%	50%	
Media Literacy (elective)	2	50%	50%	
After School Activities	10 Hours a week		40%	60%
Mathematics				
Language Arts				
Music				
Sports				
Saturday Academy	4 Hours every Saturday			
Mathematics				
Language Arts		(English and Spanish)		

Sample of ELL Students' Schedule - Advanced Class

Official Class 621

Teacher Guilamo MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY

Room	121	MS 328						
DAYS	1	2	3	4	5	6	7	8
	SS	MATH	MATH	GYM B	Lunch	SPAN	ESL	ESL
MONDAY	Camach	Guilam	Guilam	BOYS	0	Ramir	Camach	Camach
	121	121	331	0	105	105	105	
	SS	SPAN	MATH	GYM B	Lunch	MUSIC	ESL	ESL
TUESDAY	Camach	Ramir	Guilam	GIRLS	0	Klapach	Camach	Camach
	105	105	121	331	0	105	105	105
	SCI	SCI	SPAN	ESL	Lunch	MATH	MATH	GYM B
WEDNESDAY	Tapia	Tapia	Ramir	Camach	0	Guilam	Guilam	BOYS
	121	121	105	105	0	121	121	331
	SCI	SCI	ESL	SS	Lunch	GYM B	SPAN	MATH
THURSDAY	Tapia	Tapia	Camach	Camach	0	GIRLS	Ramir	Guilam
	121	121	105	105	0	331	121	121
	SS	SPAN	MATH	MATH	Lunch	ESL	ESL	SCI
FRIDAY	Camach	Ramir	Guilam	Guilam	0	Camach	Camach	Tapia
	105	105	121	121	0	105	105	121

Reduced Class Size

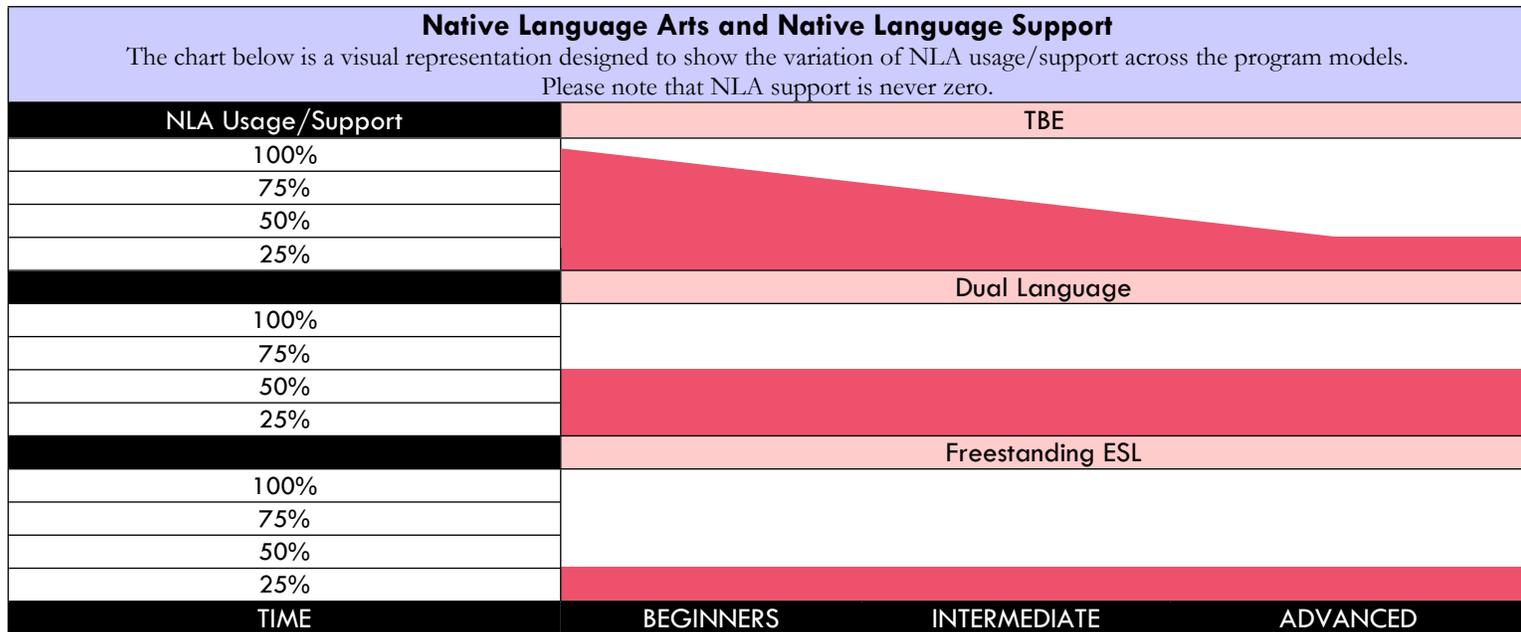
We will continue supporting the language needs of the students by reducing class size as much as possible through creative programming. For example, since our inception, we were able to place all of our students in small enrichment classes based on their areas of need. Those

classes had an average size of twelve students per group, which allowed teachers to provide personalized attention and feedback; helping children to excel in challenging academic subjects.

In addition, utilizing pull-out instructional models has enabled us to effectively reduce the size of content-area classes for ELLs in both bilingual and monolingual settings.

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?

All ELL students have bilingual / ESL teachers in the content areas. Those teachers, like all teachers at MS 328, follow the workshop model. For ELLs, this means a consistent and predictable classroom structure and the chance to learn in an environment that is calibrated to their needs. Content area classes in Spanish have the same curriculum as those in English, which allows ELLs to access the same level of rigor as their counterparts in monolingual classes.

Art

Through Project Arts, we integrate the visual arts and music into education, providing students with the opportunity to improve their language skills in an authentic and engaging setting.

Technology

In addition, all bilingual students have access to technology to enhance their learning in all the content areas. Already, students have learned how to use computers for research and writing, and have interacted with English instructional materials via the World Wide Web. We are also providing students with adaptive software and electronic dictionaries.

Instructional Programs

The Manhattan Middle School for Scientific Inquiry, MS 328, offers a rich educational environment that strives to prepare middle school students to become lifelong learners and engaged members of society. A fundamental part of our school teaching philosophy includes high expectations for all students. With a population of about 60% ELL Spanish speaking students from which 25% are either SIFE or LTE students, it is our responsibility to provide a high quality standard-based education. In order to successfully achieve this goal, we have taken a variety of initiatives to accelerate language and academic learning for our ELL community, in particular, the SIFE and LTE students. These include programs such as the Accelerated Reader, ExC-ELL, and Great LEAPS. By implementing these programs during the past three years, we have targeted and addressed the needs of our students by providing them with differentiated academic and linguistic instruction. The ExC-ELL Pilot Program has been our best resource in properly serving our SIFE and LTE students. ExC-ELL focuses on reading strategies, vocabulary study and assessment data. This program has shown impressive results in progressing beginning and fossilized ELL students to an intermediate level of academic language acquisition. Also, during regular class instruction, as well as in our Saturday Academy and the after-school program, we will target students' English language development with ELLIS for Kids, a computer-assisted ESL intervention program that is based upon research on the importance of creating relevant, accountable, and culturally appropriate language learning experiences for ELLs. ELLIS helps students improve their writing, speaking, listening and reading skills, combining audio, video, voice recording, and native language instruction to create an engaging and results-driven environment. By providing rich, varied representation of content, the program provides "comprehensible inputs" that have been proven to impact positively on school success.

Native Language Arts

The Native Language Arts program accommodates strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy. To support this implementation, the school will have a part time bilingual professional developer, and Spanish Language Arts teachers. We will be implementing a research-based Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Spanish, their native language. According to the city and state guidelines, student with a beginner level of English proficiency will spend 40% of their time in English language development and 60% of their time they will receive instruction in the native language. English language development is supported through ESL or English Language Arts, as well as participation in English enrichment classes such as Art, Music, Computer Lab and Physical Education. Any content area instruction in English utilizes ESL methodologies and other supports.

In order to help students meet and exceed City and State performance standards, administrators, teachers, students, and parents will be involved in data-driven approach. On going assessment will be both formal and informal. We will use a variety of data such as item analysis, rubrics, portfolio assessments, and standardized test results. Also, cultural awareness will be part of instruction giving students access to community and educational trips. From the analysis of this data, teachers will have the opportunity to review their teaching practices and make the necessary decisions to address students' needs.

Resources & Support

MAPPs: (Math and Parents Partnership) The Math and Parents Partnership (MAPP) software education program will serve parents and students to develop and enhance their mathematical concepts and understanding. This program will also be part of the Parent Family Literacy Program. This math program provides on going assessment tools on parents and student's progress. In addition, this program will help parents tremendously for preparing for GED. This program provided instruction in English and Spanish for LEP and ELL students.

ExC-ELL: The Expediting Comprehension for English Language Learners software provides literacy instruction for parents and students in English and Spanish. Families and students develop their word knowledge, basic reading skills (fluency), comprehension of classroom texts, discussion skills, grammatical knowledge, spelling and writing skills. This program will be part of the Parent Literacy Program. Overall, this program will enrich families and students literacy skills as it offers many approaches to reading in content areas by applying Bloom's taxonomy of cognitive processes. This program engages students with text as instructions are given step-by-step providing on going assessment of parents and students progress.

Ellis: MS.328 will adopt widespread use of Ellis Academic 3.0, which combines audio and video, role-playing, and native-language support to teach a variety of English proficiency levels. Ellis will be made available via the CFRC and will also be available, and staff and volunteers will be trained on how best to use and monitor use of the program. Ellis is scientifically based with a record of results, and should help encourage and reward parental involvement

Saturday Academy: Saturday academy will help serve parents who have a hectic schedule and can only attend Saturday's GED program. The CFRC will be a learning place for parents and students who will have access to MAPP, ExC-ELL, Accelerated Reader and Ellis. Parents and students will be trained on how to use these various software applications and academic progress.

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)?

In September 2010-11 Middle School 328 will have three Dual Language classes. One for the sixth grade, one for the seventh grade and one for eight grade who are bilingual (Spanish/English.)

Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need of continuity of the program as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. Furthermore, a bilingual math teacher will support mathematics instruction. Program Evaluation, Assess Program, and Skills: Bilingual reading, writing, and speaking will occur throughout the curriculum of Manhattan

Middle School for Scientific Inquiry. Best practices, as supported by research, will be employed by faculty to develop competent bilingual readers and communicators. Students will be tested in their language skill mastery through presentations, portfolios, and academic

performance.

Two Way Bilingual Immersion: Manhattan Middle School for Scientific Inquiry employs a curriculum that is taught 50% in Spanish and 50% in English, thereby establishing a comprehensive dual language program in which each component reinforces the other. Thus, students will be able to develop a comprehensive bilingual vocabulary. Furthermore, students will be able to choose among a variety of elective courses tailored to specific interests. MS 328 strives to provide students with a content-rich and educationally relevant environment. Additionally, we seek to make educational content personally relevant to the lives of our student by relating lessons learned in the classroom to the realities of our student's daily lives and building bridges to the community which surrounds MS 328.

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.

Staff Development

Middle School 328 provides ESL strategies professional development sessions to the entire faculty during our Summer Institute, Professional Development days, Faculty Conferences, weekly grade and subject area meetings. This year we provided training to the entire staff in the use of ExC-ELL practices, Achieve 3000, Multicultural Awareness, and Literacy Circles. In addition, special education teachers and paraprofessionals have received training in Rigor and Wilson. The accumulated amount of professional development in Bilingual practices exceeds the mandated 7.5 hours.

Professional Development Plan: Manhattan Middle School for Scientific Inquiry demands that its staff serve as quality role models for the student body. MS 328 requires that each staff member submit a professional development plan on a 1-year and 3-year basis. These plans will be developed in collaboration with the curriculum director and principal.

Technology Training: Teachers of Manhattan Middle School for Scientific Inquiry will need ongoing training on how to use MAPP, ExC-ELL, Ellis and Accelerated Reader. In addition, teachers effectively need to learn how to track students academic progress. The training will include: how to use technology for individualized instruction and assessment and how to use reports for intervention and program monitoring; how to use curriculum content to address specific state standards.

ELA Organizations: MS 328 will be an affiliate of the National Council of La Raza (NCLR). As such, MS 328 will have access to all the professional development workshops offered by NCLR. Additionally, affiliations with the National Association of Bilingual Educators (NABE) and the National Clearinghouse for English Language Learners (NCELA) will afford the staff's access to myriad other resources for professional development. Both of these organizations also sponsor nation-level conferences for bilingual educational staff. The Center for Student Support Services (CSSS) is also available as a resource.

University Partnerships: Manhattan Middle School for Scientific Inquiry maintains a relationship with Columbia University, City College of New York, Lehman College of New York, and a variety of other post-secondary institutions which offer graduate level programs in bilingual education. This will significantly enhance the professional development opportunities available to our staff. Furthermore, MS 328 will have the capability to serve as a "real-world" resource for those institutions of higher learning.

Goals and Objective for Staff Development

Goal: Provide intensive, sustained, professional development

Objective: 1. Conduct on site training sessions for all participating instructional staff on how to use the teaching system

Objective: 2. Conduct on site training sessions for all participating instructional staff on accepting student reports

Objective: 3. Conduct on site training sessions for all participating instructional staff on how to use MAPP, ExC-ELL, Ellis, AR

Objective: 4. Conduct on site training sessions for all participating instructional staff on how to use new educational software learned from workshops attended.

MS 328 Data Inquiry Team

The data inquiry team, established this past year, has set upon the task of developing a school culture that generates, analyzes and uses data to better inform our pedagogical practices at MS328. This has been a multifold process that incorporates every aspect of our school's operation. In addition to tracking our schools' performance on standardized tests, predictives and ITA's, we have begun to analyze our students performance in the classroom, to implement strategies that we feel will assist their academic performance, and to construct a school culture in which teachers collaborate on ways to achieve best practices in our target areas. We also have looked at infrastructural issues that

both assist and inhibit our ability to maximize the effects of our strategies.

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?

MS 328 will establish a Parental Advisory Committee which will be tasked with meeting monthly to discuss issues regarding student progress and school affairs. The scheduling of PAC meetings will be conducted in such a manner as to be sensitive to the difficult schedules of Manhattan Middle School for Scientific Inquiry's parents. The PAC will be responsible for advising Manhattan Middle School for Scientific Inquiry regarding the overall educational experience and for acting as a channel between administration staff and the parent community. The School's Newsletter will serve as a communication tool for parents, teachers and students. This will work to promote awareness among families of the available services of the CFRC and facilitate the use of those services. Parents and students will be encouraged to participate in the writing of the newsletter. Families must be aware of offerings if they are to be utilized.

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)							22	28	37					87
Intermediate(I)							14	21	25					60
Advanced (A)							28	23	15					66
Total	0	0	0	0	0	0	64	72	77	0	0	0	0	213

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							7	20	14				
	I							6	13	7				
	A							20	12	16				
	P							24	21	30				
READING/ WRITING	B							13	18	25				
	I							16	24	27				
	A							25	24	15				
	P							3	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	17	2	0	44
7	22	17	1	0	40
8	27	14	0	0	41
NYSAA Bilingual Spe Ed				5	5

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	12	4	21	8	3	2	1	0	51
7	6	17	25	7	5	1	2	0	63
8	11	11	14	10	6	1	1	0	54
NYSAA Bilingual Spe Ed					1		4		5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	11	13	24	14	6	4	0	0	72
NYSAA Bilingual Spe Ed							2		2

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	33	25	2	4	1	2	0	0	67
NYSAA Bilingual Spe Ed							2		2

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?

a. Our data shows that our 83% of our ELLs who took the Mathematics State exam achieved either a beginner or intermediate score. At the same time, 93% of the ELLs that took the same test in their native language also achieved a beginner or intermediate score. Only 13% of the total population was able to meet or exceed state standards. The data also shows that on the Social Studies assessment 8% of the ELLs that took the exam in english met the state standards and 19% of those who took the exam in their native language met the state standards. Similar results were also seen in the Science examination with only a 1% difference in proficiency among the english and native language.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		