



2010 cep template

[BEA FULLER RODGERS INTERMEDIATE SCHOOL]

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

SCHOOL: (DISTRICT 6/ MANHATTAN/ 06M528)
ADDRESS: 180 WADSWORTH AVENUE,
NEW YORK, NEW YORK, 10033
TELEPHONE: 212-740-4900 FAX: 212-731-7802

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 528 **SCHOOL NAME:** Bea Fuller Rodgers

SCHOOL ADDRESS: 180 Wadsworth Avenue New York, New York 10033

SCHOOL TELEPHONE: 212-740-4900 **FAX:** 212-781-7302

SCHOOL CONTACT PERSON: Kristy De la Cruz **EMAIL ADDRESS:** kdelacr@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Margarita Modesto

PRINCIPAL: Kristy De la Cruz

UFT CHAPTER LEADER: Luz Minaya

PARENTS' ASSOCIATION PRESIDENT: Martha Rodriguez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: SIX **CHILDREN FIRST NETWORK (CFN):** 410

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ms. Kristy T. De la Cruz	*Principal or Designee	
Ms. Luz Minaya	*UFT Chapter Chairperson or Designee	
Ms. Martha Rodriquez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Luz Da Silva	Paraprofessional	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Saudi Guzman	Member/Title I Reading Teacher	
Ms. Margarita Modesto	Member/IEP Teacher	
Ms. Elizabeth Nova	Member/Parent	
Ms. Rosemary Guzman	Member/Parent	
Ms. Rosa Cruz	Member/Parent	
Ms. Ana Suarez	Member/Parent	
	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 Bea Fuller Rodgers Intermediate School 528 opened its doors on September 2002 as a Middle School for the Performing Arts. It is the first New York City public school; in the area of Washington Heights; that is dedicated to the performing and visual arts. Servicing grades 6th through 8th, the school serves a population of approximately 300 students primarily of Latino descent. This community serves as a home to many new immigrants from the Dominican Republic, Puerto Rico, and various countries in Central America and South America. The school provides an education that allows the students, through the use of the new curriculum initiatives, as well as the Alvin Ailey Dance Program and other art programs, to develop the skills and knowledge necessary for all future endeavors. The school building is a well kept; modern building where pride in the student's accomplishments is evident in the prominently displayed student work.

Principal's Statement

I.S. 528 is a school devoted to preparing students to be successful citizens in the 21st century. Each of our students will be recognized for his/ her unique qualities and talents and empowered to explore them. Our goal is to graduate literate and competent citizens who will become contributing members of the community.

Bea Fuller Rodgers' Mission Statement

The school community is dedicated to preparing our children to become life-long learners. In our enriched environment we promote high-level academic achievement through standards based curriculum, while fostering love, respect, and appreciation for the performing arts.

Vision

We envision the Intermediate School 528 community being the opportunity for our students to develop their talents and gifts in the performing arts resulting in every child graduating with the knowledge, skills, and social values to become successful citizens in the global community.

Special Programs

Intermediate School 528 enjoys collaborations with several community based organizations, including Alvin Ailey Dance Program, Concerts in the Heights, 92nd Street YMCA, Hayden Astrophysics sponsored by American Museum of Natural History, Teach for America – Pace, Teaching Fellows Program, Soaring Words Inc., Lang Youth Medical Program, Mouse Squad, and Urban Arts Partnership. These agencies provide ongoing services to our school community and are a vital component of our Special Academic Programs.

At IS 528, we recognize that families and other community members are a vital part of all students' academic and social success. We encourage parent/school collaboration at all levels, and offer numerous opportunities for family and school interactions by providing workshops and in school volunteer programs with the leadership of our Parent Coordinator. The PA empowers parents to become an integral part of the schools' decision-making process.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	IS 528 Bea Fuller Rodgers School				
District:	6	DBN #:	06M528	School BEDS Code:	310600010528

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	√6	√7
	√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		92.8	92.9	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		97.4	97.7	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	93	82	84	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	90	94	91		86.4	86.2	95.5		
Grade 8	85	93	96						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	12	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	268	269	271		12	9	0		
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	8	9	10						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	14	15	TBD		
Number all others	15	22	17	Superintendent Suspensions	11	15	TBD		

DEMOGRAPHICS							
<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	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	43	49	44	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	10	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				20			
				20			
				TBD			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)				7			
				7			
				TBD			
				Number of Educational Paraprofessionals			
				0			
				0			
				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	0.0	0.0	0.0	Percent more than two years teaching in this school			
Black or African American	3.4	2.6	2.6	35.0			
Hispanic or Latino	96.6	96.3	97.0	55.0			
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.4	0.0	55.0			
White	0.0	0.7	0.4	90.0			
Multi-racial	0.0	0.0	0.0	80.0			
Male	33.6	33.5	35.4	93.8			
Female	66.4	66.5	64.6	100.0			
				TBD			

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	√				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	4	4	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.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	74.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Intermediate School 528's School Leadership Team used a variety of methods to review the school's programs and student achievement. We analyzed tests scores, reviewed the Quality Review report, evaluated the findings of the Teacher Inquiry Teams, examined portfolios, and discussed overall student growth in the school community. The needs assessment included a review of the following measures and indicators:

- Annual School Report Card
- Progress Report
- Quality Review
- Quality Review Self-Assessment
- State and City assessments results, including item skills analyses
- ARIS
- DAA School Profile reports
- ATS Reports
- Inquiry Team Whole School Initiative
- Inquiry Team Targeted Group
- Feedback from Learning Rounds
- Assessment of School Resources

Using all available information we examined the school's achievement data. Item skills analyses for reading and math were used to identify specific instructional needs of students and establish goals and for each subject. Results from state test scores as well as in-class examinations informed the development of small collaborative learning groups. All information was disseminated to the parents and school community via Parent Association meetings and monthly staff meetings.

The major area of concern at Intermediate School 528 is the low academic achievement of many of its students, as measured by results in State and City standardized assessments. Although, 50% of our students scored at a level 3 on the Spring ELA assessment, 47% were at a level 2. With 2% at a level one and one student scoring a perfect score of a 4. On the Math Assessment 72% of students scored a 3, .08% scored a 4. On the lower end 17% of students scored a 2 and .03% scored a 1 on the 2008 Math Assessment. Test scores for Social Studies were 8% of students scored a 1, 73% of students

scored a 2 and 19% scored a 3. In science 4% of students scored a 1, 54% of students scored a 2, 41% of students scored a 3 and 1% of students scored a 4.

The findings of a comprehensive needs assessments resulted in the identification of several priorities for improving student performance; implementation of effective strategies to address the large number of student lacking basic skills in both reading and mathematics, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of the students. Thus, Intermediate School 528 Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plan to address the low academic achievement of all students.

Current strategies for improving instruction and student performance in English Language Arts include the continuation of the Balanced Literacy Approach which consists of: independent reading, mini lesson workshop, read aloud, shared reading, guided reading, independent/small group work time, sharing session, the Writing Workshop, modeled writing, shared writing, guided writing, independent writing, mini lesson, and teacher/student reading and writing conferences. This approach will be continued in the 2010-2011 school year and will be implemented during a 90-minute literacy block for grades 6th – 8th. Classroom libraries, academic support personnel in the classroom, and professional development will further support literacy instruction.

Currently, 6th - 8th grades are using Impact Mathematics as the primary vehicle for instruction in the school. This instructional program, implemented during a 90-minute block for grades 6-8th, will continue in the 2010-2011 school year. An assistant principal will support effective implementation of the program through focused, on-site math staff development. In addition, there will be an Integrative Algebra Regents math course to provide academic rigor for those students who have attained a Level 3 or 4 in Mathematics. These students will be given the opportunity to take the Regents exam in June 2011.

Academic Intervention Services (AIS) are provided to meet the needs of all students who required additional assistance to meet the state standards in ELA and mathematics. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all grades students performing in Levels 1 and 2, will receive appropriately targeted services. The school has developed the following Academic Intervention Service programs; utilizing push in and pull out small group instruction, and departmentalized literacy instruction. Furthermore, each classroom teacher will have an AIS binder to assist them in identifying the needs and strengths of designated students. Each week, the AIS Team will meet to discuss case studies, provide feedback, and identify additional at-risk students.

The priorities identified for the 2010-2011 school year are based the data received in the 2009-2010 Annual School Report Card. They are detailed below:

- Improving student performance in literacy
- Improving student performance in mathematics
- Preparing students with skills necessary to successfully compete in the technological world of the 21st century.
- Improving home-school relationship in support of students' educational and social-emotional needs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

The priorities identified for the 2010-2011 academic year are based on the data received in the 2009-2010 Annual School Report Card. They are detailed below:

Annual Goal #1: By June 2011, five percent increase of students in grades 6-8 will demonstrate one year of academic progress in ELA as measured by the 2010-2011 Progress Report. Until 100 percent of our students are reading at and/or above grade level, the SLT demands that one of goals is that students show growth in their reading scores.

Annual Goal #2: By June 2011, there will be a five percent increase on all student raw scores in grades 6-8 as evidenced on the Progress Report. Again, our ultimate goal is to have all of our students at or above grade level in all subject areas. That is to say, our students must show progress and increase their raw scores in mathematics.

Annual Goal #3: By June 2011, there will be a five percent increase of English Language Learners (ELLs) making yearly progress goal as evidenced by the New York State English Language Arts and Mathematics examinations. In order for our school to meet Annual Yearly Progress (AYP) for our English Language Learners, we must increase the percentage of ELLs making yearly progress in the area of the English Language Arts and Mathematics.

Annual Goal #4: By June 2011, 70% of all teachers will implement differentiated instruction strategies as evidenced by their lesson plans, informal and formal observations, and the agendas/minutes provided by their Teacher Inquiry Teams. To ensure teachers deliver differentiated instruction strategies in their lesson plans in order to meet the individual needs of our students.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, five percent increase of students in grades 6-8 will demonstrate one year of academic progress in ELA as measured by the 2010-2011 Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Professional Development:</u> PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studied and data to inform differentiated lesson planning. <u>Target Population(s):</u> Classroom Teachers <u>Responsible Staff Members:</u> Assistant Principal, Literacy Coach, Staff Developers (Internal/External) and Data Specialist. <u>Implementation Timeline:</u> September 2010 through May 2011.</p> <p>-----</p> <p><u>Parental Involvement:</u> Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. Parents will be invited to monthly Publication Parties for each unit of study. <u>Target Population(s):</u> All Parents <u>Responsible Staff Members:</u> Parent Coordinator, PA President, & Administration <u>Implementation Timeline:</u> September 2010 through 2011</p> <p>-----</p> <p><u>Monitor and Revise:</u> Teachers will analyze student progress based on the triangulation of data using a variety of data sources such as Interim Assessment, student work, teacher generated exams, and student portfolios/projects. Administration will visit classrooms to observe and provide constructive feedback. There will be weekly Teacher Inquiry Team Meetings that will</p>

	<p>also give teachers the opportunity to analyze data. Midterm Progress Point: November 2010 Endterm Progress Point: January 2011 Midterm Progress Point: March 2011 Endterm Progress Point: May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources (PS and/or OTPS):</u> As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and Chapter 57 SQR Funds and human resources to implement this action plan from September 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> * Homework Club * 37.5 Minutes for small group instruction * Saturday Academy sessions in the Spring * Consumable instructional materials
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator - September 2010:</u> Discussions and surveys about the used of above-mentioned assessment tool. <u>Instrument of Measure and Projected Gains (at each interval):</u> Three percent increased use of ARIS at each interim point.</p> <p>-----</p> <p><u>Intervals of Periodic Review:</u> <u>November 2010:</u> Teachers will share case student(s) and how they are following the progress of the student(s) based on the data sources and teacher surveys. <u>January 2011:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their case students and teacher survey results. <u>March 2011:</u> Teachers will share case student(s) and how they are following the progress of the student(s) based on the data sources and teacher surveys. <u>May 2011:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their case students and teacher survey results.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a five percent increase on all student raw scores in grades 6-8 as evidenced on the Progress Report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Professional Development:</u> PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studied and data to inform differentiated lesson planning. <u>Target Population(s):</u> Math Department Teachers <u>Responsible Staff Members:</u> Assistant Principal, Staff Developers (Internal/External) and Data Specialist. <u>Implementation Timeline:</u> September 2010 through May 2011.</p> <p>-----</p> <p><u>Parental Involvement:</u> Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. If needed Parent Workshops will be provided to support parents in helping their children with their mathematics. <u>Target Population(s):</u> All Parents <u>Responsible Staff Members:</u> Parent Coordinator, PA President, Math teachers & Administration <u>Implementation Timeline:</u> September 2010 through 2011</p> <p>-----</p> <p><u>Monitor and Revise:</u> Teachers will analyze student progress based on the triangulation of data using a variety of data sources such as Interim Assessment, student work, teacher generated exams, and student portfolios/projects. Administration will visit classrooms to observe and provide constructive feedback. There will be weekly Teacher Inquiry Team Meetings for teachers to have time to analyze</p>

	<p>their data to modify their instruction. Midterm Progress Point: November 2010 Endterm Progress Point: January 2011 Midterm Progress Point: March 2011 Endterm Progress Point: May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Funding Sources (PS and/or OTPS): As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and Chapter 57 SQR Funds and human resources to implement this action plan from September 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> * Homework Club * 37.5 Minutes for small group instruction * Saturday Academy sessions in the Spring * Consumable instructional materials
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator - September 2010:</u> Discussions and surveys about the used of above-mentioned assessment tool. <u>Instrument of Measure and Projected Gains (at each interval):</u> Three percent increased use of ARIS at each interim point.</p> <p>-----</p> <p><u>Intervals of Periodic Review:</u></p> <p><u>November 2010:</u> Teachers will share case student student(s) and how they are following the progress of the student(s) based on the data sources and teacher surveys. <u>January 2011:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their case students and teacher survey results. <u>March 2011:</u> Teachers will share case student student(s) and how they are following the progress of the student(s) based on the data sources and teacher surveys. <u>May 2011:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their case students and teacher survey results.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Learners (Interdisciplinary)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a five percent increase of English Language Learners (ELLs) making yearly progress goal as evidenced by the New York State English Language Arts and Mathematics examinations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Professional Development:</u> PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studied and data to inform differentiated lesson planning. Providing at least five professional development sessions on ESL strategies and methodologies</p> <ul style="list-style-type: none"> • Articulation between the ESL teacher and classroom teachers • Intervention strategies will be implemented in the classroom • All ELLs will be invited to Extended Day and the Saturday Academy. • ELLs will be the target population for one of the focus groups in the Teacher Inquiry Teams that meet on a weekly basis. • One-to-one conferences between the principal and the staff will create a forum in which teachers can share how they differentiate instruction to meet the needs of their learners. <p><u>Target Population(s):</u> Teachers <u>Responsible Staff Members:</u> ESL Teacher, Principal, Staff Developers (Internal/External) and Network Professional Development Opportunities. <u>Implementation Timeline:</u> September 2010 through May 2011.</p> <hr/> <p><u>Parental Involvement:</u> Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. If needed Parent Workshops will be provided to</p>

	<p>support parents in helping their children with their mathematics. <u>Target Population(s):</u> All Parents <u>Responsible Staff Members:</u> Parent Coordinator, PA President, teachers & Administration <u>Implementation Timeline:</u> September 2010 through 2011</p> <p>-----</p> <p><u>Monitor and Revise:</u> Teachers will analyze student progress based on the triangulation of data using a variety of data sources such as Interim Assessment, student work, teacher generated exams, and student portfolios/projects. Administration will visit classrooms to observe and provide constructive feedback. There will be weekly Teacher Inquiry Team Meetings to provide teachers with an opportunity to analyze data. Midterm Progress Point: November 2010 Endterm Progress Point: January 2011 Midterm Progress Point: March 2011 Endterm Progress Point: May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources (PS and/or OTPS):</u> <i>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and Chapter 57 SQR Funds and human resources to implement this action plan from September 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> * Homework Club * 37.5 Minutes for small group instruction * Saturday Academy sessions in the Spring * Consumable instructional materials * Resources and funding will be provided through Title 1 and III monies for supplies and per session.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator - September 2010:</u> Discussions and surveys about the used of above-mentioned assessment tool. <u>Instrument of Measure and Projected Gains (at each interval):</u> Three percent increased use of ARIS at each interim point.</p> <p>-----</p> <p><u>Intervals of Periodic Review:</u> <u>November 2010:</u> Teachers will share case student student(s) and how they are following the progress of the student(s) based on the data sources and teacher surveys. <u>January 2011:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their case students and teacher survey results. <u>March 2011:</u> Teachers will share case student student(s) and how they are following the progress of the student(s) based on the data sources and teacher surveys.</p>

May 2011: Reevaluation of the process of using multiple data sources to evaluate the students in their case students and teacher survey results.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Interdisciplinary

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 70% of all teachers will implement differentiated instruction strategies as evidenced by their lesson plans, informal and formal observations, and the agendas/minutes provided by their Teacher Inquiry Teams to ensure that their lesson are based on the individual students’ needs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Professional Development:</u> PD will be given on the following topics: interpreting data from the interim assessments to drive instruction; providing effective feedback to students regarding their work; use of student data to plan and to establish goals; further development of inquiry as teams of teachers use case studied and data to inform differentiated lesson planning. One-to-one conferences between the principal and the staff will create a forum in which teachers can share how they differentiate instruction to meet the needs of their learners. <u>Target Population(s):</u> Teachers <u>Responsible Staff Members:</u> ESL Teacher, SETSS Teacher, Title I Reading Teacher, Assistant Principal, Principal, Staff Developers (Internal/External) and Network Professional Development Opportunities. <u>Implementation Timeline:</u> September 2010 through May 2011.</p> <p>-----</p> <p><u>Parental Involvement:</u> Conduct parent survey to assess needs and interest of parents. Conduct parent workshop on pertinent topics related to literacy. Provide ESL instruction for parents. Progress Reports will be distributed to the parents on a quarterly basis. If needed Parent Workshops will be provided to support parents in helping their children with their mathematics. <u>Target Population(s):</u> All Parents</p>

	<p><u>Responsible Staff Members:</u> Parent Coordinator, PA President, teachers & Administration <u>Implementation Timeline:</u> September 2010 through 2011</p> <p>-----</p> <p>-----</p> <p><u>Monitor and Revise:</u> Teachers will analyze student progress based on the triangulation of data using a variety of data sources such as Interim Assessment, student work, teacher generated exams, and student portfolios/projects. Administration will visit classrooms to observe and provide constructive feedback.</p> <p>Midterm Progress Point: November 2010 Endterm Progress Point: January 2011 Midterm Progress Point: March 2011 Endterm Progress Point: May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Funding Sources (PS and/or OTPS): As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and Chapter 57 SQR Funds and human resources to implement this action plan from September 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> * Homework Club * 37.5 Minutes for small group instruction * Saturday Academy sessions in the Spring * Consumable instructional materials * Resources and funding will be provided through Title 1 and III monies for supplies and per session.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator - September 2010:</u> Discussions and surveys about the used of above-mentioned assessment tool. <u>Instrument of Measure and Projected Gains (at each interval):</u> Three percent increased use of ARIS at each interim point.</p> <p>-----</p> <p><u>Intervals of Periodic Review:</u> <u>November 2010:</u> Teachers will share case student student(s) and how they are following the progress of the student(s) based on the data sources and teacher surveys. <u>January 2011:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their case students and teacher survey results. <u>March 2011:</u> Teachers will share case student student(s) and how they are following the progress of the student(s) based on the data sources and teacher surveys. <u>May 2011:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their case students and teacher survey results.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	29	29	29	29	10	3	2	1
7	21	21	21	21	7	1	2	0
8	20	20	20	20	12	3	2	1
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Extended Day program/Saturday Academy Pull-out small group instruction Ramp-Up, Great Leaps Wilson Training	Students were serviced during regular school day during 90-minute literacy block. Students were also serviced in small groups of 15-20 after school in ELA. Depending on the student’s reading level, Great Leaps and Wilson are utilized.
Mathematics: Extended Day program Saturday Academy Math Skills Intervention (Glencoe) Pull-out small group instruction	Students were serviced in small groups of 15 to 20 after school in reading and math. Students were serviced during regular school day during 90-minute mathematics block for the pull out small group instruction. Student conferences and peer tutoring were utilized during the small group instruction.
Science: Pull-out small group instruction Extended Day Program	Students were serviced in small group instruction ranging from 1-10 pupils. In addition, individualized student conferences were conducted as well as peer tutoring.
Social Studies: Pull-out small group instruction	Students were provided services in an individual or small group setting. Individualized student conferences were held throughout the academic year. Peer tutoring was available for all students.
At-risk Services Provided by the Guidance Counselor: Pull-out individual/small group	Regular individualized conferences with students, parents and teachers. The guidance counselor also meets with students in small peer groups. She holds informative meetings with students, parents, and teachers. She schedules meetings and appointments for students who need services to be provided by the psychologist and/or social worker.
At-risk Services Provided by the School Psychologist:	Regular individualized conferences with students, parents and teachers. The psychologist also performs psychological evaluations and assists in updating the Individualized Education Plans (IEPs) for the students.
At-risk Services Provided by the Social Worker:	Regular individualized conferences with students, parents and teachers. She participates in evaluations and other meetings that involve identified students, parents, and teachers.

At-risk Health-related Services:

Regular follow up with nurse and/or necessary provider. Regular individualized conferences with students, parents, and teachers as needed.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6 - 8 Number of Students to be Served: 41 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) Principal (ESL certified & National Board Certified)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

IS 528 is a middle school in Washington Heights that serves 272 students in grades six through eight. Over 95% of the students are from the Dominican Republic and the remaining is from Hispanic heritage, African American, and Chinese. One fully certified English as a Second Language (ESL) teacher instructs a freestanding pullout and push-in ESL Program in this building. The Assistant Principal is a fully certified ESL teacher as well as National Board Certified in ESL. The ESL teacher's schedule includes 28 classes per week, which services 41 English Language Learners (ELLs) in grades six through eight, 48 in the General Education program, and 9 the school's only self-contained Special Education classroom. The language of instruction is English.

Our school provides a freestanding ESL push-in and pullout model for the 41 ELLs to meet all requirements. All of the Beginner ELLs receive 450 minutes of ESL instruction through the pullout model. The entire 8th grade ELLs at the advanced level of English Proficiency based on the NYSESLAT results receives 225 minutes of ESL instruction. The nine ELLs in the self-contained Special Education classroom receive their mandated ESL instruction utilizing the push-in model. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive at least 2 units or 360 minutes of ESL per week and advanced level students receive 1 unit or 180 minutes or more of ESL per week, which is aligned with our CR-Part 154 and Language Allocation Policy.

The 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. Most of the instructional strategies utilized in this program are based on the Cognitive Academic Language Learning Approach (CALLA) and the Sheltered Instruction Observation Protocol (SIOP) Model, which both models focus on building language through content or the academic area. In this building, the ESL teacher develops language through the academic area of English Language Arts. While using Balanced Literacy in the classroom, the ESL teacher creates objectives both for the ELA content area and language objectives, which are the linguistic features for each genre of study. Some of the instructional strategies utilized to assist in making content comprehensible are the use of graphic organizers, visual aids, realia, role playing, vocabulary development activities such as word maps and learning common prefixes and suffixes, pre-reading strategies to activate schemata by building on previous knowledge, during and post-reading strategies to check for understanding and comprehension.

All ELLs in all grades benefit from reduced class size for their literacy instruction for 450 minutes each week. During their ESL instruction, the Readers and Writers Workshop or Balanced Literacy as introduced by Teachers College is utilized. All ELLs in grades 6-8 participate in the mandated 37.5-minute program from 2:20 pm until 3:10 pm.

Title III After school Program

An after school program will be provided for all ELLs in grades 6-8 from 3:00 p.m. until 4:00 p.m. This program will begin in January and continue through March. Fully certified teachers will provide these services. The ESL teacher pushes into these classes. During this after school program, instructional materials from Rally Education will be used to provide the students with additional educational support to help them attain English Proficiency as well as meet NYS State learning standards across all content areas.

Title III Saturday School

In March through April, there will be several Saturday Academies from 9:00 am to 12:00 pm to assist the ELLs in meeting NYS English Learning Standards and NYS Math standards. All ELLs in grades 6-8 will be invited to participate in this program. Three teachers will provide these services. One of them is fully certified in ESL, and the remaining teachers are fully certified in their content area. The ESL teacher will push into these classes. During these sessions, the students utilized NYS examinations from previous years to review and prepare for the examination. Students also were taught test-taking strategies such as the process of elimination, reading the question first, and underlining key information.

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

This school provides ongoing professional development by the fully certified ESL teacher as well as the certified assistant principal. One topic is on scaffolding instruction and introducing various strategies that can support language learning such as graphic organizers, reading strategies, and different types of journal writing. Another workshop is on differentiating instruction in which each content area collaborates and generates ideas of how they can differentiate instruction for the needs of the students in that particular content area. Furthermore, the ESL teacher and the administrators hold conferences with teachers in various content areas to assist them in teaching the ELL population. In addition, the administrators share ELL best practices in her monthly departmental meetings. The professional development sessions will be devoted to ELLs services:

- Scaffolding Instruction to meet the needs of ELLs-November 2010
- Differentiating Instruction Across the Curriculum-December 2010
- Teaching Vocabulary to ELLs-January 2011
- More Effective ESL Strategies-March 2011

These conferences and workshops are at no cost of the Title III budget.

Section III. Title III Budget

School: 06M528 BEDS Code: 310600010528

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$13,000	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) Professional Salaries After School Program (3 teachers x 73 sessions x 49.73) = 10,911.34 Saturday Program (7 teachers x 12 hours x 49.73 = \$2,088.66)
Purchased services		(Example: Consultant, Dr. John Doe, working with teachers and

- High quality staff and curriculum development contracts.		administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,000	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) Instructional Materials: General Supplies such as paper and composition books = \$564 NY ELA and Mathematics Rehearsal booklets by Rally Education Grades 6-8 4 packs (30 per pack) x \$359 = \$1, 436
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When students enter the New York City Public School system, they are given a Home Language Survey. While completing this survey, translations are immediately made available. An ESL licensed pedagogue who is bilingual in both English and Spanish will either conduct the interview or call someone who speaks the home language of the parent. Parent Orientation Meetings in selecting the educational options are made available in the home language of the parent. These orientations occur within ten business days. The Parent Coordinator and ESL teacher collaborate in scheduling these Parent Orientation sessions on an as needed basis. All letters and other documents distributed to parents are made available in the home languages represented in our student population. Since Spanish is the only other language needed besides English, all written documents are provided in both languages.

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.

According to the ATS system and our records of home languages, Spanish, Arabic and English are the three languages needed for our school community. These findings were reported to the school community in a timely manner.

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.

The Parent Coordinator or a designated, qualified paraprofessional in our school building provides all written translation services. All documents are translated within a one-week time frame. Most services are provided during the school day; however, these individuals are paid per session for certain projects.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided in-house. The Parent Coordinator, Family Worker, School Aides, Paraprofessional, Assistant Principal, PA Association and other bilingual teachers in the building provide these interpretation services.

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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$240,500	\$69,654	\$310,154
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,405	N/A	\$2,405
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,542	*	\$12, 542
4. Enter the anticipated 10% set-aside for Professional Development:	\$24,395	*	\$24,395

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Needs Assessment p 11-12

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

See Action Plan p 14-21, AIS p 23-25, and ELL p 26-29

3. Instruction by highly qualified staff.

See Action Plan p 14-21

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

Please note that Professional Development is a part of the Action Plan p 14-21 and ELL p 26-29

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

We attract these teachers through networking with various organizations and universities such as Teach for America, PC Fellows Program at Teachers College, New York University, and City College. In addition, we welcome student teachers at our school. Finally, we attend Career Fairs.

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

See Action Plan p 14-21 for more details about parental involvement.

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.

Not applicable for a middle school setting; however, our students volunteer at early childhood programs as well as tutor students at local elementary schools.

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.

See Action Plan p 14-21 for more details. In addition, each teacher is a member of an Inquiry Team that analyzes data to inform their instruction.

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.

See pages 23-25 for more details about activities to help students achieve academic achievement. In addition, there is an Extended Day Program offered to all students five days a week as well as Saturday Academy for test preparation.

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.

Our collaboration with ENACT, Department of Transportation, Urban Arts Partnership, and other organizations help us bring in guest speakers and workshops for both parents, staff, and students. In addition, we have school-wide assemblies on topics such as bullying, gang-prevention, and so forth.

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevents 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. –

		(✓)				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	✓			\$243,943	✓	Action Plan p 14-21
Title I, Part A (ARRA)	Federal	✓			\$72,471	✓	Action Plan p 14-21
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$15,000	✓	Title III p 23-26
Title IV	Federal			✓			
IDEA	Federal	✓			\$8,247	✓	Action Plan p 14-21
Tax Levy	Local	✓			\$1,196,575	✓	Action Plan p 14-21

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

See Action Plan p 14-21 and p 32-34 for more details.

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

See Action Plan p 14-21 as well as p 32-34.

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;

See Action Plan p 14-21, p 26-29, and p 32-34.

4. Coordinate with and support the regular educational program;

See Action Plan p 14-21 for more details.

5. Provide instruction by highly qualified teachers;

See Action Plan p 14-21 for more details.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Professional Development is mentioned in the Action Plan p 14-21 and p 26-29 as well as the Language Allocation Policy.

7. Provide strategies to increase parental involvement; and

Parental Involvement is mentioned in Action Plan p 14-21.

8. Coordinate and integrate Federal, State and local services and programs.

See Action Plan p 14-21, 26-29, and 32-34.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

One

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

The Parent Coordinator and PA provide additional support to families in temporary housing depending on the families' needs. For example, we might cover school expenses for purchasing school uniforms and/or paying for pictures and/or graduation dues. Also, students are provided with at-risk counseling on an as-needed basis. Students and their families are invited to all school initiatives such as Extended Day, the Saturday Academy, and so forth.

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:	I.S. 528 Bea Fuller Rodgers School					
District:	6	DBN:	06M528	School		310600010528

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	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		92.8	92.9	93.3
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	82	84	94				
Grade 7	94	91	89				
Grade 8	93	96	90				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	269	271	273				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.4	97.7	98.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	86.4	95.5	95.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	12	10

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	12	9	0

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	9	10	10	Principal Suspensions	14	15	48
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	11	15	17
Number all others	22	17	25				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	49	44	TBD	Number of Teachers	20	20	18
# ELLs with IEPs	3	10	TBD	Number of Administrators and Other Professionals	7	7	5

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

Number of Educational Paraprofessionals	0	0	3
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	7	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	35.0	55.0	83.3
				% more than 5 years teaching anywhere	55.0	55.0	55.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	80.0	88.9
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	93.8	100.0	100.0
Black or African American	2.6	2.6	1.8				
Hispanic or Latino	96.3	97.0	96.3				
Asian or Native Hawaiian/Other Pacific	0.4	0.0	0.7				
White	0.7	0.4	1.1				
Male	33.5	35.4	37.0				
Female	66.5	64.6	63.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	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		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	26.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	13.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

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

Title I Parent Involvement Policy and Parent-School Compact for IS 528

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Bea Fuller Rodgers Intermediate School, IS 528, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

IS 528's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. IS 528 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

IS 528's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing IS 528's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, IS 528 will:

- Actively involve and engage parents in the planning
- Review and evaluate the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I

Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills

- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

Please note that only New York City Public schools that have attained a student population of two hundred (200) or more will receive funding to hire a Parent Coordinator. Additional responsibilities of a Parent Coordinator include the following:

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- Translate all critical school documents and provide interpretation during meetings and events as needed

- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

IS 528 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference
- Hosting educational family events/activities during Open School Week and throughout the school year such as Dominican Heritage Day, Mother's Day, Cinco de Mayo, and so forth.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council
- Supporting or hosting OFEA District Family Day events
- Establishing a Parent Resource Center or lending library, which are instructional materials for parents made available in the school lobby and Parent Coordinator's office
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress. These monthly highlights are given to all students and made available in both English and Spanish.
- Providing school planners for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

IS 528, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. IS 528 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- Using academic learning time efficiently
- Respecting cultural, racial and ethnic differences
- Implementing a curriculum aligned to State Standards
- Offering high quality instruction in all content areas
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
- Convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- Planning activities for parents during the school year (e.g., Publishing Parties, Open School Week, and School-wide Celebrations)

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
- Supporting parental involvement activities as requested by parents
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- Check and assist my child in completing homework tasks, when necessary

- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time
- Encourage my child to follow school rules and regulations and discuss this Compact with my child
- Volunteer in my child's school or assist from my home as time permits
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- Respond to surveys, feedback forms and notices when requested
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams
- Share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- Attend school regularly and arrive on time
- Complete my homework and submit all assignments on time
- Follow the school rules and be responsible for my actions
- Show respect for myself, other people and property
- Try to resolve disagreements or conflicts peacefully
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN # 10	District 06	School Number 528	School Name Bea Fuller Rodgers
Principal Kristy De La Cruz		Assistant Principal Annette Rufino	
Coach Yvette Romeu-Sommer		Coach	
Teacher/Subject Area Melisa Stoller, ESL Teacher		Guidance Counselor Julie Washburn	
Teacher/Subject Area Luz Minaya		Parent Martha Rodriguez	
Teacher/Subject Area		Parent Coordinator Noemi Brito	
Related Service Provider Margarita Modesto		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	25

C. School Demographics

Total Number of Students in School	272	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	15.07%
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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.

Once any new student registers at IS 528, a licensed pedagogue administers the Home Language Identification Survey (HLIS). At that time, the licensed pedagogue trained in the intake process conducts an informal oral interview in English and/or in the parent's native language. Based on the results of the HLIS and the parent interview, it is determined whether or not the student will be given the Language Assessment Battery-Revised (LAB-R) in English, and Spanish, where applicable. A fully certified ESL pedagogue administers the English LAB-R exam within the first ten days of student registration. Parent Orientations are ongoing based on student registration and eligibility based on the HLIS. The LAB-R is hand scored by the trained fully certified pedagogue before being delivered to the Scan Center. For students whose home language is Spanish and do not pass the English LAB-R, the ESL teacher, whose native language is Spanish administers the Spanish LAB. According to the LAB-R (English) results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes.

Every school year, we have ongoing Parent Orientation Meetings for the parents of our ESL students. The fully certified ESL pedagogue, who is also the ESL coordinator, conducts these meetings within the first 10 days of student registration based on the HLIS, along with the help of other staff members such as the Parent Coordinator and provides an agenda and sign-in sheet for the parents. The Assistant Principal, ESL service provider, Parent Coordinator and parent volunteers are also present at the orientation to assist and to provide translation services for school documents such as the Parent Survey and Program Selection forms. At this meeting, we show the parents the Parent Choice Video from the New York City Department of Education. This video is viewed in all the languages that represent our population. These languages include English, Spanish, and Arabic. Once the video is viewed, parents receive the Program Selection letters in their native languages. We have many staff members and parent volunteers present to translate questions that parents who are less proficient in English may have. The ESL Coordinator informs parents at the meeting that research shows the best program for ELLs is Dual Language, which facilitates Language 1 skills to transfer to Language 2 skills.

After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, free standing ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs, Currently and in the past, parents overwhelmingly opt for freestanding ESL. If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned.

Each year, the principal and the ESL teacher analyze the English Proficiency of the ELLs as evidenced on the New York State English as a Second Language Achievement Test (NYSESLAT). These two licensed individuals determine the proficiencies of each individual modality as well as grouping the Listening & Speaking and the Reading & Writing. The ESL teacher collaborates with classroom teachers by providing them with a list of the ELLs and their NYSESLAT scores. During departmental meetings, the ESL teacher and assistant principal explain to the classroom teachers how the NYSESLAT scores impact their teaching. When students remain eligible for ESL services, these parents receive letters of continuation. To ensure that these letters are returned, our ESL teacher makes copies of these letters and places them in the ELL binder. If the forms are not returned, then phone calls are made to contact the parents. Since our school provides only a Freestanding ESL program, the parents are always given the opportunity to transfer to another school in order to receive bilingual or dual language instruction. These are the structures in place at our school to ensure that parents are notified of the three program choices. According to the Parent Survey and Program Selection forms as well as using HIBE in ATS, thirty-five parents of the ELLs in our building have requested the Freestanding ESL program; therefore, the trend is that the parents want a freestanding ESL program and it is aligned to their preferences. The forms are available in the ELL binder in the Principal's office. If the parents were to request a bilingual

program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. At this time, the Freestanding ESL program is aligned with the parent requests.

After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, free standing ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs, Currently and in the past, parents overwhelmingly opt for freestanding ESL. If 15 or more parent choice surveys of the same home language group, and on the same or within two contiguous grades request the TBE program, we will, in compliance with the Aspira Consent Decree, create such a bilingual class or bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services and that 100% of the Parent Survey and Program Selection forms are returned. If parents prefer to have their children in another ESL model such as TBE or DL, we offer assistance to help them find such a program by supplying a list of city schools and the programs available. This information is obtained from the OELL website. As per the Aspira Consent decree, if 15 or more parents of the same Home Language and whose students are in the same or two contiguous grades choose the TBE program we will create such a program. Our Region has special programs designed for Newcomers and SIFE students, so our building always gives the parents the opportunity and choice to transfer. If the parents were to request a bilingual program and there were 15 students who have the same first language in the same and/or consecutive grades, then we would be mandated to open a bilingual program. In order to open a bilingual program, we would have to either add another story to our building or move to an entire new building due to our limited amount of space. Our school building has only 11 classrooms, one dance studio, a library, and a cafeteria for 272 students. Currently, we have five classroom teachers who are fluent in Spanish. Out of these five teachers, three are certified to teach a bilingual classroom. So, these are the changes that would be made in order to implement a bilingual program if the parents requested one. In addition, our school maintains an open communication with parents about options that would best benefit their children.

Part III: ELL Demographics

A. ELL Programs

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

<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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained							9	13	17						39
Push-In							10	10	10						30
Total	0	0	0	0	0	0	19	23	27	0	0	0	0	0	69

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	20

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7		1	14		3	20		5	4
Total	7	0	1	14	0	3	20	0	5	4

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

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

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							13	8	18					39
Chinese														0
Russian														0
Bengali														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic							1		1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	14	8	19	0	0	0	0	41

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.

Currently, the ESL teacher utilizes the push-in/pull-out freestanding ESL model with the ELL population Monday through Friday. The ESL teacher meets with the Beginner ELLs for two periods which are approximately 45 minutes each that equals 90 minutes per day. Hence, all of the Beginner ELLs receive 450 minutes of ESL instruction per week, which is more than the CR Part 154's mandated number of units. The ESL teacher also uses the push-in and pull-out model for the ELLs in the 6th grade classrooms as well as the ELLs in the self-contained special education classroom during both 4th and 8th period Monday through Friday. All of these groups are heterogeneously mixed with little variation in English proficiency levels. The principal values the ESL program; so all the ELLs receive more than their mandated services. In addition, the ESL teacher works with ELLs in the seventh grade during the additional 37.5 minutes of instruction

As educators, our goal is to making content and language instruction comprehensible. Explicit teaching does not mean to return to the teaching of traditional grammar and to meaningless drills and exercises in which there is no functional and communicative purpose. Explicit teaching means students are encouraged to reflect on how language is used for a range of purposes with a range of audiences and the ESL teacher focuses on the aspects of language that will enable the students to do this. Explicit teaching is related to real-life use. The goal of explicit teaching in the ESL program is to promote active involvement in learning, independence, and to analyze the ways language is used in authentic contexts.

For example, a persuasive essay or editorial is a type of text, which is a New York State English Language Standard for middle school

students. The purpose is to persuade others. In order to write a persuasive essay, the students must take a position and justify it. After the students have researched their positions and gathered supportive evidence, they must learn the organization of a persuasive essay (personal statement of position/argument, supporting evidence, possible counterargument and evidence, and conclusion). When writing a persuasive essay, there are connectives or linking words that are typically used such as first, second, therefore, on the other hand, however, and in addition. As an ESL teacher, I will explicitly teach all of the language features to reach this goal of writing a persuasive essay. Since our school follows the Readers/Writers Workshop Model or the Balanced Literacy Approach, we study a genre or unit of study each month. Each student has a reader's notebook and a writer's notebook. Therefore, the ESL teacher must identify and teach the language features for each genre of study. In order to explicitly teach the language features, the instruction must be scaffolded. Scaffolding instruction is not another word for help. Instead, it is the type of support that assists ELLs to move toward new skills, concepts, or levels of understanding. Scaffolding instruction is the temporary assistance in which the teacher assists the students learning how to do something, so that they will be able to do accomplish a similar task alone. According to Lev Vygotsky, scaffolding instruction is future-oriented because what a student or child can do with support today, he or she can do alone tomorrow.

The ESL teacher uses ESL methodologies to follow the ELA curriculum as designed by the school and Region. All ELLs are held accountability for meeting the same high expectations. Therefore, the ESL takes the curriculum and identifies the language features for each genre of study. Then, she explicit teaches the language features for each genre using semantic mapping, visual aids, graphic organizers, templates, modeling the text, and text reconstruction. Here are some ways the ESL teacher addresses each language modality:

For the modality of listening, the students must be introduced to how to listen, because some of them are unused to quiet, and have never learned to listen perceptively to specific sounds. Students can be introduced to various activities such as Sound Bingo, Interviews, Jigsaw Listening, Sound Stories, and Minimal Pair exercises.

For the modality of speaking, Group Work has a number of advantages of language learning. When working in a small group, learners hear more language, so it increases the amount of input. Next, the learners interact more with other speakers; therefore, there is more output. The ELLs take turns and must negotiate their own meaning. Finally, the learning is contextualized. The learning is heard and used in an authentic context.

For the modality of writing, the ESL teacher must identify the language features used for each specific unit of study or genre. First, the teacher must build the field or activate the schemata or prior knowledge of each student. Some ways to activate schemata is to brainstorm ideas, create a semantic web, develop a word wall, or interview another student. Next, the teacher must model the text. Students should be immersed in the genre of study. The ESL teacher will explicitly teach the language features of each context. Then, the ESL teacher will work together and guide the students. The ELLs give suggestions and contributes ideas while the teacher is the scribe. Hence, the students and class create a literary work together. Finally, the students are able to write their own texts, independently.

When planning for the modality of reading, the ESL teacher must remember that ELLs should understand the text they are reading and they should help develop good reading strategies for reading other texts in various contexts. The planning is divided into three sections: before reading strategies, during reading strategies, and after reading strategies. Some before reading strategies are predicting from words, titles, pictures, or the first sentence of the text. Again, the teacher is activating the students' prior knowledge. Once the ESL teacher becomes aware of the ELLs' knowledge, then he/she can build upon it. Some during reading strategies include modeling reading aloud, skimming and scanning the text, rereading for details, and summarizing the text. Finally, the after reading strategies could include writing a new ending to the story, completing a story map that is a representation of the main elements of a story, creating a timeline, and retelling the story.

Overall, the ESL teacher attempts to make content comprehensible for ELLs by identifying language objectives and content objectives for each lesson. She still adheres to the Readers/Writers Workshop Model, but she adapts the model to meet the needs of her students. ELLs need explicit teaching of the language features to assist them in being able to comprehend the overall content.

At this time, there is only one SIFE student. He is at the Advanced level of English proficiency according to the NYSESLAT. SIFE students would receive the minimal 360 minutes of ESL instruction per week. All SIFE students receive an English/Spanish Picture Dictionary. The ESL teacher would assess the language proficiency of the student's native language. SIFE students need to learn vocabulary that will assist them in communicating in the school building and outside of the school. When writing, the students will be encouraged to write in their first language, so they will feel more comfortable in the classroom setting. Students will be able to use picture sequencing for simple narratives. SIFE will use a dialogue journal between them and me. The dialogue will begin as pictures and/or simple sentences depending on the level of language proficiency; however, it will be an ongoing written conversation. SIFE students will be expected to complete monthly projects that focus on a genre of study; however, the rubric will be modified to meet the needs of each level of proficiency. Instructional materials and books would be purchased for this subgroup of students. For this subgroup, the materials should focus the basic literacy skills. Professional Development for all teachers would be provided. Finally, these students would be encouraged to attend all Afterschool and Saturday programs provided by the school, Region, and community. Furthermore, SIFE students would be given the opportunity to transfer to one of the Regional programs such as Academic Universe.

Newcomers receive at least 360 minutes of ESL instruction per week. In the classroom, the teacher will focus on developing BICS. Newcomers need to learn vocabulary that will assist them in communicating in the school building and outside of the school. When writing, the students will be encouraged to write in their first language, so they will feel more comfortable in the classroom setting. Students will be

able to use picture sequencing for simple narratives. Newcomers will use a dialogue journal between the teacher and them. The dialogue will begin as simple sentences; however, it will be an ongoing written conversation. Additional books and instructional materials for newcomers would be purchased. Each student will be provided with a Bilingual Spanish/English Picture Dictionary. Newcomers will have monthly projects. However, the rubrics for each project will specify the level of language proficiency. When studying the memoir genre, newcomers who are at the beginner level of language proficiency might create a picture book with simple sentences whereas a student at the advanced level of proficiency will write a vignette using a narrative form. Professional Development for all school personnel would be provided to teachers after school and during some of the monthly Faculty Conferences. Teachers will be encouraged to use visual aids in classroom instruction and to have the newcomers placed with a “buddy” who speaks the first language of the newcomer and is at the Advanced Level or Proficient Level of English Language Proficiency. This subgroup of students would be encouraged to attend all after school and Saturday programs provided by the school, building, and Region. Finally, the students would be given the option to transfer to our Region’s program for newcomers, Harbor Heights, or any other school in the region.

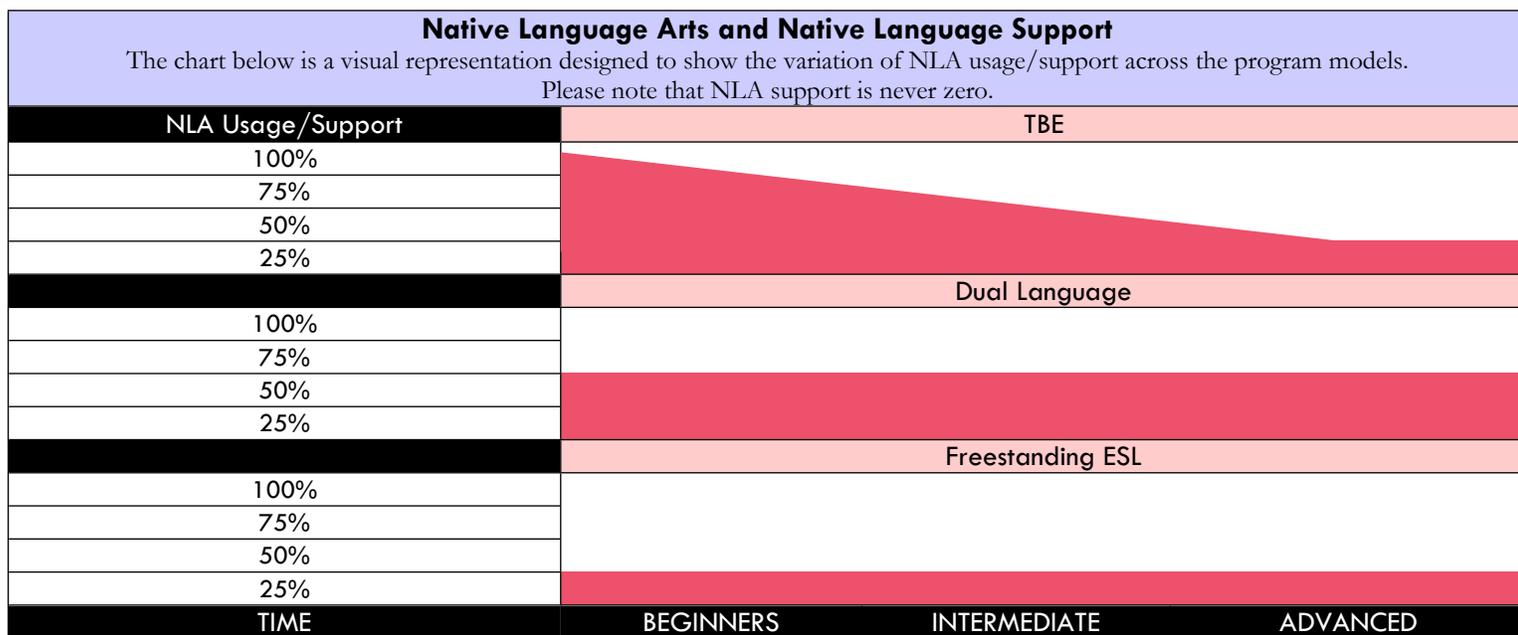
All of the students who have received 4-6 years of ESL services and the long-term ELLs receive ESL instruction based upon their proficiency level. In our school, approximately half of the ELL population are considered long-term. Since most of the long-term ELLs have acquired their BICS, the classroom instruction focuses on developing academic vocabulary and learning the language features of various genres. In their literacy class, the ELLs are expected to complete monthly projects, which focus on a particular genre. For example, the ELLs created memoirs in October, Poetry Anthologies in November, literary essays for December, and feature articles for the month of February. The ESL teacher follows the curriculum as outlined by Teachers College’s Balanced Literacy Program; however, she modifies and scaffolds instruction to meet the needs of the ELLs. Assessment includes weekly quizzes, monthly projects, midterms, journal entries, and exit portfolios. Each week a progress report is sent and signed by the parents of these ELLs. In addition, long-term ELLs are encouraged to attend all after school and Saturday programs available at our school, community, and Region. Instructional materials, books, and software will be purchased to meet the needs of these students. Professional Development on topics such as Differentiated Instruction, Finding the Language Features: SIOP Model, and Making Content Comprehensible will be provided for all school personnel.

Currently, the ESL teacher uses the push-in model for the one multilevel self-contained classroom. For students in general education, the ESL teacher provides the students with the mandated amount of minutes using the push-in or pullout model. In addition, the hearing specialist, speech therapist, and other support services collaborate with the ESL teacher on a monthly basis. These teachers plan lessons together and discuss the progress of the ELLs in the special education program. The ESL teacher is aware and well informed of each child’s needs. Our building’s guidance counselor, Special Education Supervisor, and Academic Intervention Specialist notifies all personnel of the students who have special needs and how to accommodate their needs in the classroom. Finally, the Academic Intervention Team meets every Friday to assess and reflect on the progress of these students. The ESL teacher is a member of the AIS team, so she represents the ELL population. There are several intervention services offered in our school for all ELLs. First, all ELLs are invited to participate in the school’s 37.5 minute Extended Day program. During this time, students receive small group instruction to strengthen their literacy skills. Next, students are invited to participate in our after school program, which is the Urban Arts Program. Again, this is a program to strengthen and develop their literacy skills through the Arts. The classes offered this year are Digital Photography, Filmmaking, Drumming, and Theater. In addition, all students are given the opportunity to participate in our school’s Homework Help Program, which occurs from 2:20 pm until 4:30 pm five days per week. Finally, all ELLs will be given the opportunity to participate in our Saturday Academy sessions for both Math and ELA, which will take place this spring.

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
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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?

Since our ELL population is small, students are provided with transitional services. Therefore, these students still receive 180 minutes of ESL instruction. Instructional materials and classroom libraries are available for this population. All classroom teachers are notified of these students and best teaching practices for them. Most of these students benefit from a push-in model, because they are considered Proficient according to the NYSESLAT. During the ESL teacher's professional period, she conferences with each student and various content teachers to monitor the progress of each student. Students are encouraged to attend all after school and Saturday programs to prepare them for upcoming assessments.

All ELLs are provided with their mandated minutes whether it is using the push-in or pullout model. The ESL teacher maintains anecdotal records and updated attendance records for each student. Each ELL has an updated portfolio of their work in ESL. These portfolios are maintained from sixth to eighth grade. Students are able to monitor and self-assess their progress through the grades. In the pullout model, ELLs receive a weekly homework calendar that explains their homework for the week. In addition, the students are given weekly progress reports that must be signed and returned by their parents. Since the ESL teacher also provides ESL for parents on the weekend, she is familiar with the parents of many ELLs. The ESL teacher calls each student's house at least once a month to remind the parents/students of their monthly projects.

This year, our only new program is the Urban Arts Program, which is an after school program that operates five days a week in our building. Through this program, all ELLs are given the opportunity to strengthen their academic skills through the Arts. In addition, students are able to receive assistance with their homework. At this time, the only program that was discontinued was the Police Athletic League, because we decided to collaborate with the Urban Arts Program, because it corresponds with our school's mission of fostering a love and appreciation of the Arts.

Instructional materials, books, and software are purchased to meet the needs of the students. In each classroom, there are computers available to our students. We have an open access library which means students can utilize the library's computers and resources during the school day as well as after school.

Our school only provides a Freestanding ESL program; however, Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. Furthermore, all students are allowed to read books in Spanish for the 25 Book Campaign. Instructional materials and library books are available in Spanish. In the Spanish classroom, "Somos asi En Sus Marcas" by EMC Paradigm is the main instructional tool. However, the Spanish teacher supplements and adapts the curriculum to meet the needs of each student. Some other resources are: "Puertas al Sol: Gateways to the Sun," "Rosetta Stone: Language Learning," "Cuaderno de Actividades Compañeros," "Juntos" by Prentice Hall, and "Escriba con Estilo: Improving Writing Skills in Spanish" by David W. Gurney. The Spanish teacher is also the Technology Coordinator, so the students are familiar with technology and the following websites: www.studyspanish.com, www.uni.edu, and www.diario.com. For assessment, the Spanish teacher utilizes quizzes, exams, and projects. Our school's uniform grading policy is 40% exams, quizzes, projects, 25% homework, 20% classroom participation, and 15% journal entries.

Students and teachers have an endless amount of books, materials, and resources available. There are computers available in the classroom, so students are able to research topics and type their published literary pieces. Since our building uses the Readers/Writers Workshop model, there are classroom libraries of various types of literature available for the students/teachers. Some materials used by the ESL teacher are: The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach by Anna Hull Chamot and J. Michael O'Malley, The Art of Teaching Reading/Writing by Lucy McCormick Calkins, Making Content Comprehensible for English Learners: The SIOP Model by Jana Echevarria, MaryEllen Vogt, and Deborah J. Short, Learning to Learn in a Second Language by Pauline Gibbons, Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons, "When Kids Can't Read: What Teachers Can Do" by Kylee Beers, Awakening the Heart: Exploring Poetry in Elementary & Middle School by Georgia Heard and so forth. The English Language Arts and ESL Standards for New York State are also utilized for classroom instruction as well as exit portfolios. The students are familiar with the standards for each grade level. In fact, all classroom portfolios include a standards checklist. Students need to have goals and high expectations for each school year. All of the classrooms are equipped with computers and SMART boards. Students are expected to utilize the computers for their research and projects.

Our school makes staff available to help ELLs in their transition from the elementary to middle school level in many ways. Once we are informed of the incoming sixth graders, there is a Parent Orientation scheduled in June. Then, there is an additional Parent Orientation scheduled in September. On the first day of school, all sixth graders are invited to a special welcome in which they are given a tour of the school. At this time, the students are given the opportunity to ask questions and address any concerns. The Parent Coordinator is readily available to assist students and parents. During the first week of school, each 6th grade homeroom focuses on a specific topic such as using their planner, reading and following their schedules, reviewing the discipline handbook, and so forth.

C. Schools with Dual Language Programs

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

Not applicable

D. Professional Development and Support for School Staff

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.

Professional Development is provided to our building as well as for the ESL teacher. In addition, the ESL teacher facilitates ELL professional development for her school. By analyzing the data from the NYSESLAT scores and other standardized exams, most students need to improve their reading and writing skills or their CALP. In the classroom, instruction needs to focus on developing academic vocabulary in order for the ELLs to be successful in the classroom and on standardized exams. Each year at least five Professional Development Sessions which equals the 7.5 mandated hours on topics such as Second Language Acquisition, Making Content Comprehensible, Differentiated Instruction, and NYSESLAT Training are provided for all school personnel. In addition, the ESL teacher collaborates with various content teachers to discuss the progress of the ELLs and to assist them in meeting their needs. Our main goal is for the ELLs to be successful both in and outside the classroom. The Principal and the certified ESL teacher facilitate most of the workshops. In addition, the administrators distribute questionnaires and interest surveys about potential topics for Professional Development. Overall, the teachers have a voice in determining the topics for Professional Development.

In order to ensure that our Special Education teacher as well as special education paraprofessional receive their mandated hours by attending the workshop series provided by our school as well as attending monthly department meetings and citywide workshops. The ESL teacher utilizes the push-in model in providing services to the ELLs in the self-contained classroom. The ESL teacher also collaborates with the special education teacher on a weekly basis. Both assistant principals facilitate workshops and PD addressing the needs of ELLs. Our school provides only a freestanding ESL program; however, all of the students take Spanish as their Foreign Language Course in grades six through eight. Spanish is an available course for all students. In fact, eighth graders are able to take the Spanish Regents Exam. Furthermore, all students are allowed to read books in Spanish for the 25 Book Campaign. Instructional materials and library books are available in Spanish for all students in grades 6-8.

As ELLs transition from one school level to another, teachers are provided with additional support. Our ESL teacher collaborates with classroom teachers about the individual needs of each student. In addition, the assistant principal conducts ELL training about the students and their individual needs as well as how to modify and adapt classroom lessons during monthly department meetings. Furthermore, our Principal who is National Board Certified in ESL schedules meetings with teachers on an as-needed basis.

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?

Parents are a crucial part of our school community. Each spring, there is a Parent Orientation for each grade for various topics. In the fall, there is a Parent Orientation for the eighth graders explaining 8th grade expectations, the high school application process, and other 8th grade events such as prom, cap and gowns, and so forth. Parents attend field trips, cultural experiences, and performances. Each month, our Parent Coordinator, distributes a monthly newsletter in both English and Spanish. Also, there are monthly parent workshops as well as PA meetings. Parents are invited to class celebrations as well as performances. Parents assume an active role in many of our school committees such as the School Leadership Team, School Safety Committee, and Building Response Team.

Every year our Parent Coordinator sends conducts an interest survey to gain information on the needs of the parents. Then, the topics of the workshops will be based on the data received from these surveys. Depending on the year, parents have wanted Literature Circles and/or Book Clubs or more technology training. Depending on the needs of the parents, our school has had ESL workshops for parents as well as

what is to be expected on the statewide examinations. Our Parent Coordinator collaborates with outside Community Based Organizations depending on the workshops needed. Right now, we are affiliated with the Urban Arts Program in which parents will be encouraged to attend performances and culminating events.

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)									2					2
Intermediate(I)							4	1	6					11
Advanced (A)							13	5	10					28
Total	0	0	0	0	0	0	17	6	18	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	5	2		14
7	4	4			8
8	9	10			19
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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	4		8		2				14
7	2		6						8
8	8	1	7	2				1	19
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

For the past few years, there have not been any newly enrolled ELLs to our school. All of our 41 ELLs have attended a New York City Public School for at least one year; therefore, all of the students have a NYSESLAT score. Approximately 84 % of the ELLs have an advanced proficiency level in the listening and speaking modalities. Sixty-one percent of the ELL population earned the advanced proficiency in reading and writing. Most of the students have acquired their Basic Interpersonal Communication Skills (BICS), which is evidenced by the high scores in listening and speaking. More students lack Cognitive Academic Language Proficiency (CALP), which involves the modalities of reading and writing. After analyzing the data, the ESL teacher needs to focus on improving proficiency in reading and writing across the content areas. Concurrent teaching of language and content allows the ELLs to continue learning as they are developing their second language; therefore, for the content areas there should be language objectives as well. Scaffolding instruction involves three principles.

Approximately 73% of the ELLs have an advanced proficiency level in the listening and speaking modalities. Sixty-one percent of the ELL population earned the advanced proficiency in reading and writing. Most of the students have acquired their Basic Interpersonal Communication Skills (BICS), which is evidenced by the high scores in listening and speaking. More students lack Cognitive Academic Language Proficiency (CALP), which involves the modalities of reading and writing. After analyzing the data, the ESL teacher needs to focus on improving proficiency in reading and writing.

Concurrent teaching of language and content allows the ELLs to continue learning as they are developing their second language; therefore, for the content areas there should be language objectives as well. Scaffolding instruction involves three principles. First, the teacher must activate the students' schemata and link and build on what the children bring to school such as their language, culture, and experiences. Next, the teacher must provide support to language development needs of the learners and the language demands of the mainstream curriculum. Finally, the students must be given the responsibility to use what they have learned in new contexts.

For the modality of listening, the students must be introduced to how to listen, because some of them are unused to quiet, and have never learned to listen perceptively to specific sounds. Students can be introduced to various activities such as Sound Bingo, Interviews, Jigsaw Listening, Sound Stories, and Minimal Pair exercises.

For the modality of speaking, Group Work has a number of advantages of language learning. When working in a small group, learners hear more language, so it increases the amount of input. Next, the learners interact more with other speakers; therefore, there is more output. The ELLs take turns and must negotiate their own meaning. Finally, the learning is contextualized. The learning is heard and used in an authentic context.

For the modality of writing, the ESL teacher must identify the language features used for each specific unit of study or genre. First, the teacher must build the field or activate the schemata or prior knowledge of each student. Some ways to activate schemata is to brainstorm ideas, create a semantic web, develop a word wall, or interview another student. Next, the teacher must model the text. Students should be immersed in the genre of study. The ESL teacher will explicitly teach the language features of each context. For example, there are certain linking words or transitions used in a persuasive essay such as on the other hand, first, next, and furthermore. Then, the ESL teacher will work together and guide the students. The ELLs give suggestions and contributes ideas while the teacher is the scribe. Hence, the students and class create a literary work together. Finally, the students are able to write their own texts, independently.

When planning for the modality of reading, the ESL teacher must remember that ELLs should understand the text they are reading and they should help develop good reading strategies for reading other texts in various contexts. The planning is divided into three sections: before reading strategies, during reading strategies, and after reading strategies. Some before reading strategies are predicting from words, titles, pictures, or the first sentence of the text. Again, the teacher is activating the students' prior knowledge. Once the ESL teacher becomes aware of the ELLs' knowledge, then he/she can build upon it. Some during reading strategies include modeling reading aloud, skimming and scanning the text, rereading for details, and summarizing the text. Finally, the after reading strategies could include writing a new ending to the story, completing a story map that is a representation of the main elements of a story, creating a timeline, and retelling the story. Since 61% of the ELLs scored at the Advanced Level of Language Proficiency and approximately 68% of the ELLs are long term, the language and curriculum learning must support each other. That is to say, there must be an integrated curriculum. According to Pauline Gibbons, "Children learn language, learn through language, and learn about language. They learn language in the process of using it. They learn through language when they use it to construct knowledge across all areas of the curriculum." ELLs need to be able to use English not only for schoolwork, but also ultimately for academic learning and negotiating their place in the American Society.

At the beginning of the year, many of the ELLs are given the DRA to help determine their actual reading levels. In the sixth grade, ten of the ELLs read at the third grade level. Forty of the ELLs have strong decoding skills, but have difficulty with reading comprehension and abstract concepts. This impacts our school's instructional plan by providing guided reading on a daily basis. In addition, these students have difficulty reading and comprehending their science, math, and social studies textbooks because these books are on grade level. That is to say, teachers need to be provided with professional development on how to scaffold the learning of the ELLs to make the content comprehensible for them. This means providing ELLs with graphic organizers, memory devices, and note-taking strategies.

Another one of the assessment tools our school utilizes is the results from the New York State ELA exam. Most ELLs score at the Level I and II in ELA. Students lack the academic language to justify their answers. Students need to develop their critical thinking skills in English. This year, we did not have any students exempt from the ELA exam. The more proficient ELLs are in reading and writing, the higher their scale scores were on the ELA exam. Hence, there is high correlation between the students' proficiency on the NYSESLAT and their ELA scores. When the ELLs were given the opportunity to take the mathematics exam in Spanish, six of the students scored at the Level III in the sixth grade. For the State ELA exam, there were only two ELLs who scored at the Level III, whereas, nine students scored at the Level III in mathematics. Therefore, there were more Level III scores when the students were able to take the exam in their native language. These six students were exempt from the ELA test the previous year. Since the current ELLs in the eighth grade will take the Science and Social Studies exam this spring, only the scores from the ELA and Mathematics exams were analyzed. However, these ELLs are long-term, so they will take the exams in English. These scores provide evidence that the students are lacking the academic language skills in English.

The ESL teacher tracks the scores from the Interim Assessment for Mathematics, ELA, and ESL for all of the ELLs in all grades. In addition, the ESL teacher knows which modalities such as reading and writing need more emphasis in the classroom. Students are familiar with their scores, so they know their strengths and weaknesses. They are able to access their scores online. Finally, the ARIS website was used to develop the

midterms for the ELLs. The ELLs were also part of the target population for our school's Inquiry Team.

This year, all of the ELLs in the 8th grade will take the Spanish Regents exam in June. For the past seven years, our school has a 100 percent passing rate for all Regents exams. Again, Regents exams are not mandatory for the 8th grade. This is an optional test, and the student must pass the course work to take the exam.

Our school provides only a Freestanding ESL program, so we adhere to the CR Part 154 plan in which students at the Beginner and Intermediate Level receive 360 minutes of ESL instruction per week. ELLs at the Advanced Proficiency Level receive 180 minutes per week. While studying at IS 528, students are required to take Spanish. Some students have the option of taking the Spanish Regents Exam in the eighth grade. During Spanish class, the teacher focuses on improving the literacy skills of reading, writing, listening, and speaking in Spanish. Although most students speak Spanish at home, they are less proficient in the academic skills of reading and writing. Therefore, the Spanish teacher emphasizes reading and writing in the classroom. Students are expected to complete monthly projects, daily homework, and journal logs. Students are given quizzes and exams for each unit.

For the purpose of the LAP, the following multiple assessments were used for all ELLs in grades 6-8: NYSESLAT scores, 2008 NYS ELA and Math Scores, and Interim Assessment Scores.

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.

LAP Team Assurances are on file in the ELL Binder located in the Principal's Office.

LAP Worksheet has been reviewed by staff and is on file in the ELL binder in the Principal's Office.

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		