



M.S. 053 BRIAN PICCOLO

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: M.S. 053 BRIAN PICCOLO
ADDRESS: 10-45 NAMEOKE STREET
TELEPHONE: 718-471-6900
FAX: 718-471-6955

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010053 **SCHOOL NAME:** M.S. 053 Brian Piccolo

SCHOOL ADDRESS: 10-45 NAMEOKE STREET, QUEENS, NY, 11691

SCHOOL TELEPHONE: 718-471-6900 **FAX:** 718-471-6955

SCHOOL CONTACT PERSON: Jacqueline Boswell -Acting Principal **EMAIL ADDRESS** jboswel@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kiandra McDonald

PRINCIPAL: Jacqueline Boswell (Acting Principal)

UFT CHAPTER LEADER: Mohammed Bility

PARENTS' ASSOCIATION PRESIDENT: Maria Rosario

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 531

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT/Christine Etienne

SUPERINTENDENT : MICHELE LLOYD-BEY

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
Jacqueline Boswell	Principal	Comments: Yes
Jacqueline Boswell	Acting Principal	
Diane Ludvigsen	Admin/CSA	Comments: Yes
Kiandra McDonald	UFT Member	Comments: Yes
Kevin McGarry	UFT Member	Comments: Yes
Katrina Barnes	Parent	Comments: Yes
Kimberly Jenkins	Parent	Comments: Yes
Maria Rosario	PA/PTA President or Designated Co-President	Comments: Yes
Lakita Middlebrooks	Parent	Comments: Yes
Major Childs	Parent	Comments: Yes
Mohammed Bility	UFT Chapter Leader	Comments: Yes
Vibert Parris	UFT Member	Comments: Yes
Janet Rodman	UFT Member	Comments: Yes
Ayana Garrett	UFT Member	Comments: Yes
Olivia Dordan	Parent	Comments: Yes

Deanna Matthews	Parent	Comments: Yes
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* 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 vision of Brian Piccolo Middle School 53Q is to create a safe, nurturing, educational environment that supports the development of student self-esteem and belief in one's own ability to achieve and be successful.

Our mission is to utilize the school's resources and those of the home environment and community to help students reach high levels of academic excellence and to foster citizenship.

Piccolo Middle School 53Q is a zoned grade 6 to 8 middle school located in the Far Rockaway, Queens community. Our school is an educational anchor for children and adults in the community. We provide academically and culturally rigorous programs that cultivate the whole child.

The Academy of Leadership, Careers and Applied Studies

The Academy of Law, Government and Business

All students at our school master the New York State Standards and earn a NYS endorsed Intermediate-level Diploma. Courses in English language arts, math, science, social studies, foreign language, art, physical and health education and technology constitute the school curriculum. In 2010-2011 our students will be introduced to the new Common Core State Standards.

An introduction to [career opportunities](#) and a leadership role in developing The Annual Brian Piccolo Middle School 53Q Career Day is offered to students in The Academy of Leadership, Careers and Applied Studies.

Partnerships exist with outside agencies and institutions to enhance the comprehensive school curriculum. Our partners include CUNY Legal Program, NYPD Explorers Club, Columbia University Nutritional Program, Sports and Arts, CEI-PEA, among others.

[job opportunities](#) at the airport.

We are committed to small learning communities that will enable each and every youngster to reach his or her potential. Our goal will be to ensure that each student achieves. We the faculty, administrators, parents and community of Brian Piccolo Middle School 53Q commit our time, resources, energies and expertise in "Making the Dream Possible."

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		M.S. 053 Brian Piccolo								
District:		27	DBN #:		27Q053	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			89.4	90.4	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			89.5	89.12	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		132	130	58	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		249	266	224			85.2	84.4	97.4	
Grade 8		264	223	265						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			20	20	TBD	
Grade 12		0	0	0						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		645	619	547	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							0	0	5	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		64	79	60	Principal Suspensions		63	79	TBD	
# in Collaborative Team Teaching (CTT) Classes		24	29	37	Superintendent Suspensions		55	43	TBD	
Number all others		22	42	34						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	71	73	66	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	9	19	Number of Teachers	50	49	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	15	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	13	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	66	63.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	56	57.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	82	TBD
American Indian or Alaska Native	0.5	0.5	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.5	94.4	TBD
Black or African American	62.8	63	61.2				
Hispanic or Latino	33	33	33.6				
Asian or Native Hawaiian/Other Pacific Isl.	2	2.1	2.6				
White	1.7	0.8	1.6				
Multi-racial							
Male	51	52.7	51.4				
Female	49	47.3	48.6				
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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation 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	-	-	-				
Students with Disabilities	√	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	96.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

NCLB/SED

Based on student performance in ELA, Math and Science for the 2009-2010 school year and the results of our Accountability and Overview Report, our New York State Accountability status is:

Restructuring (advanced) Focused

ELA

- For the past four years, the percent of students performing at proficiency levels 3 and 4 in ELA was on an upward increase of 24.6% in 2007 to 59.0 % in 2009. Last year, in 2010, student performance decreased to 16.2%.

- **Grade 6**

- o Grade 6 Level 3 and 4 performance in ELA was on a steady decline of 35.8% in 2007 to 31% in 2008. In 2009 this percentage increased to 82%. Last year, in 2010 student performance decreased to 20%. The percentage of students performing at Level 1 was also on a decline from 2007 to 2009 from 6.3% to 0%. In 2010, the percentage of students performing at Level 1 increased to 19%.

- **Grade 7**

- o Until 2010, the trend in performance of Levels 3 and 4 for the prior four years in grade 7 ELA showed a steady increase from 30.3% in 2007 to 58.6% in 2009. In 2010, the performance decreased to 14%. The percentage of students performing at Level 1 has been on a steady decline from 10% in 2007 to 0% in 2009 during this same time period. In 2010, Levels 1 performance increased to 17%.

- **Grade 8**

- o Until 2010, the trend in performance of Levels 3 and 4 for the prior four years in grade 8 ELA showed a steady increase from 18.6% in 2007 to 47.9% in 2009. In 2010, the performance decreased to 18%. The percentage of students performing at Levels 1 has been on a steady decline from 12.3% in 2007 to 1.4% in 2009 during this same time period. In 2010, Level 1 performance increased to 18%.

- **ELL's**

- o Until 2010, the trend for the prior four years in ELL student performance in ELA in all grades showed an increase in performance Levels 3 and 4 from 4.4% in 2007 to 44.8% in 2009. In 2010, the performance decreased to 7%. The percentage of students performing at Level 1 decreased from 42.6% in 2007 to 0% in 2009 during this same time period. In 2010, Level 1 performance increased to 37%.

- **SWD's**

- o Until 2010, the trend for the past four years in SWD student performance in ELA in all grades showed a significant increase in performance Levels 3 and 4 from 9.2% in 2007 to 45% in 2009. In 2010, the performance decreased to 8%. The percentage of students performing at Level 1 decreased from 25.7% in 2007 to 1.4% in 2009 during this same time period. In 2010, Level 1 performance increased to 35%.

Math

- Until 2010, for the prior four years, the percent of students performing at proficiency levels 3 and 4 in MATH for all students in all grades showed an increase from 32.7% in 2007 to 59.1% in 2009. In 2010, the percentage decreased to 18.9%. During this same time period, the percentage of students performing at Level 1 decreased steadily from 24.7% in 2007 to 5.1% in 2009. In 2010, Level 1 performance increased to 26%.

- **Grade 6**

- o Until 2010, the trend for the past four years in grade 6 MATH showed a slight increase in performance Levels 3 and 4 from 40.2% in 2007 to 41.1% in 2009. In 2010, the performance decreased to 20%. The percentage of students performing at Level 1 decreased from 24.4% in 2007 to 9% in 2009. In 2010, Level 1 performance increased to 29%.

- **Grade 7**

- o Until 2010, the trend for the past four years in grade 7 MATH showed a steady increase in performance Levels 3 and 4 from 43.6% in 2007 to 66% in 2009. In 2010, the performance decreased to 16%. The percentage of students performing at Level 1 decreased from 17.1% in 2007 to 4.0% in 2009. In 2010, Level 1 performance increased to 27%.

- **Grade 8**

- o Until 2010, the trend for the past four years in grade 8 MATH showed a steady increase in performance Levels 3 and 4 from 21.4% in 2007 to 66% in 2009. In 2010, the performance declined to 21%. The percentage of students performing at Level 1 has been on a steady decline from 30.7% in 2007 to 5% in 2009. In 2010, Level 1 performance increased to 24%.

ELL's

- o Until 2010, the trend for the past four years in ELL student performance in MATH in all grades showed a steady increase in performance Levels 3 and 4 from 12.8% in 2007 to 49% in 2009. In 2010, the performance decreased to 7%. The percentage of students performing at Level 1 decreased from 43.6% in 2007 to 9% in 2009. In 2010, Level 1 performance increased to 37%.

SWD's

- o Until 2010, the trend for the past four years in SWD student performance in MATH in all grades showed a steady increase in performance Levels 3 and 4 from 10.3% in 2007 to 38% in 2009. In 2010, the performance decreased to 8%. The percentage of students performing at Level 1 decreased from 57.9% in 2007 to 13% in 2009. In 2010, Level 1 performance increased to 40%.

ATTENDANCE

The three year trend for attendance as indicated on the School Demographics and Accountability Snapshot was 89.4% in 2007-08, 90.4% in 2008-09 and 85.7% in 2009-10, respectively. This trend represents a decline of 3.7% in the past two years.

SAFETY

According to the 2009-2010 NYC School Survey Report, 62% of the 98% of student respondents felt safe in the hallways, bathrooms, and locker rooms at our school.

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.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> 1) ELA: By June 2011, the percent of students achieving at proficiency levels 3 and 4 will increase by 4% as measured by the 2011 NYS English language arts test. This represents an increase from 16.2% to 20.2% of students achieving at levels 3 and 4 by June 2011.	<input type="checkbox"/> This goal is an effort to increase English language arts proficiency of students at Brian Piccolo Middle School 53Q as indicated by the 2009-2010 Progress Report Student Performance data. Moving forward to 2010-11 and beyond it is our goal to ensure that our students are prepared to enter high school and graduate, ready for college and careers. <input type="checkbox"/>
<input type="checkbox"/> 2) MATH: By June 2011, the percent of students achieving at proficiency levels 3 and 4 will increase by 4% as measured by the 2011 NYS Mathematics Test. This represents an increase from 18.9% to 22.99% of students achieving at levels 3 and 4 by June 2011. <input type="checkbox"/>	<input type="checkbox"/> This goal is an effort to increase Mathematics proficiency of students at Brian Piccolo Middle School 53Q as indicated by the 2009-2010 Progress Report Student Performance data. Moving forward to 2010-11 and beyond it is our goal to ensure that our students are prepared to enter high school and graduate, ready for college and careers.
<input type="checkbox"/> 3) Attendance: By June 2011, we will increase daily student attendance by increase by 4.3% from 85.7% to 90% as measured by the New York City Progress Report.	<input type="checkbox"/> This goal is an effort to increase the number of days students are in school and actively engaged in learning. As we know student achievement is directly correlated to attendance. <input type="checkbox"/>
<input type="checkbox"/> 4) SCHOOL SAFETY: By June 2011, the percentage of students	<input type="checkbox"/> This goal is an effort to increase the number of students who feel safe in the hallways, bathrooms and locker rooms at Brian Piccolo Middle School 53Q, which will lead to increased student

who feel safe in the hallways, bathrooms and locker rooms Brian Piccolo Middle School 53Q will increase by 10% from 62% in June 2010 to 72% in June 2011 of 98% student responses as measured by the 2011 School Survey Student Responses.

performance. We know that creating a safe learning environment is essential to students wanting to come to school, which in turn results in higher student achievement.

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><input type="checkbox"/></p> <p><input type="checkbox"/>1)</p> <p>ELA:</p> <p>By June 2011, the percent of students achieving at proficiency level 4% as measured by the 2011 NYS English language arts test. This is an increase from 16.2% to 20.2% of students achieving at levels 3 and 4 by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Core subject teachers will engage in Professional Development of Differentiated Instruction and Curriculum Mapping sponsored by the district.</p> <p>Core subject teachers will analyze lessons to determine how content, the process, the materials or the products of the lesson to meet the needs of all students</p> <p>Core subject teachers will engage in a Book Study of Carol Ann Tomlinson's "The Differentiated School: Making Revolutionary Changes in Teaching"</p> <p>English language arts teachers will engage in a genre study of informational text.</p> <p>Differentiated Instruction will be the instructional focus during classroom snapshots and observations. Supervisors will provide teachers with feedback designed to provide for the learning needs of our diverse student population.</p> <p>Teams of teachers will work together to monitor ELA curriculum and student learning.</p> <p>Parent input will be sought to inform supervisors and teachers.</p>

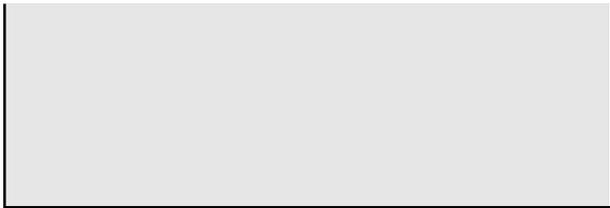
	their children.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Fair Student Funding (FSF), Title 1, Contracts for Excellence (C4 CEI-PEA consultant hours and Middle School Initiative Grants
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Collaborative teacher teams will engage in the inquiry process with students in need of ELA support. SMART goals will be developed to track benchmark assessment outcomes and revise strategic plans. Intervals for assessing the success of our action plan will correspond to the cycle established by the collaborative inquiry teams. Common pre, interim and summative assessments developed by content area collaborative teacher teams within the inquiry cycle. Flexible benchmarks of projected gains will be developed and implemented according to students' entry level of area of challenge. Academic indicators will be aligned to the degree of progress towards meeting goals.

Subject Area
(where relevant) :

MATH

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 2) MATH: By June 2011, the percent of students achieving at proficiency level 4% as measured by the 2011 NYS Mathematics Test. This represents an increase from 18.9% to 22.99% of students achieving at levels 3 and 4 by June 2011. <input type="checkbox"/>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Students informed of promotional criteria; MATH requirements</p> <p>Collaborative teacher teams will engage in the inquiry process for students in need of MATH support. Teams will analyze results of the assessment with attention to subgroups. SMART goals will be developed to include assessment outcomes and revise strategic plans.</p> <p>Analyze current school practices and programs in the area of MATH</p> <p>Intervals for assessing the success of our action plan will correspond to the goals established by the collaborative inquiry teams.</p> <p>Common pre, interim and summative assessments developed by the content area collaborative teacher teams within the inquiry cycle. Analyze results of Acuity ITAs and Predictives.</p> <p>Flexible benchmarks of projected gains will be developed on a scale according to students' entry level of area of challenge. Academic interventions will be aligned to the degree of progress towards meeting goals. Use of data to address students' needs.</p> <p>Bimonthly PPT meetings to discuss intervention steps for students in need of additional support. Meetings will be held to inform parents of students noted above.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Fair Student Funding, Title I, Title III, Contracts for Excellence (C4)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Analyze the results of the Acuity ITAs in MATH by subgroups.</p> <p>Teacher lesson plans showing strategies used for students who are in need of support based on data.</p> <p>Teacher Team meeting notes showing evidence of the identification and implementation of a common strategy, using four cycles matched to the needs of students.</p> <p>NYS 2011 MATH exam results</p>



Classroom observations – formal and informal

Subject Area
(where relevant) :

ATTENDANCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>3) Attendance: By June 2011, we will increase daily student attendance by increase 90% as measured by the New York City 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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Develop protocols for collection of attendance data before, during, and after school hours • School aides will monitor students who are excessively absent and be contacted • Students demonstrating 100% attendance will be celebrated at school and honored with certificates during award ceremonies • CFN attendance teacher and family worker will make home visits to students demonstrating excessive absence • Attendance will be a factor/criteria for membership in honor societies
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Fair Student Funding, Title 1, Contracts for Excellence, and Middle Level</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Daily, weekly and monthly reports of attendance <input type="checkbox"/>
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Subject Area
(where relevant) :

SCHOOL SAFETY

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 4) SCHOOL SAFETY: By June 2011, the percentage of students who feel safe in the hallway, locker rooms Brian Piccolo Middle School 53Q will increase by 10% to 72% in June 2011 of 98% student responses as measured by the Student Responses.
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>	<input type="checkbox"/> Familiarize staff with the Chancellor’s Policy on Student Behavior: M Code Analyze trends in suspensions to identify reasons for the suspension subgroups, reasons, and possible alternatives. Train teachers in conflict resolution. Implement a school wide PBIS Plan Engage parents at parent workshops, PTA meetings, and Q and A Utilize an RTI program for academics Conduct bimonthly PPT and LRE meetings to identify resources for Establish a “Ladder of Discipline” to utilize a variety of strategies before suspension. Engage students through a Student Council, Town Hall Meetings, and Proactively involve network staff in seeking out additional resources Work collaboratively with Assistant Principals, Deans and SSAs to coordinate student behavior interventions

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Fair Student Funding (FSF), Title 1, Contracts for Excellence (C4)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Review the monthly suspension rate</p> <p>Analysis of the monthly suspensions.</p> <p>Mid year benchmark to assess suspension rates.</p> <p>End of year benchmark to determine if goal was met.</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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	S
	# of Students Receiving AIS	# of Students Receiving AIS	# R				
K			N/A	N/A			
1			N/A	N/A			
2			N/A	N/A			
3			N/A	N/A			
4							
5							
6	28	34	106	106	34		
7	31	36	150	150	23	5	
8	45	39	242	242	24		
9							
10							
11							
12							

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services indicated in column one, including the type of program or strategy (e.g., V... etc.), method for delivery of service (e.g., small group, one-to-one, tutoring... service is provided (i.e., during the school day, before or after school, Sa...</p>
<p>ELA:</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <ul style="list-style-type: none"> English language arts and Academic Intervention Services is provided for all students (Level 1) four days a week Monday through Thursday during a regular 9th period class. Additionally, all students receive 8 -10 periods of ELA instruction on a weekly basis.
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Mathematics and Academic Intervention Services is provided for targeted students four days a week Monday through Thursday during a regular 9th period class. Additionally, all students receive 8-10 periods of Mathematics instruction on a weekly basis.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>Academic Intervention Services are provided for all students through one-on-one Science Instruction a week. During this period, students will be actively engaged in activities utilizing the Inquiry method to scientific investigation and lab report documentation to their experiments.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>Academic Intervention Services are provided for all students through one-on-one Social Studies Instruction a week. During this period, students will investigate and conduct research to complete rigorous exit projects.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>Guidance Counselors are assigned in each academy reducing student contact with At Risk students during the day, individually and in small groups and providing counseling. Counseling sessions are also provided to students that relate to academic performance and personal concerns that affect a child's performance.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> School Psychologists provide services to students on an as needed basis. They are often seen by the psychologist when a personal concern arises that affects academic/social performance in school.
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> Our Substance Abuse Prevention and Intervention Specialist (SAPIS) works with at-risk students and families. These include substance abusers and /or alcoholics, students whose parents are incarcerated, and students who may experience domestic violence and/or child abuse in the home. The SAPIS specialist mediates the problems students so often face in their daily lives based on their individual needs. Both the SAPIS worker and Social Worker provide: <ul style="list-style-type: none"> - Crisis intervention counseling - Small group, individual and family counseling sessions - Assessment and referrals to programs sponsored in the community including substance treatment programs, individual counseling, etc.

At-risk Health-related Services:

- We partner with the North Shore Long Island Jewish Health system to provide a free health clinic for all our students. If the parents opt to sign up, students receive check-ups and immunizations during school hours.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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 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 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). 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 funding). A new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

6, 7, and 8

Number of Students to be Served:

LEP 57

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) Ms. Brehen

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.

57__students.

ESL teachers implement a wide variety of reading and writing strategies focusing on students' areas of deficiencies based on the NYSELAT assessment data.

For our English Language Learners population, we have implemented the following two new programs as additional support throughout the school year: Read 180 Enterprise Edition and Rosetta Stone.

Intermediate and Advanced students receive support through the *READ 180 Enterprise Edition* which is specifically designed to support the ESL instruction. The Read 180 program is an interactive literacy program that we are using this year for ESL students in the 6th, 7th and 8th grades. The program is designed to service students that are below grade level in reading. Read 180 is offered five days a week for two classes. Each class is ninety minutes a day and services seven to twenty-one students. The ninety minute segment is divided into four twenty minute rotations: whole group, small group, independent reading and a computer component. Four out of ten periods are serviced by both ESL certified teacher and our reading specialist.

Students are also scheduled to receive support through the use of the *Rosetta Stone* program. This program supports the language acquisition and helps develop the reading capabilities of ESL students. Rosetta Stone is a computer based language-learning program that builds language fluency. This year we have expanded the use of our language acquisition lab by scheduling specific students at specific times with the READ 180 teacher, ESL teacher, and a support staff member to receive additional academic intervention services.

In order to support students in their native language, students of classes 601, 701, and 801 receive Spanish/Communication English class with Ms. Apicella, a certified Spanish teacher. The instruction provided in this class is conducted in both English and Spanish. Students skills are reinforced in both languages in order to address skills in reading, writing and speaking. Books are available in various languages to further support native language development.

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.

□

ESL teachers along with the ELA teachers have common preparation periods (Teacher Teams) together to improve instructional methodology and share best practices. In addition this year's professional development, teachers will support new initiatives and the Professional Development (PD) focus for the year based on assessed teacher needs. The topics include:

- Read 180 Enterprise Edition training-

- Smart Board Training
- BETAC Training-differentiating NYSELAT, ELL Compliance, Content Area Instruction
- CFN Support (ELL)

- Network Training

The Professional Development for ELL personnel at M.S. 53Q is conducted with several partnerships in NYC Department of Education, including Children's First Initiatives and NYSED. The facilitators train the ESL content area teachers with specific ESL methodologies and techniques during common

planning periods. ESL certified teachers use teacher team meetings to share ESL strategies with general education teachers of ESL students.

Section III. Title III Budget

School: **Brian Piccolo, Middle School 53Q**

BEDS Code: **342700010053**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	2,971.00	<input type="checkbox"/> After school or Saturday school programs to support Language Learners
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

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.

Our parent Coordinator, PTA president, available teachers and all Spanish speaking staff were interviewed to assess the written translation needs of MS 53Q. The committee uses students' archival and current data, parent surveys, School Report Card, parent interviews, ATS reports and home school surveys to identify our school's language needs.

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.

Written translation is needed for all correspondence to parents from both the school and the PTA.

Written translation is needed for Language Arts program materials.

Written translation is needed for school-wide Math and English practice exams.

Oral translation is needed for correspondence with parents at meetings, workshops, mediations, and all other school related activities scheduled both during and after school.

School memorandums

Staff conferences

Parent letters

Parent Workshops

Department Meetings

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The committee plans to employ the services of available teachers, paraprofessionals and school aides to provide written translation of all of the above named materials in the following languages: Spanish, French and Haitian-Creole. Designated translators will also work with the ELA and Math teachers of the designated programs to prioritize work load.

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.

School teachers, paraprofessionals and outside consultants will provide oral interpretation services throughout the school year when needed. These services will be provided for scheduled school activities during and after school hours.

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>.

Staff members can interpret phone calls

Staff members attend meetings with parents and/or community members for interpreting assistance

Literature that is sent home is available in various languages

Post signs in Spanish, in a conspicuous location at or near school entrance indicating where a copy of such written notifications can be attained.

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	Title I A
1. Enter the anticipated Title I Allocation for 2010-11:	\$370,551	\$5,7
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,706	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,528	*
4. Enter the anticipated 10% set-aside for Professional Development:	\$37,055	*

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
91%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- Offer tuition reimbursement
- Make every effort to assign teachers to content area according to licensing.
- Teacher teams support teachers that are not highly qualified.
- Professional development and administrative support for those teachers that are not highly qualified.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

Explanation : In support of strengthening student academic achievement, each school that receives
MARCH 2011

Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Part A: School Parental Involvement Policy

Statement of Parent Policy

Brian Piccolo Middle School 53Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to parents and provide them with information about school, notices through the mail, programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like

school choice. Communication will be in a form that families find understandable and useful.

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teachers Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Education Services (SES), Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, monthly calendars and news letters from parents to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month.
- Parent workshops will focus on basic educational concerns, health care, GED classes, computer training workshops, workshops on resume writing, workshop on preparing for interviews, financial planning and helping parents with budgeting.
- Promoting Student Achievement: teaching studying skills (i.e. note taking).
- PTA will have fund raising to help students.

Professional Development:

Monthly professional development for parents will be provided by the PTA and the parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYC and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

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

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

Part B: School-Parent Compact

Brian Piccolo Middle School 53Q

School Parent Compact

We believe that effective teaching takes place when:

- a. Instruction addresses a variety of learning styles, diverse experiences and cultures.
- b. The teaching environment is conducive to learning.
- c. Instruction is based on the middle school philosophy

We believe that effective learning takes place when:

- a. A safe, supportive environment with rules and consequences is reinforced by a school wide plan.
- b. High expectations for behavior, academics and social relationships are fostered.

We believe that:

- a. Administrators, teachers, staff, parents, and community need to be positive role models.

- b. There must be open lines of communication among the school, home and community utilizing all available resources.

School Learning Expectations for Student Success

At Brian Piccolo Middle School 53, the parents and staff will work together to develop:

Intellectual and Thoughtful Adolescents Who:

- a. Strive to improve basic skills of reading, writing, listening, speaking and computation.
- b. Apply complex problem solving processes and critical thinking to real life scenarios.
- c. Ask relevant questions and search for answers using a variety of sources.
- d. Examine situations from different points of view.
- e. Convey ideas of personal significance in writing, orally, and artistically.
- f. Use technology as a tool to gain and share information.
- g. Produce original and quality work in various media.

Adolescents En Route to A Lifetime of Meaningful Work Who:

- a. Set, pursue, and accomplish realistic and challenging goals for themselves.
- b. Show resilience, accept new challenges and persevere despite setbacks.

Responsible Citizens Who:

- a. Practice honesty and integrity.
- b. Contribute time, energies and talents to improve the quality of life in school, community, nation and world.

Caring and Ethical Adolescents Who:

- a. Use cooperative and leadership skills to foster, develop, and maintain relations within diverse settings.
- b. Gain insight about self, community, and cultures of the world in order to demonstrate positive and productive citizenship.

Healthy Adolescents Who:

- a. Use strategies to create a positive image.
- b. Participate in activities that promote mental, physical, and emotional well being.

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.



M.S. 53Q will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

M.S. 53Q will use disaggregated student results on State and City assessments Grades 3-8, District benchmark assessments, the Grow Report, NYS Regents Examinations and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, and student satisfaction. Other qualitative data to be analyzed will be parent involvement and professional development opportunities. Analysis of this data will determine which educational programs need to be implemented.

2. Schoolwide reform strategies that:

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

All students are provided with various opportunities through differentiated instruction to meet proficient and advanced levels of performance on the New York State exams. Classroom instruction is differentiated in every class in order to address skills and deficiencies. Guided practice and independent work strengthen specific individual needs. Teachers model strategies and provide opportunities for students to practice in group work. Laura Robb classroom libraries were purchased for all classrooms to provide a variety of genres to enhance independent reading selections.

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.



The need for social and emotional development and academic growth are joined together in our afterschool sports, academics and arts programs. MS 53 Q is the recipient of a five year "Sports and Arts School Foundation" grant.

The academic component assists low performing students in English Language Arts and math with homework help, study skills, practice and strategies. The sports component includes such activities as track, soccer, football, table tennis while the arts program has arts and crafts, yearbook, newspaper and dance.

Another component in the afterschool extended day is CHAMPS. Champs features co-ed track, girls CREW and Yoga. Mind-body exercise is an effective strategy to improve student achievement.

The programs are effective as evidenced in the daily student attendance in the afterschool program.

- o Help provide an enriched and accelerated curriculum.

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 3-8, the Grow Report, NYS Regents Examinations, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet state standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- To provide opportunities for applied learning.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

- o Meet the educational needs of historically underserved populations.

- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
 - 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.

Students with low academic achievement and those students performing on the lowest one third on the New York State English Language Arts and Math exams are provided with Academic Intervention Services (AIS) at-risk counseling and STARS for academic support. SES programs are available for students in the afternoon as well as Title III afterschool for the English Language Learners (ELL's). The Title III program focuses on vocabulary development and language acquisition to bring ELL students to proficiency. Administrators, teachers and staff members participate in an "adopt-a-student" program for our under achieving students to initiate a feeling of family and connection to home and school. Our "Principal for the Day" is a Chief Commanding Officer, Terminal four hosts several charity events, races and career events to boost students awareness of college and career opportunities.

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

To improve students' academic achievement in the English Language Arts classroom the Balanced Literacy approach to literature is used with all students. Classroom libraries were ordered to enhance guided instruction and independent practice to improve students' comprehension skills. Read 180 is a researched based literacy program used for the beginners and intermediate level English Language Learners during the school day.

3. Instruction by highly qualified staff.

All teachers hired in M.S. 53Q, for the 2007-08 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

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.

M.S. 53Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and the parent coordinator.

Professional development for staff will be coordinated in M.S. 53Q by the academy assistant principals. They will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in data analysis, literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for M.S. 53Q. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the CEI-PEA PSO Network to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

As a high need school in an urban area in Far Rockaway, we have been very successful attracting highly qualified teachers to our school. We have interviewed candidates, attended Job Fairs, asked to see demo lessons before hiring teachers. Our staff is the friendliest and most supportive anywhere. The teachers receive instructional support and professional development on an on-going basis.

Teacher Teams (TT) meet weekly to share best practices and analyze student work in order to improve student achievement. Our active School Leadership Team (SLT) engages parents and teachers in discussions about school topics and student affairs creating a strong school-to-home connection.

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

M.S. 53Q will describe in their CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, M.S. 53Q will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Parent Support Offices, located in the

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

N/A

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

Teachers will be engaged in ongoing discussions and decision-making processes with M.S. 53Q and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive 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.

Teachers will be engaged in ongoing discussions and decision-making processes with M.S. 53Q and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

□

M.S. 53Q will use disaggregated State and City assessments Grades 3-8, District benchmark assessments, the Grow Report, NYS

Regents Examinations and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills

and areas of content knowledge and understanding in which students need additional support, in order to meet State standards.

Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of

instruction.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column b has met the intent and purposes funds are consolidated. Indicate goal number referenc activity has been described in
		Yes	No	N/A		
Title I, Part A (ARRA)	Federal	Yes			\$5,707	True
Title I, Part A (Basic)	Federal	Yes			311,263	True
Title III	Federal	Yes				True
Tax Levy	Local	Yes			2,411,443	True

¹**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.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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.

An attendance teacher was hired to address the attendance issues.

Attendance incentives were added, such as certificates, family breakfast and baseball game tickets.

One common planning period was added per week to the teachers' programs for professional development.

CEI PEA was hired to consult, model and instruct in selected classrooms focusing on differentiating instruction

Our Professional Development Team has targeted teachers for professional development both in and outside of school.

A staff retreat will be planned for "Team Building", increasing communication and curriculum mapping.

SmartBoards were purchased to infuse technology in classrooms to enhance the instruction of Students with Disabilities, English Language Learners and general education students.

Students with Disabilities will benefit from SmartBoard technology that will enhance tactile, kinesthetic and visual learning.

Datafolios were instituted in every classroom and professional development on using data is ongoing.

An ESL teacher was hired to teach the students at the beginner level of English Language acquisition.

A Language Acquisition Lab with 10 computers and the Rosetta Stone software was opened in the Library Media center to improve reading comprehension and word recognition with the ESL population.

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.

(a) Provide the following information: 2010-11 anticipated Title I allocation = \$ **370,551** _; 10% of Title I allocation = \$ **37,055** _.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Consultants from Writing Matters provide intensive professional development and onsite support. Professional developers then work one-on-one with participants in their classrooms. Teachers are guided onsite through (2) six week instructional process that engages and students and prepares them to communicate effectively in writing. Technology is used as a vehicle for learning, motivation and dissemination of work. Professional development will be provided to teachers using Capturing Kid's Hearts (CKH) which is a three-day off site learning experience that provides tools for administrators, faculty and staff to built positive, productive, trusting relationships among themselves and with their students. CKH is a dynamic skill driven participatory experience. Teachers, staff and administrators learn and practice skills they use and model in their schools. CKH is the core of a powerful process that allows every member of the school family to foster and become part of a high performing learning community. Teen Leadership is a course that teaches students to take responsibility, express themselves and handle problems and decisions when they arise. This course is intended for middle school teachers and students of all backgrounds and abilities. The practical skills taught in Teen Leadership will help any student make the transition to life after school.

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



Teacher-mentors are selected and trained by the PSO. New teachers are assigned a mentor that is compatible. The teacher mentoring program meets monthly to go on line and report. Teachers have a regular schedule to observe and mentor new teachers and work on specific strategies and techniques.

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.

Parents will be notified in writing within mandated time frames in various languages.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
16
2. Please describe the services you are planning to provide to the STH population. Students within the STH population are provided with academy shirts, books and supplies, as needed. Students also receive on-going counseling from their academy guidance counselor.

Part B:

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).
8

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 Students within the STH population are provided with academy shirts, books and supplies as needed. Students also receive on-going counseling from the academy guidance counselor.
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.
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CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_27Q053_110110-132311.doc

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	CFN531	District	27	School Number	053	School Name	Brian Piccolo MS
Principal	Jacqueline Boswell			Assistant Principal	Ferne Goldsmith		
Coach	N/A			Coach	N/A		
Teacher/Subject Area	Edward Doyle			Guidance Counselor	Shana Pollack		
Teacher/Subject Area	Bianca Brehen			Parent	Maria Rosario		
Teacher/Subject Area	Rochelle Barras			Parent Coordinator	April Shiver		
Related Service Provider	Kevin Freeman			Other Teacher/Subject Area	Kevin McGarry		
Network Leader	Althea Serrant			Other	N/A		

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	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	8

C. School Demographics

Total Number of Students in School	510	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	10
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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.

1. A *Home Language Identification Survey* (HLIS) will be completed by parents of newly enrolled students at registration, only once in a student's career and an immediate determination of student's home language and eligibility for LAB-R testing is made. "Any one response to Question #1-4 and two responses to Questions #5-8 (include a language other than English) on the HLIS" results in an OTELE (*Other Than English Language Exposure*) code other than English. The home language will be determined by a designated school pedagogue* assigned by the principal. The ESL Teacher/Coordinator (NYS permanently certified TESOL) will be assigned as the designated pedagogue who will conduct the interview with parent in Spanish/French Language. The pedagogue will make the OTELE determination and complete and sign off of the HLIS. The oral interview of the student's family will be conducted by the pedagogue at registration to assist and determine the home language. The interview will be conducted in a language that the parent understands. The HLIS will be completed and signed by the parent and the pedagogue. One copy of the HLIS form will be placed in the student's cumulative permanent record folder and one copy will be kept in the ESL binder in the main office for monitoring purposes. (*designative pedagogue will conduct interview with parent in Spanish/French Language. If the student has a home language other than English, the English LAB-R will be administered only once in the student's career and within 10 days of the initial enrollment date. If it is determined that a student has a home language other than English, he/she will be placed in an appropriate setting (bilingual or ESL class) according to grade level (the LAB-R answer document will be hand scored at the school and will determine whether or not a student qualifies for ESL or Bilingual services.) The Spanish LAB will also be administered only once to first time enrollees who do not test out of the LAB-R and have a home language of Spanish.

2. After executing their HILS and conducting the LAB-R testing, the Ell student's parent will be notified in writing of their child's status as an English Language Learner. The ELL *Parental Notification Letters* will be available in all necessary foreign languages. The parents of newly admitted ELL students will be invited to a *Parent Orientation Meeting* conducted by the ESL teacher (included will be other members of the LAP committee.) The *Parent Survey and Selection Form* will be completed by the parents following the orientation session, during which the parent is presented with program options available to ELL's in the City of New York. A copy of the survey and selection form (signed by the parent) will be placed in the student's permanent cumulative record folder and the other copy will be kept in the ESL binder in the main office for monitoring purposes. Based on the findings of the *Home Language Survey*, the newly admitted ELL students utilizing their recent LAB-R score: the ELL coordinator distributes the Home language Survey to the parent.

3. The *School Entitlement Letters* are distributed by the Ell coordinator. It is based on the findings of the *Home Language Survey*. These letters are distributed to the newly admitted ELL students based on their recent LAB-R score. The *Parent Survey and Selection* forms are distributed at the Parent Orientation Meetings for the newly admitted ELL's. After the Ell parents review the *Parent Orientation Video*, the parent will select one of three ELL programs of their choice (*TBE, Dual Language, or Freestanding ESL*).

4. Criteria used to place identified ELL students in bilingual or ESL instructional programs are specific: ELL standardized tests, such as *LAB-R, Spanish Lab, ELL Interim Assessments* and the *NYSESLAT*. In addition to the Ell specific standardized tests are the content area based tests: the *New York State ELA, Science, Social Studies and Math Exams*. The identified ELL's will be placed in the appropriate ELL instructional program in consultation with the parents in their native language at a specific designated *Parental Orientation Meeting*. (*The Parental Orientation Meeting* will be conducted in English/Native Language.)

5. After reviewing the Parental Survey and forms for the past few years the most common trend in program choices that the parent has requested is the *ESL Free Standing Program*.

<i>Parental Program Choice</i>	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>
TBE	1	1	0
Dual language	0	0	0
Freestanding ESL	8	7	5

6. The program models offered at MS53 are aligned with the parent's request.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

6, 7, 8

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							14	15	28					57
Total	0	0	0	0	0	0	14	15	28	0	0	0	0	57

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	16
SIFE	18	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30	15	4	12	3	5	12	0	0	
Total	30	15	4	12	3	5	12	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8													
Number of ELLs by Grade in Each Language Group													

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	14	22					49
Chinese														
Russian							0	0	1					1
Bengali														
Urdu														
Arabic							1	0	1					2
Haitian							0	1	4					5
French														
Korean														
Punjabi														
Polish														
Albanian														

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														
TOTAL	0	0	0	0	0	0	14	15	28	0	0	0	0	57

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.

1. Instruction is delivered in a variety of ways: small group homogenous, and small group heterogeneous (groupings are organized using NYSESLAT Levels: beginner, immediate, advanced)

A. The different organizational models used at MS53 are *Push-In*, *Pull-Out*, and *Collaborative Team* teaching.

B. Instruction is delivered in a variety of ways small group homogenous, and small group heterogeneous (groupings are organized using NYSESLAT Levels: *beginner*, *immediate*, *advanced*)

2. All identified ELL's receive the proper number of mandated minutes according to New York State Law through individual ELL student programming.

A. ESL minutes are provided through a variety of ways through the *push-in*, *pull-out model*.

3. The ELL's are heterogeneous, mixed by grade/class. Classes 601, 701, 801 are the heterogeneous grouped classes. These classes consist of approximately 50% regular education and 50% ELL students. The languages used in the content area are English/Native Language using materials that are translated through technology and reference library materials. Every ELL student has a content area glossary for their use. Instructional approaches and methods used are scaffolding, cooperative learning, connections to student experiences, targeted vocabulary development, slower speech, and few idiomatic expressions for less proficient students, use of visuals and demonstrations, and use of adaptive texts and supplementary materials. The ESL Methodology of

- **Listening** Rosetta Stone, books on tape
- **Speaking** information topics, role playing, discussions, debates
- **Reading** variety of genres and levels of printed materials
- **Writing** Balance literacy and Writer's Workshop

4. Using the latest NYSESLAT test scores by level, the students are grouped by the 3 levels (*beginning*, *intermediate*, *advanced*), during small group instruction, class projects and reading inventory groups.

A. Using *Title 3 Allocations*, the identified SIFE students will be placed in Literacy and Math After-School and Saturday programs. In addition to regular school hours the SIFE students will receive *Rosetta Stone* and *Read 180* for Literacy and Computer Lab for Mathematics.

B. Rosetta Stone, READ 180, and Reading Advantage.

- C. Modified Language Arts Program, Tutorial Program, READ 180, Reading Advantage.
- D. Computer-based small group tutorial program, using Title 3 funding for After-School and Saturday Literacy programs.
- E. Using the ELL student's Individual Education Plan (IEP); a specific English Language intervention program is designed according to IEP recommendations for each individual student. (small group instruction, student peer grouping, student/teacher conferencing)

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

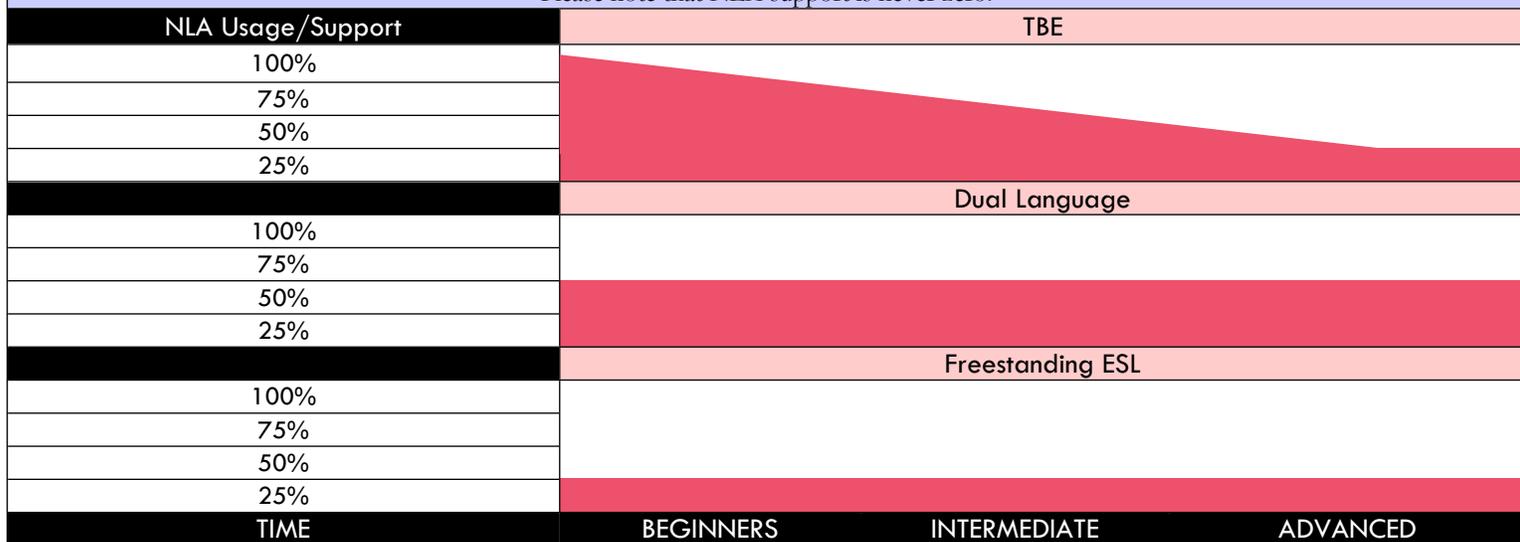
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information—Continued

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

5. *For the ELA and Content Areas:* Lessons will be designed and focus on word recognition, vocabulary knowledge, fluent reading and use of comprehension strategies for each student. Sequential lessons will focus on learning activities that included automatic word recognition, repeated reading of texts, and practice of memory and retrieval strategies, and timed independent practice activities. For Math a curriculum will be designed of a series of lessons that utilizes mathematical vocabulary and math concepts so that students can better understand the content.
6. Those students will receive periodic student/ELL teacher conferencing for all content areas, in addition to daily peer/student support in all content areas. The ELL teacher will have periodic conferencing with the content area teacher to ensure that the former ELL student is transitioning and receiving appropriate content area support in all academic areas, as well as addressing all academic deficiencies.
7. The following programs are being considered for the upcoming school year: *Sports and Arts School Foundation, The Academic Advantage Program, Innovative Educational Programs, Title 3 Funding: After school and Saturday Literacy and Math Programs.*
8. Classroom Incorporated's trained professional staff member is no longer on MS53's staff.
9. The ELL students are eligible to participate in all school-wide programs, such as Computer Lab, Foreign Language and Art. The tutorial periods that are mandated receive additional ESL support services by NYS Certified ESL Teacher. In addition, the non-mandated ELL students participate in extracurricular activities such as drama, sports, art, yearbook, and dance. Title 3 Funding: After school and Saturday Literacy and Math programs
10. Bilingual resource materials include reference library; in English and Spanish, School Library: leveled and content area related books, READ 180: Bilingual translation for vocabulary, Rosetta Stone Lab, Reading Advantage, and Reading Rigor Program.
11. The Freestanding ESL Program has a bilingual reference library, and each student is furnished with a native language content area glossary (Math, Science, Social Studies). The NYS certified ESL teacher is proficient in the native language of Spanish for translation purposes; (ELL Spanish students, as well as, Spanish parents) In addition to ELL Spanish students receive native language support from a certified Spanish teacher. Also, the ELL Haitian Creole Students receive translated services from staff support members.
12. All ELL students receive required services, support and resources which correspond to the ELL's age and grade level.
13. N/A
14. The language elective offered to the ELL's is Spanish Class taught by a NYS certified teacher.

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.

1. All teachers of ELL's at MS53 will receive the Teaching English language learners Strategies that Work by Katherine Davies Samway and Dorothy Taylor. The teacher of ELL's also receives ELL support from the ESL staff on an individual basis (weekly). The ELL support staff will train the content area teachers in theories, practices and strategies that work with the ELL student based on each ELL student's individual needs in that content area. In addition, the ELA teacher would have daily contact with the ELL staff member.
2. The ELL support staff provides important student background information and testing accommodations.
3. The content area teachers of ELL's will have ongoing ESL staff development and hands-on training on a weekly basis. Additionally, on a need basis, the ESL teacher will be available. Weekly logs will be kept for all teachers of ELL's in the content area.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. There is an active PTA that welcomes all parents to their meetings and functions. Some of the PTA officers, including the President, are bilingual (Spanish). The Parent Coordinator encourages all parents to take an interest in their child's education. All parents are invited to a new student orientation one week before school starts. There are two Parent/teacher conferences during the year, as well as parents are always welcome to come to the school to speak with their child's teachers, guidance counselor. Appointments are also scheduled between all ELL specialists, content area teachers and ELL parents on a weekly basis to discuss, analyze and evaluate the academic and social needs of the individual ELL students. All written and verbal communication between the school administrations is done through the ELL parent language of preference. ex: Native language or English Language.
2. Through the school-based PTA and Parent Coordinator, there are ongoing partnerships with community organizations.
3. Utilizing the NYC Parent Survey topics and results:
 - Academic Expectations: discussing the development and improvement of the academic goals of the ELL student (weekly individual meetings between the ELL parents and the ELL parent advisory team).
 - Communication: explaining the school's educational goals on each ELL student's outcomes. (Weekly individual meetings between the ELL parent and the ELL support team).
 - Engagement: actively engaging ELL parents in a partnership to promote ELL student learning. (Operation Literacy)
 - Safety and Respect: the school creates a physically and emotionally safe environment, whereby all ELL students focus on learning. (In addition to the ELL support team, all bilingual guidance counselors and deans monitor the ELL students. Daily monitoring of the ELL students' physical, safety and emotional well-being in a safe and secure environment. Example: Operation Anti-Bullying)
4. An English Literacy Acceleration program is offered to the ELL parents at MS53 supported by the Parent Coordinator, Parent Association and the ESL support staff. The parents are encouraged at home to listen, speak, read and write in English with their children using the Operation Literacy program. (OLP) workshops will be given to ELL parents on an ongoing basis to model activities and encourage literacy in the target language. As parents' proficiency increases in the target language, the ELL students' proficiency will also increase in the target language.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	5	13					21
Intermediate(I)							4	5	9					18
Advanced (A)							6	5	5					16
Total	0	0	0	0	0	0	13	15	27	0	0	0	0	55

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	2	3				
	I							2	4	2				
	A							9	3	4				
	P							0	4	16				
READING/ WRITING	B							2	3	10				
	I							5	6	9				
	A							5	4	6				
	P							2	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	5	0	0	13
7	9	5	0	0	14
8	13	6	1	0	20
NYSAA Bilingual Spe Ed					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	4	7	0	1	0	0	0	13
7	5	4	2	0	1	0	0	0	12
8	5	4	11	0	0	0	0	0	20
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	10	9	2	1	0	0	0	0	22
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	10	9	2	1	0	0	0	0	22
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.

- The assessment tools that our school uses to assess the ELL students are:
 - Scantron Testing :

Reading, Math, And English Language Arts: measures the proficiency level of the ELL students and provides accurate student placement; diagnosis of instructional needs, and measurement of student gains.
 - ELL Periodic Assessments

Reading: identifies up-to-date information about what each ELL student knows and informs the teachers of ELL's how they

can target instruction to the learning needs of each ELL student. It helps the teacher of ELL's to predict students' performance on New York State Tests so that the student can meet or exceed the NYS Learning standards. The ELL student's learning is measured within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond.

NYSESLAT Modality Report: Spring 2010 Results:

Combined Modalities	Modality Levels	6th Grade ELL Students	7th Grade ELL Students	8th Grade ELL Students	Instructional Intervention Program
Listening and Speaking	Beginner	21%	15%	12%	Rosetta Stone READ 180
Listening and Speaking	Intermediate	14%	31%	8%	Rosetta Stone READ 180
Listening and Speaking	Advanced	64%	21%	16%	Teacher/Student Conference - Individual Verbal Assessment
Listening And Speaking	Proficient	0	31%	64%	Teacher/Student Conference - Individual Verbal Assessment
Reading And Writing	Beginner	14%	21%	40%	Rosetta Stone READ 180 Enterprise edition
Reading And Writing	Intermediate	36%	46%	36%	Rosetta Stone READ 180 Enterprise edition

Reading And Writing	Advanced	36%	31%	24%	Reading and Writing Advantage Program
Reading And Writing	Proficient	14%	0	0	Reading and Writing Advantage Program

2. Using the NYSESLAT Modality report across all 3 grade levels the deficiencies in reading and writing modalities are the higher statistical significance rate than the listening and speaking modalities. Therefore the majority ESL intervention programs will focus on the reading and writing modalities: such as *READ 180*, *Reading and Writing Advantage*, *Reading Rigor 2010*

3. Using the NYSESLAT Modality report across all 3 grade levels the deficiencies in reading and writing modalities are the higher statistical significance rate than the listening and speaking modalities. Therefore the majority ESL intervention programs will focus on the reading and writing modalities: such as *READ 180*, *Reading and Writing Advantage*, *Reading Rigor 2010*.

4A. The ELL students are performing at similar performance levels, across all NYS content area exams. Whether they take the exam in their native language or the target language; English the performance levels are similar.

B. The teachers and school leadership are using the results of the ELL periodic assessments by targeting areas of deficiencies in the four modalities of listening, speaking, reading and writing. The content area teachers are creating their lessons based on the ELL's individual areas of deficiencies.

Examples:

	Listening	Speaking	Reading	Writing
Content Area Deficiency	ELL Student lacks interest in topic	Targeted language Speech is ungrammatical accented and limited vocabulary.	Difficulty in decoding target language vocabulary leads to a decrease level of comprehension	Difficulty in applying complex grammatical structures in the targeted language.
Targeted Academic Intervention	Individual interest and background knowledge of the topic during the listening activity	Using phonological system and grammatical structures in English during content area instruction.	Using bilingual glossaries for content areas students will increase comprehension of targeted vocabulary	ELL students will write simple sentences, along with labeled drawings, pictures, and graphic organizers.

C. The school is learning about the individual student's academic deficiencies within the four modalities of listening, speaking, reading and writing. The native language is used to translate targeted vocabulary, defining and explaining common English colloquialism, scaffolding and contextualization.

5. N/A

6. NYSESLAT Modality :

	Academic year 1	Academic Year 2	Academic year 3	Academic year 4
Placement Level	Beginner	Intermediate	Advanced	Proficient
Placement Level	Intermediate	Advanced	Proficient	
Placement Level	Advanced	Proficient		
Placement Level	Proficient			

*Annual NYSESLAT proficiency levels

ELL students' success is based on the ELL moving up one proficiency level after each academic year. (NYSESLAT and all NYS content area exams.)

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 053 Brian Piccolo					
District:	27	DBN:	27Q053	School		342700010053

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.4	90.4	85.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		89.5	89.1	89.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	130	58	107	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	266	224	147		85.2	97.4	88.1
Grade 8	223	265	244				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		20	20	32
Grade 12	0	0	0				
Ungraded	0	0	2	Recent Immigrants - Total Number:			
Total	619	547	500	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	5

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	79	60	68	Principal Suspensions	63	79	121
# in Collaborative Team Teaching (CTT) Classes	29	37	38	Superintendent Suspensions	55	43	55
Number all others	42	34	29				

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	Number of Teachers	50	49	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	15	12
# receiving ESL services only	73	66	TBD				
# ELLs with IEPs	9	19	TBD	Number of Educational Paraprofessionals	1	1	3

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

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
	3	13	51	% fully licensed & permanently assigned to this school	100.0	100.0	95.2
				% more than 2 years teaching in this school	66.0	63.3	75.0
				% more than 5 years teaching anywhere	56.0	57.1	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	82.0	79.2
American Indian or Alaska Native	0.5	0.4	0.0	% core classes taught by "highly qualified" teachers	93.5	94.4	89.3
Black or African American	63.0	61.2	64.4				
Hispanic or Latino	33.0	33.6	32.8				
Asian or Native Hawaiian/Other Pacific	2.1	2.6	1.2				
White	0.8	1.6	1.6				
Male	52.7	51.4	52.8				
Female	47.3	48.6	47.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	39.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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