



**EDWIN MARKHAM INTERMEDIATE SCHOOL 51**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 31/R/051**  
**ADDRESS: 20 HOUSTON STREET, STATEN ISLAND, NY 10302**  
**TELEPHONE: 718-981-0502**  
**FAX: 718-815-3957**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** IS 51      **SCHOOL NAME:** Edwin Markham Intermediate School

**SCHOOL ADDRESS:** 20 Houston Street, Staten Island, NY 10302

**SCHOOL TELEPHONE:** 718-981-0502      **FAX:** 718-815-3957

**SCHOOL CONTACT PERSON:** Nicholas Mele      **EMAIL ADDRESS:** Nmele2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Patrick D'Emic

**PRINCIPAL:** Nicholas Mele

**UFT CHAPTER LEADER:** Roseanne Alkhatib

**PARENTS' ASSOCIATION PRESIDENT:** Larisa Maiorano

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** N303

**NETWORK LEADER:** Dr. Kathleen Lavin

**SUPERINTENDENT:** Erminia Claudio

## 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
Nicholas Mele	*Principal	
Roseanne Alkhatib	*UFT Chapter Chairperson or Designee	
Larisa Maiorano	*PA/PTA President or Designated Co-President	
Patricia McHugh	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Suzanne O’Brien	Member/Teacher	
Rosemarie Lomonaco	Member/Teacher	
Gaetene Sanchez	Member/Secretary	
Kimberly Sirico	Member/Teacher	
Patrick D’Emic	Member/Parent	
Ann Marie Coffey	Member/Parent	
Art Peterson	Member/Parent	
Catherine Kameran	Member/Parent	

### **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.

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Edwin Markham Intermediate School 51 is dedicated to creating an educational environment, which encourages our students, parents and staff to maximize their intellectual, physical and emotional development. We emphasize the development of those values that encourage our students to be caring and contributing members of our democratic society. The school environment fosters an atmosphere in which our students, parents and staff will be given the opportunity to develop such human qualities as respect for individual differences, human dignity, self respect, appreciation of self worth with an emphasis on preparation for living in a multicultural society.

Our school has three Academies (Law, Health and Engineering) which create smaller learning communities to improve student achievement and foster a positive environment. The adoption of the nationally known Core Knowledge Curriculum creates a unique body of information for students across curriculum areas and enables teachers to work collaboratively to design curriculum which is meaningful and interesting to students.

Technology is infused into all curricular areas through the use of in classroom computers and mobile laptop carts. The students learn word processing, research skills and how to write a report. Students have multiple opportunities to use technology to demonstrate and support their learning with the use of computers in the Computer Lab, Digital Art Lab, Library and classroom computers. Teachers use Smart Boards for classroom presentations and select materials from the internet to enhance their lessons.

Our school is proud of our creative arts department that offers courses for Band, Chorus, Computer, Dance, Drama, Fine Arts and Digital Arts. Students participate in Concerts and Community Events showcasing their talents. Students participate in after school programs including Sports and Arts, Academic Intervention, School Dances, Stock Market Game, Drama and Jazz Band. We have partnered with Junior Achievement for grades 6, 7 and 8 to develop awareness of careers and money management.

The 21<sup>st</sup> Century Federal Grant in collaboration with Sports and Arts provides an after school program. As part of this program students receive homework help, tutoring, sports and art activities. We received a \$50,000 Councilman's Grant that was used to purchase Smart Boards for the classrooms. The Parent Teacher Association received a \$1,000 grant to purchase materials for parent information and dissemination. Grants have been successfully received by library and special education teachers.

Our PTA is an active organization that supports and enhances programs for our students. This year they provided buses, supported LEAP program and assorted materials for individual teacher requests. They provide workshops for parents and disseminate information to them using outdoor signs, indoor

bulletin boards, meetings, PTA website and newsletters. The Parent Coordinator has successfully implemented vital links with parents, staff and students with parent teacher conferences and logs of assistance.

Our school is involved in collaborations with St. Vincent's Hospital, Staten Island Mental Health, LEAP, Sailor Snug Harbor, Time Warner Cable TV, St. John's University, College of Staten Island, NY Public Library, NYC Parks Department and various local museums. These organizations provide medical services, counseling, exposure to the arts and literacy connections in the community.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	I.S. 051 Edwin Markham				
<b>District:</b>	31	<b>DBN #:</b>	31R051	<b>School BEDS Code:</b>	353100010051

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.3	91.6	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					91.9	96.3	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					51.7	61.1	74.5		
Grade 8	403	351	282						
Grade 9	381	419	363	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	384	399	431	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					13	29	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1175	1170	1080		13	16	7		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	111	96	110	Principal Suspensions	196	259	TBD		
No. in Collaborative Team Teaching (CTT) Classes	19	36	46	Superintendent Suspensions	23	22	TBD		
Number all others	109	107	79						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	76	70	74	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	9	9	38	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	84	79	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	16	16	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	7	5	TBD
	4	7	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.8	98.7	TBD
American Indian or Alaska Native	0.3	0.2	0.1	Percent more than two years teaching in this school	79.8	84.8	TBD
Black or African American	23.3	22.7	20.5	Percent more than five years teaching anywhere	66.7	75.9	TBD
Hispanic or Latino	41.0	41.5	44.1				
Asian or Native Hawaiian/Other Pacific Isl.	8.2	9.1	9.7	Percent Masters Degree or higher	92.0	92.0	TBD
White	27.2	26.4	25.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.1	94.8	TBD
Multi-racial							
<b>Male</b>	51.2	53.4	54.0				
<b>Female</b>	48.8	46.6	46.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> <input 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"/> <input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> <input type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> <input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> <input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial	-	-	-				
<b>Other Groups</b>							
Students with Disabilities	✓	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	8	8	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	66.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	31.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **What student performance trends can you identify?**

- The number of students on Level 1 in ELA and Math State Assessments has decreased.
- Special Education Students and ELL students continue to have difficulty in ELA and Math State Assessments
- Small numbers of students achieving a level 4 on ELA and Math State Assessments.
- Attendance has improved.
- Number of incidents has decreased.

### **What have been the greatest accomplishments over the last couple of years?**

- The establishment of three learning academies created smaller learning communities where teachers work in teams to address the academic and social needs of their students. The academic teams meet with parents to discuss issues and create solutions to improve student achievement and behavior.
- The implementation of the national Core Knowledge Curriculum in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades has created a unique learning environment for our students and staff. The social studies, ELA teachers, science teachers and art teachers are creating units of work based on a social studies topic and presenting it to all grades and classes.
- Met AYP in ELA and Math for general education and special education students.
- Continued the work of the Inquiry Team and extended it to include more students across the school.
- Steady decrease in Level 1 scores and corresponding increase in Level 2 scores.
- Improvement of student attendance by 2.1 %
- Collaborative community within the school between the staff, teachers and parents.
- Continued progress in implementing the continuum for special education students.
- Curriculum maps are implemented and revised in all major subjects and are used to assist teachers in developing standard based lessons.
- On going and differentiated professional development for staff.
- All instruction is aligned to City and State standards.
- Instructional Team works together with the Inquiry Team to define school wide issues and develop plans for resolving them.
- Overcrowding is continuing to be eliminated as the enrollment declines. The reason for the change in enrollment is the rezoning of one of the communities to another intermediate school and the opening of new schools.

- Exemplary English language arts coach.
- On site mentoring of new teachers by an experienced mentor.
- Teacher participation in school functions after school and in the evening has increased.
- Teacher attendance has improved.
- Continued expansion of the resources in our school library (books, media materials for teachers, internet access, at home access). Many students in the communities we serve do not have access to a Public Library and the school library is their primary resource.
- Implementation of leveled classroom libraries in all major subject areas.
- Expansion of technology resources with the addition of more Smart Boards and carts of laptop computers which enhances instruction in classrooms and brings internet access immediately into the classroom.
- Excellent Parent Coordinator who works to set up meetings for parents, assists them in negotiating the system, helping them apply for SES services, conducts workshops and obtains translation services
- The number of parents participating in Parent/Teacher conferences in November significantly improved with 908 attendees. Parents were required to pick up their child's report card prior to their meetings with teachers. Translators were available for Arabic and Hispanic parents to assist in understanding their student's progress. After the conference date 125 parents came to get the report card and meet with the Assistant Principal or teachers.
- Parent participation in concerts, plays and awards ceremonies has increased. Parents represented on Leadership Team and the Safety Committee. Parents have arranged for students to perform in local areas and represent our school in a positive way.
- Created a parent meeting center which encourages parents to come in to meet with staff and provides staff and parents a comfortable/private place.
- Monthly calendar for parents, staff and students, student newspaper, daily notes for staff
- Student involvement is evident in the Penny Harvest, Breast Cancer Awareness Walk, March of Dimes Walk, Food Drives, Toys for the Holidays, Student Council, Arista, Monthly Student of the Month, participation in school dances, Night of 100 Pizzas, holiday fair, basketball games, Teen Action Group.
- Improvement of the building with the wiring for air conditioning on the second floor, new student and teacher furniture, video cameras and installation of more powerful cable and internet lines.

**What are the most significant aids and/or barriers to the school's continuous improvement?**

- Lack of time for professional development for continual training.
- Finding time to analyze data and set goals.
- Although the number of parents participating at the PTA meetings has doubled the number is very disappointing. Parent workshops are not well attended.
- Small number of students able to achieve Level 4 on standardized tests.
- Emphasis on improved instruction for ELL students who failed to meet the AYP in ELA. They were successful in math. Plan has been put in place for the spring term to identify individual needs and develop individual plans for each student with intensive teacher training.
- Number of students arriving late to school daily has decreased this year but it continues to be monitored daily by the homeroom teacher and the assistant principal to view trends or consistent lateness.
- The school community would like to develop stronger community partnerships.
- After reviewing our data, it is evident that there needs to be a concentrated effort to move Level 2 students to Level 3 and Level 3 students to Level 4 on standardized tests. Using the predictive tests will give us the information for areas of improvement for students so teachers can focus on these areas in mini lessons and small group instruction.

## 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.

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The following goals have been established to reach our annual yearly progress in ELA, Math and Science:

1. During the 2010-2011 school year, there will be an increase in achievement in Literacy for all students in grades 6, 7 and 8 through standards based data driven instruction. There will be a 5% increase in the number of students achieving Level 3 and 4 on the 2011 NYS ELA examination. There will also be a specific concentration on the following subgroups in ELA; Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities. For each of these subgroups we will also see a 5% increase in students achieving a Level 3 and 4 on the 2011 NYS ELA examination
2. During the 2010-2011 school year, there will be an increase in achievement in mathematics for all students in grades 6, 7 and 8 through standards based data driven instruction. There will be a 5% increase in the number of students achieving Level 3 and 4 on the 2011 NYS Math examination
3. During the 2010-2011 school year, there will be an increase in achievement in science for all students in grades 6, 7 and 8 through standards based data driven instruction. There will be 5% increase the in the number of students achieving a Level 3 and 4 on the 2011 NYS Science examination.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, there will be an increase in achievement in Literacy for all students in grades 6, 7 and 8 through standards based data driven instruction. There will be a 5% increase in the number of students achieving Level 3 and 4 on the 2011 NYS ELA examination. There will also be a specific concentration on the following subgroups in ELA; Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities. For each of these subgroups we will also see a 5% increase in the number of students achieving a Level 3 and 4 on the 2011 NYS ELA examination</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementation timeline: September 2010 – June 2011 <b>Instruction</b> <b>Responsible Staff Members:</b> Administrators, general education, ESL and special education teachers, ELA coach</p> <p><b>Target Population: All students</b></p> <ul style="list-style-type: none"> <li>• Data Driven Instruction to drive differentiated instruction</li> <li>• Develop rubrics for all projects and grading</li> <li>• 90 minute literacy blocks of instruction</li> <li>• Use of classroom and school library.</li> <li>• Use of technology for literacy enhancement through Achieve 3000 software program.</li> </ul> <p><b>Target Population: Subgroups not meeting AYP</b></p> <ul style="list-style-type: none"> <li>• Purchase Intervention Materials geared toward specific subgroups.</li> <li>• Purchase more laptop computers to expose more of our targeted students with Achieve 3000 software program</li> </ul>

- Hire two F-Status ELA-AIS teachers to work with students from the targeted subgroups in pull out model in a small group setting.
- Push-in/pull-out program to facilitate second language acquisition
- Push-in/pull-out program to facilitate progress of special education students

**Professional Development**

**Responsible Staff Members:** Administrators, teachers, ELA coach, ELA AIS teachers Knowledge Network, UFT/Teacher Center, RSSC, DOE/ISC

**Target Population:** All teachers

- Support teachers in the use of technology to access data and periodic assessments
- Provide professional development to develop an awareness and understanding of data and how to use it in the classroom
- Schedule meetings, inter-visitation and model/demo lessons.
- Provide collaborative planning time for unit planning, test development and sharing of strategies for subgroup need
- Participation in QTEL, BETAC, ISC, UFT and Knowledge Network workshops

**Parental Involvement**

**Responsible Staff Members:** Administration, Teachers, ELA Coach, Parent Coordinator

**Target Population:** All Parents

- PTA meetings, Back to School Nights, workshops
- Survey parents for the workshop needs
- Parent/teacher conferences during assigned dates
- Parent/teacher conference based on student/parent needs
- Parent/teacher outreach through telephone contact and meetings set up by the Parent Coordinator
- Parent workshops to explain programs available for ESL students
- Provide translation service
- Mailing all important notices to the parents/guardians.
- Utilize new IS 51 website to disseminate information and allow parents to utilize helpful resources.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>C4E for coach, Inquiry Team, Title III, ESL teachers, Title 1 for professional development and supplies. SINI Grant- Intervention Materials, AIS teachers, staff development. Student Support Allocation- purchase of laptops, Intervention Materials, supplies</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Increase of 5% range within the student proficiency level</b></p> <p><b>Students will read with 90% fluency on assessed level text as monitored by running records of Fountas and Pinnell leveled text three times a year.</b></p> <p><b>The following information assesses gains:</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will use the ITT data and Acuity data to differentiate instruction and monitor progress as per periodic assessment schedule.</b></li> <li>• <b>Achieve 3000 reports</b></li> <li>• <b>Review of quarterly progress reports.</b></li> <li>• <b>Review of student portfolios with rubrics, teacher conference notes, report card grades quarterly.</b></li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>1. During the 2010-2011 school year, there will be an increase in achievement in mathematics for all students in grades 6, 7 and 8 through standards based data driven instruction. There will be a 5% increase in the number of students achieving Level 3 and 4 on the 2011 NYS Math examination</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Implementation timeline: September 2010 – June 2011</b></p> <p><b>Target Population: All students</b></p> <ul style="list-style-type: none"> <li>• <b>Data Driven Instruction to drive differentiated instruction</b></li> <li>• <b>Develop rubrics for all projects and grading</b></li> <li>• <b>90 minute literacy blocks of instruction</b></li> <li>• <b>Use of classroom and school library.</b></li> <li>• <b>Use of technology for literacy enhancement through V-Math Live software program.</b></li> <li>• <b>Purchase Intervention Materials geared toward specific subgroups.</b></li> <li>• <b>Purchase more laptop computers to expose more of our students with V-Math Live software program</b></li> <li>• <b>Hire two F-Status Math-AIS teachers to work with all student groups with an emphasis is NYS accountability subgroups</b></li> <li>• <b>Push-in/pull-out program to facilitate second language acquisition</b></li> <li>• <b>Push-in/pull-out program to facilitate progress of special education students</b></li> </ul>

### Instruction

**Responsible Staff Members:** Administrators, teachers, Teacher Center Coach

**Target Population:** All students

- Data Driven Instruction to drive differentiated instruction
- Develop rubrics for all projects and grading
- 90 minute math blocks of instruction using IMPACT math, scientific calculators, manipulatives.
- Use of classroom and school library
- Use of technology for enhancement (Smart Board, laptops, V-Math Live)
- Numeric strategies in the content areas

### Professional Development

**Responsible Staff Members:** Administrators, teachers, ELA coach, Knowledge Network, UFT/Teacher Center, SETRIC, RSSC

**Target Population:** All teachers

- Support teachers in the use of technology to access data and periodic assessments
- Provide professional development to develop an awareness and understanding of data and how to use it in the classroom
- Schedule meetings, inter visitation and model/demo lessons.
- Provide collaborative planning time for unit planning, test development and sharing of strategies for subgroup needs

### Parental Involvement

**Responsible Staff Members:** Administration, Teachers, ELA Coach, Parent Coordinator

**Target Population:** All Parents

- PTA meetings, Back to School Nights, workshops
- Survey parents for the workshop needs
- Parent/teacher conferences during assigned dates
- Parent/teacher conference based on student/parent needs
- Parent/teacher outreach through telephone contact and meetings set up by the parent coordinator.
- Utilize new IS 51 website to disseminate information and allow parents to utilize helpful resources.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>C4E for coach, Inquiry Team, Title 1 for professional development and supplies, Tax levy SINI Grant- Intervention Materials, AIS teachers, staff development. Student Support Allocation- purchase of laptops, Intervention Materials, supplies</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>The following information assesses gains:</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will use the ITT data and Acuity data to differentiate instruction and monitor progress as per periodic assessment schedule.</b></li> <li>• <b>Review of quarterly progress reports will indicate 2-3% increase.</b></li> <li>• <b>V Math Live data reports</b></li> <li>• <b>Review of student portfolios with rubrics, teacher conference notes, report card grades quarterly.</b></li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>1. During the 2010-2011 school year, there will be an increase in achievement in science for all students in grades 6, 7 and 8 through standards based data driven instruction. There will be 5% increase the in the number of students achieving a Level 3 and 4 on the 2011 NYS Science examination.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Implementation timeline: September 2010 – June 2011</b></p> <p><b><u>Instruction</u></b></p> <p><b>Responsible Staff Members: Administrators, teachers, ELA coach</b></p> <p><b>Target Population: All students</b></p> <ul style="list-style-type: none"> <li>• Data Driven Instruction to drive differentiated instruction</li> <li>• Develop rubrics for all projects and grading</li> <li>• Preparation of Science Exit Projects for graduation requirements</li> <li>• Use of classroom and school library.</li> <li>• Use of technology for literacy enhancement</li> <li>• Modify standard driven curriculum to meet the specific learning styles of the special education student</li> <li>• Collaborative planning with the special education department and with general education departments</li> <li>• Integrate science concepts in the other content areas</li> </ul> <p><b><u>Professional Development</u></b></p> <p><b>Responsible Staff Members: Administrators, teachers, ELA coach, Knowledge Network, UFT/Teacher Center, SETRC, RSSC</b></p>

	<p><b>Target Population: All 8<sup>th</sup> grade special education teachers</b></p> <ul style="list-style-type: none"> <li>• Support teachers in the use of technology to access data and periodic assessments</li> <li>• Provide professional development to develop an awareness and understanding of data and how to use it in the classroom</li> <li>• Schedule meetings, inter visitation and model/demo lessons.</li> <li>• Provide collaborative planning time for unit planning, test development and sharing of strategies for subgroup needs</li> </ul> <p><b><u>Parental Involvement</u></b></p> <p><b>Responsible Staff Members: Administration, Teachers, ELA Coach, Parent Coordinator</b></p> <p><b>Target Population: All Parents</b></p> <ul style="list-style-type: none"> <li>• PTA meetings, Back to School Nights, workshops</li> <li>• Survey parents for the workshop needs</li> <li>• Parent/teacher conferences during assigned dates</li> <li>• Parent/teacher conference based on student/parent needs</li> <li>• Parent/teacher outreach through telephone contact and meetings set up by the Parent Coordinator</li> <li>• Utilize new IS 51 website to disseminate information and allow parents to utilize helpful resources.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>C4E for coach, Inquiry Team, Title 1 for professional development and supplies, Tax levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Use of Performance Series in Science to measure and monitor progress of specific science concepts with a 5% gain.</b>  <b>Classroom success will be monitored by the progress and report cards distributed as per the schedule.</b></p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	96	96			5	2	4	1
7	88	88			4	0	1	0
8	147	147			7	0	1	0
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Teacher Tutoring in extended day</li> <li>• SES Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• The extended day AIS is offered to all students who did not achieve standards on state assessments. The services are offered 3 times weekly for 37 minutes. A variety of instructional materials are used to differentiate and target deficiencies of individual students. We use various levels of Rally Essential Skills in Reading, Step Up to Reading and ESL reading in our extended ay program.</li> <li>• SES services are available for all students who have free lunch. The parents have the opportunity to select an agency to work with their student after school or in the Academic Success Program after school in the building.</li> </ul>
<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Teacher Tutoring in extended day</li> <li>• SES Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Essential skills- Foundations builds core skills needed for academic success in math in middle schools. It is used for small group instruction during the extended day.</li> <li>• FASST Math builds accuracy and fluency of basic math facts through systematic teaching with technology. It is used for small group instruction during the day and during extended day.</li> <li>• Access Math is used by advanced and intermediate ELL students. It combines best practices in ELL instruction and math instruction. It builds language and communication skills.</li> <li>• Skills intervention is used during the day to support curriculum in small groups.</li> </ul>
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>• Teachers will incorporate literacy strategies using multi level informational texts based on content concepts.</li> <li>• SES services are available for all students who have free lunch. The parents have the opportunity to select an agency to work with their student after school or in the Academic Success Program after school in the building.</li> </ul>
<p><b>Social Studies:</b></p>	<ul style="list-style-type: none"> <li>• Teachers will incorporate literacy strategies using multi level informational texts based on content concepts.</li> <li>• Leveled content libraries are available in all classrooms.</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<ul style="list-style-type: none"> <li>• Three guidance counselors see students at risk in small groups or individually dependent on need.</li> <li>• The SAPIS worker provides small group counseling to students at risk for drug or alcohol abuse.</li> </ul>

<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• The school psychologist provides at risk counseling for students identified by the Pupil Personnel Team meetings.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• The school social worker provides at risk counseling for students identified by the Pupil Personnel Team meetings.</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• School nurse provides health related services to at risk students.</li> </ul>



provider and qualifications.

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There are 88 LEP students who receive services from two certified ESL teachers and per IEP by certified Special Education Teachers. All newcomers receive 360 minutes of ESL instruction (push-in and pull-out). They have an opportunity to practice their skills on their laptops provided to them during their pull-out ESL classes. The laptops are loaded with the appropriate software for newcomers. They are able to work individually on their level. The teacher monitors their progress with a special software assessment. Advanced students receive 180 minutes of ESL instruction each week, Intermediate and beginner level students receive 360 minutes of ESL instruction per week. The number of ELLs by grade is as follows:

There are 21 ELL students in 7th grade; 5 beginners, 4 intermediate, 19 advanced.

There are 29 ELL students in 6th grade; 4 beginners, 6 intermediate, 5 advanced.

There are 38 ELL students in 8<sup>th</sup> grade; 20 beginners, 11 intermediate, 14 advanced.

The total number of students = 88.

The after school program for beginner and intermediate level ESL students will meet every Friday from 2:00 to 4:00. The one State Certified ESL teacher will provide the students with intensive strategies using computer technology, training on the parts of the NYSSLAT test and provide assistance for the completion of projects in major subjects. The program will run from February to June. We will purchase the services of translators in Arabic and Spanish for our Parent Teacher Conferences in November and March.

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**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.

We conduct professional workshops for teachers who have ESL students in their classes. The workshops give the teacher strategies and in collaboration with the ESL teachers, they plan together to create lessons that are diversified and meet the needs of their students. The series will continue this year and expand the teacher’s knowledge and expertise in working with ESL students. The ESL teachers regularly attend ISC and Core Knowledge training as part of their professional development. The Literacy Coach has a degree in English as a Second Language and uses her expertise in conducting PD for the English Language Arts Teachers in differentiating instruction. In addition, our ESL teacher provides new teachers with the required ESL training during the school year in an after school program. At the end of the workshops the teachers receive certificates verifying their participation.

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School: IS 51 BEDS Code: 31R051

Allocation Amount \$15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$9,978.00	200 hours of per session for ESL teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) in an after school program meeting on Friday from 2:00-4:00 pm
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$3,022.00	Translation Services for Parent Teacher Conferences in November and February in Spanish and Arabic
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
<b>Educational Software (Object Code 199)</b>	\$2,000.00	Purchase 2 additional Rosetta Stone language development software packages for after-school program
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000.00</b>	

### 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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
**The Home Language Survey completed by the parent during registration is reviewed by the ESL teacher who makes a determination of need for new students. The data is entered into the ATS system and reports can be generated with the designation of different languages spoken within the building.**
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.  
**There are 70 Spanish (SP) speaking students, 8 Arabic (AR), 3 Urdu (UD), 2 Chinese, 1 Polish and 4 Other for a total of 93 students. This information is shared with the community through the Annual School Report Card, on the DOE site in the Statistics site and the PTA newsletter.**

#### **Part B: Strategies and Activities**

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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.  
**All centrally issued letters and notices that are translated into the needed language are downloaded, copied and sent to parents. All school notices that need to be translated are sent to the Department of Education Translation Service or translated by in house school staff. We have teachers fluent in Spanish, Italian, Albanian, Polish and Russian. Telephone contact is made with parents using these staff members as needed. An Assistant Principal is fluent in Spanish.**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.  
**Oral interpretation services are provided in Spanish, Italian and Albanian by in house staff. An Assistant Principal, language teachers, security staff and paraprofessionals are fluent in these languages. During PTA meetings, articulation meetings**

and/or workshops, we hire these staff members with per session funds to do translations. Private contractors are also used during Parent Teacher Conferences. Department of Education translation services using telephone translators are being used this year.

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>.  
**The school will provide all pertinent documents to parents in the required language by either having the Translation Unit or school staff do the conversion. Oral communication will be provided in Spanish, Italian, Albanian, Polish and Russian using staff members. All other oral communication will be done with the parent bringing an interpreter. We also contact the Interpretation Unit to purchase the services of a translator for meetings and IEP meetings. The telephone translators will be used this year**

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**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$650,575.00	\$31,894.00	\$682,469.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,506.00	\$3,189.00	\$9,695.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,814.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$65,058.00	*	

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

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

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

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

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

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

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

We conducted a comprehensive review and analysis of student achievement data (school-wide and disaggregated by each of the following student subgroups: general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups, including White, Black, Hispanic, Asian or Pacific Islander, and American Indian/Alaskan Native) in the areas of English language arts, mathematics, science, social studies, foreign language the arts, and career/technical subjects. For each academic area, we evaluated the effectiveness of curriculum and instruction, use of technology, library media services, and professional development. In addition, we assessed the impact of other areas related to student achievement (i.e., student attendance, student lateness, student support services, parent involvement, school climate, and school facilities). We have indicated major findings and implications for instructional programs and have assessed the implementation of the citywide programs for literacy and mathematics.

We have taken a “data-driven” approach to improving student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. To begin this process, The School Leadership Teams selected a key set of measures or indicators of student performance and the school environment. The indicators selected are measurable. Year-to-year data on

student performance, separated into useful categories (“disaggregated”), were used to: (a) identify and address school-wide weaknesses; (b) identify and assist individual students or groups of students in need of special help or challenge; (c) identify and assist teachers or groups of teachers who need additional support; and (d) track progress toward concrete, challenging goals.

These indicators include differentiated assessments of student achievement, including standardized assessments, which were disaggregated by student subgroups, and benchmark assessments indicating student progress toward meeting the standards. Additional measures were selected to collect “soft data” that will indicate other factors that affect student performance, like health, attendance, lateness, school climate, professional development, parent involvement, and student satisfaction with the school. Comprehensive needs assessment was conducted to collect, review, and analyze the data from the measures selected. This analysis sparked the identification of specific gaps between our current situation and our vision for the future. The results of student assessments and other sources of information about school performance became the subject of ongoing, action-oriented discussion about how to improve instruction. A critical look at the current educational program helped our school to define implications for the changes that need to be considered. We developed our educational priorities in support of the school’s vision. Once priorities were established, they became the core of the school’s CEP and are further defined by the development of specific annual goals and measurable objectives.

## 2. Schoolwide reform strategies that:

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

We have used a thematic approach using Core Knowledge components to develop interest in learning and give students the opportunity to use technology to improve. We have small group instruction with specific materials to help students understand and improve their reading and writing skills. The students attend small group tutoring after school for 37 ½ minutes. The after school program provides homework assistance and tutoring. We are using the Achieve 3000 program with at risk students to improve literacy. Qualified students are able to select a tutoring program from the SES menu.

We increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. We use the Sports and Arts after School, SES, UAU, and ESL classes, double periods of literacy and math, small group instruction during the day in a pull out program to increase the learning time.

Core Knowledge curriculum is infused into the 6<sup>th</sup> grade and has begun implementation on the 7<sup>th</sup> grade. This program incorporates the arts in relation to the social studies curriculum. All of the arts programs within the school use literacy (reading and writing) as part of the requisite of the course.

We meet the educational needs of historically underserved populations with the use of the Achieve 3000 program, technology for ESL students, small group AIS program and SES after school.

We address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. These students are identified by the Pupil Personnel Team, the Instructional Team and the Inquiry Team. The specific needs are targeted by the service providers. 8<sup>th</sup> grade potential holdovers have been identified and specific plans are being made with the teachers, parents and providers to address specific needs so the student can be promoted to high school.

The programs in place are consistent with and are designed to implement State and local improvement.

3. Instruction by highly qualified staff.

100% of our staff is fully licensed by New York State. In our areas in need of improvement, Special Education and ESL our teachers are 100% qualified and certified. All teachers who are not currently certified are in other areas and are in programs to complete the requirements for certification.

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. Core Knowledge has provided and will continue to provide training for the Principal, Assistant Principals and teachers in all the Core Subjects, Arts and Technology. The teachers have participated and will continue with ESL workshops given in partnership with the UFT Teacher Center under the direction of the literacy coach. The Teacher Center has assigned a Special Education Trainer who works with special education teachers in differentiating instruction, writing IEPs writing and compliance, behavior management issues and materials to use in the classroom. The ISC has provided training on IEP writing and compliance issues. The Leadership Team members attend a training seminar to assist in writing and understanding the IEP. The Instructional Team (Principal, Assistant Principal, Coach and UFT Chapter Leader) meet weekly to have training and/or plan training or implementation of best practices in the school. Members of the Administrative and teaching staff attend Core Knowledge training during the year.

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

Our school has had a stable staff. This year we had to hire new special education teachers to fill vacancies We decreased the number of teachers do to a loss in enrollment. The teachers were hired based on an interview process and recommendations from other principals.

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

The Parent Coordinator, Leadership Team, PTA Executive Board, Guidance Counselors and SAPIS worker collaborate and devise workshops to present to parents dependent upon needs and suggestions from parents. As an example we presented a workshop on the SES requirements and eligibility. Presentations have been made on the curriculum and standards with the rubrics teachers will be using to evaluate student work. ESL parents participate in a meeting to discuss their concerns and offer suggestions for working with their students at home.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
Not Applicable
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.  
The Instructional Team conducts surveys with teachers and collects student work to ascertain standardization of instruction and consistency within the content areas. Teachers work with the Assistant Principals and the Literacy Coach to develop rubrics, projects and assessment to measure student progress. Teachers meet in departments to discuss content and implementation of curriculum. Core Knowledge meetings are held with teachers, coach and Assistant Principal to plan units of work which are across curriculum areas for implementation.
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.  
Data is collected and reviewed by the Assistant Principal, Coach and teachers. Students are identified who are clearly in need of additional services and plans are made to give them support. The students are assigned to 37 ½ minute tutoring, SES services, and/or AIS pull out program. ELL students are invited to attend an after school program with the ESL teacher. Some students receive AIS services with the classroom teacher during the teacher's administrative period. The Sports and Arts after school program provide tutoring and homework assistance to students.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
Part of the funding is used to provide professional development for staff in the needs of our diverse populations including special education and English language learners. Our parent involvement program will provide ESL programs for adults and workshops to acclimate the parents to the community resources.

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

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

**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.

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

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

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

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  - The teachers will be attending workshops given by N303 Network, UFT Center and the Language Arts Coach.
  - The teachers will be attending after school workshops in small inquiry groups to improve student achievement.
  - The teachers will be attending outside resources for professional development.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
  - We do not have a mentoring program this year because we do not have any new teachers.

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

The letter designated by the Department of Education will be used to notify the parents of the school status with letters translated as needed.

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Directions:**

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

**Supporting Students in Temporary Housing (STH)**

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

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**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.)  
7 students
2. Please describe the services you are planning to provide to the STH population.  
These students will receive at risk counseling, AIS in 371/2 minutes and SES services. The parent coordinator will make outreach to the parents to assist in their students needs and adjustments in school.

**Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 051 Edwin Markham					
<b>District:</b>	31	<b>DBN:</b>	31R051	<b>School</b>		353100010051

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.3	91.6	89.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	351	282	302				
Grade 7	419	363	287				
Grade 8	399	431	388				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	4	5				
<b>Total</b>	<b>1170</b>	<b>1080</b>	<b>982</b>				

  

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	91.9	96.3	93.2

  

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	51.7	74.5	80.9

  

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	13	29	26

  

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	13	16	7

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	96	110	97	Principal Suspensions	196	259	53
# in Collaborative Team Teaching (CTT) Classes	36	46	58	Superintendent Suspensions	23	22	29
Number all others	107	79	57				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	70	74	TBD	Number of Teachers	84	79	82
# ELLs with IEPs	9	38	TBD	Number of Administrators and Other Professionals	16	16	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	5	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	7	52	% fully licensed & permanently assigned to this school	98.8	98.7	98.6
				% more than 2 years teaching in this school	79.8	84.8	87.8
				% more than 5 years teaching anywhere	66.7	75.9	85.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	92.0	96.3
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers	98.1	94.8	98.6
Black or African American	22.7	20.5	21.2				
Hispanic or Latino	41.5	44.1	45.8				
Asian or Native Hawaiian/Other Pacific	9.1	9.7	8.0				
White	26.4	25.6	24.8				
<b>Male</b>	53.4	54.0	53.1				
<b>Female</b>	46.6	46.0	46.9				

#### 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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v					
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	43.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	4.8	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **PARENT INVOLVEMENT POLICY**

The staff of Edwin Markham Intermediate School 51 believes that teaching is a shared responsibility to be divided between parents, the school and community, We are aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster a love of learning and education, we must allow the parents, school and community to function as partners in this endeavor.

Our school will do the following to increase parental involvement.

- **Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.**
- **Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication with the addition of our website [www.is51.org](http://www.is51.org) and with the use of School Messenger.**
- **Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, Title V and the No Child Left Behind legislation. This will include convening an annual meeting to:
  1. **Explain to parents the requirements of these laws in simple, direct and understandable terms;**
  2. **Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;**
  3. **Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.**Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;**

I.S. 51 will accomplish these goals through the following means:

- **By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies.**
- **These shall include the following meetings:**

**Monthly meetings of the general PTA membership**

**Monthly meetings of the School Leadership Team**

**Meetings of any standing PTA committees**

**Meetings of any parental action committees as formed in accordance with PTA bylaws**

**Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.**

- **By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through; Regular attendance of parent-teacher conferences; Reports to parents on their child's progress; Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities**

# **SCHOOL PARENT COMPACT**

## **Edwin Markham Intermediate School 51 SCHOOL-PARENT COMPACT**

**Our school community fully recognizes our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors so they may achieve academic success, realize their full potential as unique individuals and become responsive, contributing citizens.**

**Therefore we pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.**

### **Edwin Markham Intermediate School 51 Agrees To:**

- **Show respect for each child and his/her family, each teacher and staff member;**
- **Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community**
- **Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;**
- **Celebrate individual students, teachers and staff members success with the entire school community**
- **Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance;**
- **Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved in our school**
- **Give parents and students opportunities to participate in school governance**
- **Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy;**
- **Provide parents with information about all programs;**
- **Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;**
- **Provide parents with all pertinent individual, regional and department of education information;**
- **Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: parent-teacher conferences; student progress reports as warranted; opportunities to volunteer and participate in their child's class, opportunities to observe classroom activities as appropriate**
- **Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.**

**Principal Signature \_\_\_\_\_ Date \_\_\_\_\_**

### **The Parents/Guardians of Edwin Markham Intermediate School 51 Agree To:**

- **See that my child attends school regularly and on time;**
- **Support and model positive attitudes toward school**
- **Talk with my child about his/her school activities every day**
- **Communicate regularly with my child's teacher;**
- **Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;**

- **Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education;**
- **Monitor that all homework assignments are fully completed and on schedule;**
- **Review completed assignments to check for understanding;**
- **Attend all parent-teacher conferences;**
- **Participate in school activities and events;**
- **Seek opportunities to volunteer at my child's school;**
- **Support the school in developing positive behaviors;**
- **Support the school in implementing school policies and procedures**
- **Read to my child and encourage him/her to read independently daily**
- **Monitor my child's TV viewing, video game and online activities;**

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

**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 <b>CFN N303</b>	District <b>31</b>	School Number <b>051</b>	School Name <b>Edwin Markham Int.</b>
Principal <b>Nicholas Mele</b>		Assistant Principal <b>Diana Hayes</b>	
Coach <b>Rosemarie Lomonaco</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Fredric Miller (ESL)</b>		Guidance Counselor <b>Heather Kelly</b>	
Teacher/Subject Area <b>Jolanta Orzylowska (ESL)</b>		Parent <b>Larissa Maiorana (PTA Pres.)</b>	
Teacher/Subject Area <b>Danielle Colgan (Lang. Arts)</b>		Parent Coordinator <b>Joann Wojick</b>	
Related Service Provider (IEP) <b>Carla Destefano</b>		Other Teacher <b>Karen Bernstein</b>	
Network Leader <b>Dr. Kathleen Lavin</b>		Other <b>type here</b>	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>985</b>	Total Number of ELLs	<b>88</b>	ELLs as Share of Total Student Population (%)	<b>8.93%</b>
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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.

Paste response to questions 1-6 here

1. In order to ensure complete and proper identification of those students who may possibly be Ells, the initial interview is conducted by the trained secretary Mrs. Becky Pietromonaco and one or both certified ESL teachers Mrs. Orzylowska or Mr. Miller. Mrs. Orzylowska speaks Polish and Russian and Mr. Miller speaks French and Spanish. They are both administrators of LABR. In addition, if translation is required, an English speaking relative or a trained translator is used to ensure proper admission. The interview is extensive and complete including all necessary forms and all information needed to provide proper placement in all areas. The home language survey is filled out carefully and gone over by one or both of the ESL teachers. All information is carefully examined including former report cards, etc. The family of the new admit is taken to a separate room during this admission process for a complete and thorough orientation. Mrs. Orzylowska and Mr. Miller are conducting Parent Orientations in our school. The interpreter is provided as needed. The Parent Orientation takes place in the first 10 days since the admission of the new student. At the orientation, including translated services when necessary, the parent or guardian is shown the DVD video in English, or the foreign language as needed, which explains the three possible programs available for ELL students. The parents are given the explanation of the three different programs available in NYC schools. They are able to ask questions about different programs. The parent or guardian is provided the selection form. Most of our parents have chosen the Freestanding ESL program. In addition, printed information is given to the parent or guardian in English or the necessary foreign language. The parents or guardians have all their questions answered after the video before they leave the school. All complete information is given to them including transportation, lunch forms, after school programs, extended time, SES tutoring, possible ESL tutoring after school, PTA meetings, testing and other matters. If it is not possible to have the parent orientation upon admission, the parent or guardian is seen as soon as possible within 10 days to complete the orientation process. We make all possible accommodations for the parent to attend the Parent Orientation. Most of the time the Orientation is provided on the same day of the admission, so the parent does not need to come to school another time.

The original forms are stored in the student records in the main office, the copy is stored in the ESL room in the folder. The school is fortunate to have two certified ESL teachers both of whom have many years of extensive experience in all areas. All new students are carefully placed in the extended time program with a teacher who can best assist them. After the admission process, the student is personally escorted to his or her class, introduced to the class and the teacher and assisted during the day and the following days to ensure a smooth transition to his or her new environment. As soon as possible after admission, usually within one or two days, the LAB-R is administered in English and, if necessary, in Spanish. Immediately after the test is completed the initial placement of the student is reviewed and, if necessary, an adjustment is made to the student's program. During the school year, all Ells take periodic assessment tests, receive preparation for the NYSESLAT exam, and are given all parts of the NYSESLAT exam in April and May. With careful monitoring and follow up the school has virtually 100 % participation every year in the NYSESLAT exam.

2. Parents understand all three program choices because at the initial orientation they watch the video in English or their native language. They are given every opportunity to ask questions and fully discuss all possibilities for their child. If they are interested in a program that is not available in our school, they are informed of the option of transferring to another school having that program. They are also informed that if there will be 15 parents choosing Bilingual or Dual language our school will open a bilingual or dual language class. In almost every case parents have chosen the Freestanding ESL program as their first choice.

3. Entitlement letters, placement letters, etc. for current ESL students are sent home to the parents via the students. They are given directly to the students by the ESL teachers. There is intensive follow up by the ESL teachers on a daily basis with phone calls with parents if necessary to ensure 100 % compliance.

4. Parents are informed upon admission and throughout the year of the placement of their child. Students are placed in our Freestanding ESL program according to the results of the initial LAB-R exam and the NYSESLAT exam given in April and May each year. All of them are classified as beginning, intermediate or advanced or proficient (tested out). We also carefully check the IEP's of all students to make sure they are designated ESL or not.

5. All parents have chosen the Freestanding ESL program as their first choice this year. Previous years we had a few parents that have chosen Bilingual program. We didn't have 15 students to open a bilingual class.

6. Yes. The program models offered at our school are aligned with parent requests. All students are in the Freestanding ESL program as per the first choice of the parents.

# Part III: ELL Demographics

## A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							29	21	38					88
<b>Total</b>	0	0	0	0	0	0	29	21	38	0	0	0	0	88

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	35
SIFE	5	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	25

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	26	3	5	37	2	20	25	0	10	88
<b>Total</b>	26	3	5	37	2	20	25	0	10	88

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

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	19	28					70
Chinese							1		1					2
Russian														0
Bengali														0
Urdu							1		2					3
Arabic							3	1	4					8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other								1	3					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>21</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>88</b>

## 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. a. The Freestanding English as a Second Language model is used in our school. All instruction is in English. Students receive the mandated units of instruction based on the proficiency levels of the student as determined by the LAB-R and the NYSESLAT exam. The program uses a combination of push in and pull out strategies depending on the proficiency of the students. Beginning students, especially those brand new to the English language, are pulled out of their regular classes at least 360 minutes per week and given intensive English

instruction in small groups. Intermediate students are pulled out of their regular classes (during minor subjects) at least half the time for small group instructions and are assisted in their language arts and math classes (sometimes science and social studies classes) using a push in model. Intermediate students also receive at least 360 minutes per week. Advanced students receive at least 180 minutes per week. In addition those advanced students who have received level one on their ELA and/or Math state exams receive up to 360 minutes per week. Most advanced students are assisted by the push in model. However, as already mentioned, those students receiving level one on their state exams are also pulled out of minor subjects for small group intensive work. This year in the sixth grade all ESL students are in one class and the class, which also contains regular education students, is somewhat self contained in that all four major subjects are taught by one highly experienced teacher. This year in the seventh grade all ESL students are in one class and the class also contains regular education students. In the eighth grade all the ESL students are in two classes seen by both ESL teachers. All special education students who are also ESL according to their IEP's happen to be in the same sixth grade class and are serviced exclusively by a push in model by one of the ESL teachers.

b. Many of the answers to these questions have already been covered in the above section. Students in our school are not served by an ungraded model. When appropriate students are grouped in either homogeneous or heterogeneous settings. For example, the newest beginning students are grouped together in one ungraded homogeneous group. When possible advanced students are grouped together in the same class to facilitate programming since they require 180 minutes per week. Sometimes it is necessary to place intermediate and advanced students in the same class and they are serviced accordingly.

2. All students receive more than required amount of minutes of ESL instruction.

a. The two ESL teachers cover all classes and students by class, levels, and special education, ensuring workable programs for both teachers and students through a combination of push in and pull out strategies that make the most sense.

3. Students have 90 minute language arts and math blocks with infused ESL strategies in the content areas every day. Classroom teachers are aware of the levels of the students in their classes and work with the ESL teachers to address the students' needs. Teachers are expanding their understanding of the needs of their students and how to best help them by participating in ongoing professional development. The teachers use a variety of methods which create visual and concrete examples for their students as they teach standardized curriculum. Specially selected teachers who have worked with ELL students work closely with the ESL teachers at all times.

Vocabulary and concepts are broken down to simpler terms as necessary. All teachers in other areas such as science, social studies, health, art, drama, etc. are aware of all the ELL students in their classes and the ESL teachers work with these teachers as well. The ESL students also have the opportunity to read books in their native language in their classroom on a level which encourages their reading skills and enjoyment. Student buddies work with intermediate and advanced students in small groups to provide assistance and develop vocabulary skills. Classroom teachers and ESL teachers review curriculum maps in advance so that the push in teacher can preview the lesson in advance for areas that need further clarification, development or eliciting of background knowledge. Teachers also meet to co-plan lessons, creating a variety of activities during the group and/or independent work time to differentiate instruction to accommodate the ELL students' needs.

4. a. Our five SIFE students were identified years ago and are generally equivalent in ability to their peers at this time. However, they are given closer monitoring by the ESL teachers and regular classroom teachers. They receive extra attention and help especially in the areas of reading and writing. They also have access to computer programs that they can also use at home.

b. Within the first year, for the newest beginners, there is a complete, pull out, beginning class. These students receive a pull-out instruction 9 periods a week (over 360 required minutes). Students in this group receive intensive instruction and intensive use of computers, including Rosetta Stone software. They also receive all the help they need with their classwork, projects, etc. Additionally, because NCLB requires ELA testing for ELLs after only one year, these students are receiving even a more rapid introduction and more attention given to reading and writing they will need to succeed on the ELA exam. They also receive extra help and attention in after school programs in ESL, SES tutoring, extended time sessions, additional homework and extra reading and writing practice. In the second and third year all these activities are continued and intensified to bring these students to the highest level possible so they can do well in classwork and standardized tests.

c. For ELLs receiving service 4 to 6 years, most of these students are usually advanced and require only 180 minutes of assistance per week. However, as previously stated, those students who have received a level one on their state tests usually are receiving 360 minutes of assistance. In addition, even though most advanced students are serviced by a push in model, those students who have been under-performing are pulled out of minor classes and given individual attention in a small group setting ( pull-out 4 periods a week 180 minutes). The push-in program is scheduled for 4 periods a week ( 180 minutes) The ESL teachers constantly monitor the progress of these students, in particular, including their progress in their classwork, homework, projects, preparation for standardized testing, results of ongoing assessment tests and other data. When necessary, the parents or guardians are contacted to ensure that the student's work is being followed up at home as well and that any outside problems are being addressed.

d. For ELLs who have completed six years the same procedures are in effect as outlined in answer c above. These students, in particular, receive even closer motivating and monitoring. Students are strongly encouraged to attend all possible extra programs, including SES tutoring in school or at home, extended time sessions, extra homework assignments. These students also are part of the special intensive reading Achieve 3000 reading program during regular class time.

e. Students with special needs are usually in a 12:1 setting. Where possible the ESL teacher pushes in to their class and works with the

teacher and the students in a very small group or individual basis. When the students are indentified as SETTS students it is somewhat more difficult as the SETTS teacher pushes in and pulls out these students usually five times per week. The ESL teacher and the SETTS teacher work together to come up with a schedule and a plan to best help these students in conjunction with their regular classroom teachers.

In addition 8<sup>th</sup> grade ELLs receive 5 houers w week ( once a day) ESL computer lab with certified teacher Mrs. Orzylowska where they are able to log in into school wide Achieve 3000 program. They are also encouraged to log in this program after school. Their progress is closelly monitored by the teacher.

## 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. ESL strategies are infused into content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); writer's workshop (brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing); teacher read-alouds; focused strategies including graphic organizers, think alouds, think-pair-share and modeling. Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding on an ongoing basis. Instruction is differentiated for ELL subgroups using the following methods to help teachers support the learning of ELL students in the mathematic, social studies and science classes: usage of visuals and manipulatives to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the use of tactile cues, capitalize on problems to promote understanding, sample problems and charts available to provision for practice and review.

Academic language development is planned in a variety of ways. The workshop model is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ESL teachers push into classes with ESL students, working with the regular classroom teacher to address the particular needs of this population. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students. such as phonemic awareness, conventions for word endings such as pluarls, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. ESL teachers also utilize laptop computers in the classroom. In addition, all beginner and lower intermediate students are given dictionaries to work with at home as well as in school.

For the different strands we do the following: For listening: ELA and ESL teachers do read alouds which require the students to respond to specific questions for enhanced comprehension. Books on tapes are used which students can take home or read in school. Computer programs, such as Rosetta Stone, are used which require the students to listen and respond. For speaking: Conferencing with the students on independent reading assignments and the completion of projects. Round robin reading in the pull out program. Advanced level students working with the beginner and intermediate level students to understand instructions using their native language skills. For reading: Independent reading with books on the level of expertise of the student. Sometimes, as general education students are reading a book in the ELA class the ELL student has the same book in Spanish and can read the same text. Use of the library to take home books in the native language or use books that have the native language and English on the same page. Use of non-fiction books with

pictures, diagrams, cartoons and charts. For writing: The ESL teacher pushes in during the writer's workshop to explain and assist the student. Character analysis, editing, and revising strategies are taught. Differentiation of projects, homeworks and other assignments to reflect the level of expertise of the student. Participation in the extended time sessions after the regular school day. Focus on research methods to help students and to help students work independently on homeworks and projects.

6. For those ELLs who have reached proficiency on the NYSESLAT two years of continuing transitional support is provided. On all standardized testing time and a half is provided. Whenever possible, the year immediately following the proficiency achievement, the student is placed in a class with current advanced ELL students so that the ESL teacher can continue to assist him or her as needed. Finally the ESL teachers have "office hours" available on their program schedule so that former ELL students can come to them on an as needed basis to receive whatever assistance they need for projects or any other classwork, etc.

7. The first new program this year are the "office hours" to provide additional support for former ELLs. The school is also using the reading improvement program Achieve 3000-Teen-Biz 3000 with many of the ELLs. The ESL teachers are working on increased, intensive vocabulary study with all ELLs.

8. No programs or services for ELLs are being discontinued this year for any reason.

9. ELL students are afforded equal access to all school programs. During the school day they are mainstreamed as all other students in physical education classes as well as all other minor subjects. They attend the after school extended time sessions in small groups with and without other regular education students. They have equal opportunity to join special extra curricular project programs such as the popular teen action volunteer community program. They can participate in the before school physical education program in the mornings. They can join the very popular Sports and Arts program after school hours. Finally they have equal opportunity to participate in after school drama productions and other school productions and activities throughout the school year.

10. In order to support ELLs further, instructional materials (including technology) include: smart boards and computers used by many teachers for classroom instruction, laptops for student use (including Rosetta Stone for beginners), Achieve 3000-Teen Biz 3000 computer reading improvement program, leveled libraries in classrooms (including material in native languages), excellent library which is easily accessible to all well stocked with leveled materials (including large numbers of native language material and English/Spanish side-by-side books), excellent librarian providing additional support for ELL students, translated versions of many textbooks, dictionaries and glossaries to help during the year and with standardized testing, and additional support by the ESL teachers when eighth grade students are filling out high school applications.

11. To provide native language support, students are encouraged to read additional material in their native language. As previously mentioned classrooms have materials in the native language. The library has materials in the native language. Textbooks are available in the native language. Dictionaries and glossaries are provided to encourage use of both languages as well.

12. All required services support, and resources correspond to ELLs ages and grade levels. Guidance is provided by counselors. All libraries are leveled to students' age, grade, interest, reading levels. The Achieve 3000-TeenBiz 3000 reading program is geared to the age and grade level of the students.

13. In recent years all newly enrolled ELL students have begun at the beginning of the school year or during the school year and all incoming procedures have already been outlined earlier in the report. Students who are transitioning from elementary school to intermediate school participate in an orientation program in the spring before they enter the school. Parents are invited to come and translators are used to help. Students get a tour of the building and get to meet an ESL teacher who will be working with them.

14. At this time we have no language electives offered to ELLs. However, as previously stated several times, all ELLs are encouraged to continue their use of their native language as much as possible.

### 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)?

### 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. ESL teachers regularly attend professional development workshops throughout the year. There are many good opportunities for Professional Development throughout the city as well as within our own CFN. They are constantly reviewing new materials for ELL students and the latest research available. This year, every Thursday, the ESL teachers are part of an inquiry group to attend to ESL matters and assessments and monitor even more closely student progress. In addition, there are monthly department meetings and the ESL teachers attend the ELA department meetings regularly. Finally, ESL teachers attend additional professional development workshops during and after school whenever possible. We are also creating time where the ESL and mainstream teachers collaborate with one another to look at strategies that can best benefit our students.

2. Guidance counselors with the assistance of the ESL teachers help the ELLs with their high school applications and any information they need to aid in their transition to high school. If necessary, a Spanish translated high school directory is available. If the parent has any questions about the process, they are invited to come in for a meeting. After the students have received their high school assignment, they meet with the guidance counselor and the programmer/guidance counselor from the high school they will be attending to select courses and insure that the student will continue to receive ESL services as needed. In the event they score proficient on the May NYSESLAT exam, the student is assured not to have ESL services in high school, although they will still be entitled to transitional support as needed.

3. Many teachers in the school have already received the 7.5 hours of ELL training in the recent past. Those teachers who have not received the training will be receiving it this year. The school secretary checks that all teachers know their situation. Designated time after school is provided and taught by one of the certified, trained ESL teachers or provided by someone from the CFN. Throughout the school year the ESL teachers are constantly working with many of the staff and assisting them with instructional materials and knowledge for their ELLs.

### E. Parental Involvement

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

The school has an active PTA organization which reaches out to all parents including the parents of the ELLs. Parents are encouraged to attend PTA meetings, become involved in all school activities, and be involved in the education of their children. Teachers are in constant contact with parents, with or without translation, to make sure parents are aware of the issues facing their children and to assist them if their children are having any problems of any kind. Parents come to school regularly, including open school conference time, to meet with the teacher in person to discuss their child's education. Parent Teacher Conferences are held twice a year and parents are strongly encouraged to attend as this is when they can receive their child's report card. All activities are sent out in Spanish (and other languages, as necessary) and translators are available. Parents are asked to complete a survey to indicate areas of need. The Parent Survey is reviewed by the leadership and inquiry teams to determine areas of need that can be addressed by changes in the CEP or by scheduling workshops. The Parent Coordinator does outreach to parents who have students in need of SES services. Assistance is given to complete these applications.

2. Although we do not have partnerships with other agencies at this time, the school has advertised an ESL course, with the Jewish Community Center, for adults so that parents can better communicate with the school and use English in other situations.

3. and 4. As previously stated above, the school closely studies the parent surveys to further evaluate the needs of parents. The teachers, the ESL teachers, guidance counselors, assistant principals and the parent coordinator meet with parents whenever necessary. During the initial orientation of new admits the ESL teachers spend as much time as necessary explaining everything about the school and finding out the needs and concerns of the parents.

## 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)							4	6	5					15
Intermediate(I)							5	4	19					28
Advanced (A)							20	11	14					45
Total	0	0	0	0	0	0	29	21	38	0	0	0	0	88

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	2	0				
	I							0	0	2				
	A							11	5	5				
	P							15	13	29				
READING/ WRITING	B							2	3	5				
	I							5	4	19				
	A							19	9	13				
	P							1	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	15	1	0	26
7	9	4	0	0	13
8	24	12	0	0	36
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	0	15	0	7	0	1	0	26
7	3	2	8	1	1	0	0	0	15
8	8	2	18	4	5	0	0	0	37
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

1. The school uses in ELA classes a quick read exam, acuity exams, Fountas and Pinnell and TCRWP. Intermediate and advanced level ELLs, depending on their years of exposure to an English speaking curriculum, need extensive improvements in learning vocabulary, improved use of grammar, reading for better comprehension, learning how to answer particular questions, questions involving literary techniques and genres. For improvement in writing, student work is closely monitored in and out of the class with constant conferencing. Almost all ELL students are now involved in the reading improvement computer program, Achieve 3000-Teen Biz 3000 and their progress is monitored on a daily basis. Students and teachers work together to address students' individual needs at any given moment. The neediest students are carefully placed in the extended time sessions with the appropriate teacher to further address their individual weaknesses. Wherever possible these students are also encouraged to attend the SES tutoring program. When possible, students are given extra remedial work to take home to improve their skills. Earlier in this report, in response to question B.5 these concerns were addressed in the lengthy answer.

2. The data from the LAB-R and NYSESLAT exams reveal data patterns across proficiency levels that are not surprising. The strongest result is in the speaking modality. The majority of our students have been in the system for some time and have no problem expressing themselves in English. The second strongest result is in the listening modality. The ELA teachers are constantly doing read alouds and students are exposed to listening skills daily. A very small majority have some weakness in the listening modality and these students are addressed on an individual basis with small group practice to improve this skill. During the year their progress on the ongoing assessments is noted. The greatest weaknesses of the students are in reading and writing. This finding is reinforced by other assessments as previously noted.

3. As previously stated several times, the reading and writing deficiencies require more intensive vocabulary study, closer monitoring of student's individual independent reading material, more individual attention to students's comprehension strategies, closer monitoring and conferencing daily on student's progress in writing, use of specialized computer reading programs.

4. a. It is interesting that some students who have greatly improved in the NYSESLAT exam and have progressed in all areas from intermediate to advanced have recently received level one on the state ELA exam. These students are carefully monitored and given extra attention in reading and writing. As previously noted, advanced students in ESL who have scored a level one on the ELA state exam are given extra time as if they were an intermediate level student. They are seen at least eight periods a week and are taken out of minor subjects to receive closer attention in small groups.

b. and c. Periodic assessments as well as daily results from Achieve 3000-Teen Biz 3000 and any other acuity tests are constantly monitored throughout the year. Modalities and individual needs are examined to address individual weaknesses of students. All data is shared with classroom teachers and all necessary staff to address each individual child's needs. Any changes during the year, positive and negative, are noted and acted upon immediately to improve individual student performance in individual areas.

6. The evaluation of the success of programs for our ELLs is based on the results of the NYSESLAT exam in May, student grades in all subjects, individual teacher evaluations, ELL periodic assessment exams, progress in doing classwork, research, and projects independently, individual conferencing with students, meetings with parents, ELA and Math and all standardized exams, ESL teacher daily observation of students including their oral and written work in all classes, progress in Achieve 3000-TeenBiz 3000 computer reading program, future results of student performance in high school.

## 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.

## 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		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		10/29/10
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		10/29/10
	Coach		
	Guidance Counselor		10/29/10
	Network Leader		

	Other <u>ESL teacher</u>		10/29/10
	Other <u>IEP teacher</u>		10/29/10
	Other		
	Other		