



M.S. 101 – THE EDWARD R. BYRNE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 08x101
ADDRESS: 2750 LAFAYETTE AVENUE, BRONX, N.Y. 10465
TELEPHONE: 718-829-6372
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X101 SCHOOL NAME: The Edward R. Byrne School

SCHOOL ADDRESS: 2450 Lafayette Avenue, Bronx, New York 10465

SCHOOL TELEPHONE: 718-829-6372 FAX: 718-829-6594

SCHOOL CONTACT PERSON: Kim Lisa Hampton-Hewitt EMAIL ADDRESS: khewitt@schools.nyc.gov

POSITION/TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sharon Payne Thomas

PRINCIPAL: Kim Lisa Hampton-Hewitt

UFT CHAPTER LEADER: Ralph Ammirati

PARENTS' ASSOCIATION PRESIDENT: Candice Carbajal

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 CHILDREN FIRST NETWORK (CFN): 608

NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Timothy Behr

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/ronlyres/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
Kim Lisa Hampton-Hewitt	*Principal or Designee	
Ralph Ammirati	*UFT Chapter Chairperson or Designee	
Candice Carbajal	*PA/PTA President or Designated Co-President	
Kalawatee Lynman	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	
Sharon Payne Thomas	Member/8 th GradeParent	
Yamilith Martinez	Member/8 th GradeParent	
Janet Zapata	Member/7 th Grade Parent	
Christine Pabon Duenas	Member/6 th Grade Parent	
Gina Giannone	Member/8 th Grade Teacher	
Leigh Wishney	Member 7 th Grade Teacher	
Daniel Wolf	Member/6 th Grade Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

M.S. 101- The Edward R. Byrne School is a Title I 6-8 middle school of choice that is located in the Throgs Neck section of the Bronx. M.S. 101 offers admission to all residents of District 8. Entering 6th grade students may be accepted into two programs: Gifted & Talented (G&T) and Academic Program. One Collaborative Team Teaching Class was added to M.S. 101 in September 2009, and will be added on the 6th grade level every year after. In addition to the Gifted & Talented and the Academic Program, M.S. 101 also admits English as Second Language students, Special Education Teacher Support Services as well as other related services.

Students eligible for admission into the Gifted & Talented program are required to have a combined scale score of a 1408 on their 4th grade New York State English Language Arts and Mathematics Examinations. They also have to have an 85% attendance rate. They will be ranked and admitted based on the number of seats available.

Students who attend P.S. 14, 71, 72 and 304 will be given priority for entrance into M.S. 101's Academic Program. Once those seats have been filled, students from the other District 8 schools will have an opportunity to be offered placement to M.S. 101.

Students are required to aspire to achieve success by meeting rigorous academic standards that will support them in their pursuit of excellence as life long learners. They will be provided the opportunity to study real world problems, and propose solutions that are viable for our community at large, incorporating the skills identified by the new Common Core State and College and Career Readiness Standards in the various academic disciplines.

Teachers, administrators, and all support staff are determined to have all students achieve to the best of their ability. Using Professional Learning Teams, school leaders and teachers are committed to collaboratively develop curriculum that is aligned to and emphasizes key state standards. A major focus is to increase conditions for learning by engaging students in thought provoking activities such as debates through the use of Socratic Seminars and evaluative questioning techniques. Recognizing each student's entry point, differentiated instruction is a vital component to the instructional practices of each discipline. Teachers continuously monitor student progress in order to capture student learning. The continuous use of data analysis allows for flexible grouping and accelerated grouping. Formative data helps to capture each student's learning journey, as well as create opportunities for teacher planning and collaboration at the weekly Professional Learning Team Meetings. We call upon all parents to work with us to support their children's academic endeavors as well as their social emotional development. As an entire group of committed adults, we will work together to ensure that our students' needs are identified and met. It is our life long commitment to prepare students for college and beyond.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT						
School Name:	The Edward R. Byrne School					
District:	8	DBN #:	08x101	School BEDS Code:	320800010101	

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.9%	95.2%	95.9%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					99.5%	99.5%	99.5%		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	166	163	151	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	169	168	152		59.1%	59.2%	60%		
Grade 8	150	149	162						
Grade 9	N/A	N/A	N/A	Students in Temporary Housing: Total Number					
Grade 10	N/A	N/A	N/A	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	N/A	N/A	N/A		1	1	0		
Grade 12	N/A	N/A	N/A						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	485	480	465		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Number in Self-Contained Classes	0	0	0				
No. in Collaborative Team Teaching (CTT) Classes	0	0	9	Principal Suspensions	45	83	27
Number all others	3	13	21	Superintendent Suspensions	7	10	7
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	2	1	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	0	0	1	(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	29	30	28
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	3	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	1
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	0.4	1.02	1.29	Percent more than two years teaching in this school	84%	71%	82%
Black or African American	21.2	19.9	19.39	Percent more than five years teaching anywhere	41.4	32%	39%
Hispanic or Latino	56.2	56.67	50.0				
Asian or Native Hawaiian/Other Pacific Isl.	8.5	9.24	12.28	Percent Masters Degree or higher	66%	64%	93%
White	13.7	14.07	17.02	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.5%	96%	100%
Multi-racial	0	0	0				
Male	52.8	50.0	53.01				
Female	47.2	50.0	46.98				

2009-10 TITLE I STATUS		
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I

Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)	Category (Check <input checked="" type="checkbox"/>)		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	<input checked="" type="checkbox"/>		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	<input checked="" type="checkbox"/>	ELA:	
	Math:	<input checked="" type="checkbox"/>	Math:	
	Science:	<input checked="" type="checkbox"/>	Grad. Rate:	

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

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

Key: AYP Status

<input checked="" type="checkbox"/>	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	N/A
Overall Score	48.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.0	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	19.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	N/A	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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 aides or barriers to the school's continuous improvement?

After careful analysis and a comprehensive review of M.S. 101's performance trends, I can conclude that there is slow and steady progress in English Language Arts. In 2007, the students made 39.8% progress, in 2008 the students increased to 46.5%, and in 2009 the students increased to a 49.9%. In 2010, there was a significant decrease in the number of students performing at a level 3 or 4. There was a different measuring tool used to assess student performance and progress. Although there was a decrease, M.S. 101 had the highest performance scores out of all of the middle schools in the Bronx.

This slow and steady trend has focused our thinking while working collaboratively in Professional Learning Teams. State Assessments and Acuity will be used to further differentiate instruction and measure students' growth. The team has begun to develop curriculum and unified assessments that will be administered in the form of pre and post tests. Using a central data base, each teacher and student will receive a detailed item analysis from the post test that shows how each student performed on the standards based assessment. The analysis of data from the pre to the post test will reveal patterns and trends as well as inform the teacher which standards and performance indicators need to be addressed and perhaps re-taught. Monitoring student progress allows teachers to capture each student's individual entry point providing opportunities for teachers to differentiate instruction and capture the student's learning along the learning journey. By posing open ended essential and evaluative questions, students are being provided the opportunity to think critically, challenge and question various concepts. M.S. 101 is extremely committed to developing a genuine interest in reading whereby helping students become avid readers and thinkers.

In 2007, students made 50.5% progress in math; in 2008 they increased to a 74.1. However, in 2009 the students decreased to a 52.4. Although 95% of the students are at level 3 or 4, M.S. 101 students are dropping in proficiency and performance. This finding was essential in focusing our direction on critical thinking and rigorous habits. The 2010 measuring tool that was used was different from the 2007-2008 measuring tool. However, there still was a slight decrease in the number of students achieving a level 4 and 3 on the summative exam. However, M.S. 101 made more progress in 2010 than in 2009. Each component of every assessment in every grade and discipline has a critical component. Data is carefully analyzed and teachers collaboratively develop a change strategy to strengthen instruction and improve student outcomes. The Professional Learning Team Meeting is the forum where teachers use an inquiry approach to improving instruction and student outcomes. It is then implemented to a specific grade, class or group of students to be tested for its validity. Informal and formal assessments are administered, and the effectiveness of the strategy is analyzed. This approach is proven to be successful because there is evidence of increased student outcomes. Teachers and students are engaging in deeper and higher end conversations about math and its connection to real life applications.

M.S. 101's greatest accomplishment is the development of Professional Learning Teams. This collaborative and inquiry approach to improving teacher practice and student outcomes is essential to the phases of quality school improvement. Teachers are working collaboratively in the development of curriculum whereby using teams to

identify trends and patterns, developing strategies to improve teacher practice and improve student outcomes. The analysis of data is crucial for differentiating instruction.

The most significant barrier to the schools continuous improvement is the budget. Due to budget cuts, classes on the 7th & 8th grade levels had to be combined, going from six 7th grade classes to five 7th grade classes and going from six 8th grade classes to five 8th grade classes. This barrier prohibits teachers from having a steady partner, and as a result sometimes a teacher has to work independently. This obstacle creates challenges when scheduling common planning time across grades and departments in order for teachers to co-plan and share effective strategies and practices. During the weekly Professional Learning Team Meetings, there are times when teachers have to work independently due to teaching on two different grade levels.

The goal is to use funds to support coherence and inquiry so that student data is analyzed and tracked and high academic standards are set. This barrier although difficult has not prohibited us from working collaboratively to identify school wide trends and patterns as it relates to student outcomes. We are making every attempt to work through this barrier so that students make progress on their 2011 standardized exams and they career and college ready.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Annual Goal	Description
<p>GOAL #1: By June 2011, our Math Teachers will work on increasing by 5% the number of students scoring at or above grade level from 85% in 2009-2010 to 90% in 2010-2011 on 6th, 7th and 8th grade Math post unit exams which are administered every six to eight weeks.</p>	<p>An analysis of the 2010 New York State Math Standardized Assessment revealed that 51% of students in our current grades 7 and 8 achieved a level 4. The entering 6th grade students are at 40% level 4. In order to get students’ college and career ready, it is the responsible of M.S. 101’s instructional staff to get students achieving at higher levels in math. In addition to memorizing formulas, students must also be able to think critically and make connections to various math concepts that are applicable in their daily lives. One way to get students to understand how math is connected to their daily existence is to create daily and culminating assessment tasks that require thinking and outside connections. This approach goes beyond the traditional pencil and paper math problems into a deeper and more comprehensive examination of the beauty and application of math into real life experiences. Creating tasks that have a multitude of performance indicators that are built into an engaging real life situation will increase our students’ opportunity to achieve at a higher level.</p> <p>The goal is to have teachers collaborate and develop rigorous daily and culminating assessment tasks that highlight each student’s learning journey using a</p>

	<p>sophisticated and critical approach.</p> <p>The Math Department will create unified assessments (quizzes and post unit exams). A detailed summary of each assessment will be reviewed at the Professional Learning Team Meeting. Using an inquiry approach, teachers will collaboratively analyze the data and identify areas of concern. Teachers will collaboratively agree upon a strategy to implement in order to improve their teaching practice as well as improve student outcomes.</p> <p>Quizzes and formative assessments such as the Problem of The Day, Do Now, etc. will be used as interim measures to determine if the strategy has proven successful, as well as determine if students understand the concept. Interventions will be put into place in order to support the students and help them achieve (85%) on their post examination.</p> <p>Strategies will be developed, refined, and implemented throughout the year to enhance the teaching and learning process, and to ensure that students make progress on their post unit exams</p>
<p>GOAL #2: By June 2011, our ELA teachers will work on increasing by 5% the number of students scoring at or above grade level from 85% in 2009-2010 to 90% in 2010-2011 on the 6th, 7th, 8th grade ELA post unit exam which are administered every 6 to 8 weeks.</p>	<p>An analysis of the 2010 English Language Arts New York State Standardized Assessment revealed that students were not achieving success when asked to conduct multi step questions, evaluate and make inferences in order to draw conclusions based on literary and informational texts that are complex in nature. This gap in their thinking prohibited them from thinking critically, making connections to outside resources and ultimately supporting their argument with relevant details from a variety of sources. In an effort to roll out the new College and Career Readiness Standards and align them to the New Common Core State Standards, the English Language Arts Professional Learning Team will develop rigorous daily and culminating assessment tasks for each unit of study that will be aligned to the summative exam in May 2011. The goal is to ensure that classroom assignments and tasks are strongly correlated to the type of rigorous thinking and evaluative skills that students are being held accountable for on their standardized assessments. The English Language Arts Department will create unified assessments (quizzes and post unit exams.) A detailed summary of each assessment will be reviewed at the Professional Learning Team Meeting. Using an inquiry approach, teachers will collaboratively analyze the data and identify areas of concern. Teachers will collaboratively agree upon a strategy to implement in order to improve their teaching practice as well as improve student outcomes.</p> <p>Quizzes and formative assessments such as a writing prompt or an Evaluative Question based on a particular reading assignment will be used as interim measures to determine if the strategy has proven successful, as well as determine if students</p>

	<p>understand the concept. Interventions will be put into place in order to support the students and help them achieve (85%) on their post examination.</p> <p>Strategies will be developed, refined, and implemented throughout the year to enhance the teaching and learning process.</p>
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<p>GOAL #3: By June 2011, there will be a 5% increase of all IEP students who achieved a score of 75% (benchmark) on their Math Post Unit Exams in 2009-2010 to the 80% (benchmark) on the 2010-2011 Math Post Unit Examinations that are administered every six to eight weeks.</p>	<p>An analysis of the 2010 New York State Standardized Assessment revealed that 5% of all IEP Students made progress on their math assessments. Students were required to solve work problems and open ended problems by using multi step procedures.</p> <p>Teachers are designing classroom assignments and tasks that are strongly correlated to the type of rigorous thinking and evaluative skills that students are being held accountable for on their standardized assessments. The Math Department will create unified assessments (quizzes and post unit exams.) A detailed summary of each assessment will be reviewed at the Professional Learning Team Meeting. Using an inquiry approach, teachers will collaboratively analyze the data and identify areas of concern. Teachers will collaboratively agree upon a strategy to implement in order to improve their teaching practice as well as improve student outcomes.</p> <p>Quizzes and formative assessments such as The Problem of the Day and the Do Now will be used as interim measures to determine if the strategy has proven successful, as well as determine if students understand the concept. Interventions will be put into place in order to support the students and help them achieve the 80% benchmark on their post examination.</p> <p>Strategies will be developed, refined, and implemented throughout the year to enhance the teaching and learning process.</p>
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<p>GOAL #4: By June 2011, there will be a 5% increase of all IEP students who achieved a score of 75% (benchmark) on their ELA Post Unit Exams in 2009-2010 to the 80% (benchmark) on the 2010-2011 ELA Post Unit Examinations that are administered every six to eight weeks.</p>	<p>An analysis of the 2010 ELA New York State Standardized Assessment revealed that 0% of all IEP made progress.</p> <p>Teachers are designing classroom assignments and tasks that are strongly correlated to the type of rigorous thinking and evaluative skills that students are being held accountable for on their standardized assessments. The ELA Department will create unified assessments (quizzes and post unit exams.) A detailed summary of each assessment will be reviewed at the Professional Learning Team Meeting. Using an inquiry approach, teachers will collaboratively analyze the data and identify areas of concern. Teachers will collaboratively agree upon a strategy to implement in order to improve their teaching practice as well as improve student outcomes.</p> <p>Quizzes and formative assessments will be used as interim measures to determine if the strategy has proven successful, as well as determine if students understand the concept. Interventions will be put into place in order to support the students and help them achieve the 80% benchmark on their post examination.</p> <p>Strategies will be developed, refined, and implemented throughout the year to enhance the teaching and learning process. In order to ensure that students are well prepared for their New York State Standardized Assessment and meet Promotion Criteria, the principal will work collaboratively with the ELA Department to ensure that students pass each quarter. The principal will establish</p>
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	systems such as Student Lunch-N-Works and after school Homework Center. The principal will also check SNAPGRADES to monitor the students' progress and intervene to ensure that they pass each core. The Principal will ensure that students are being prepared for their state assessments as well as pass their core subjects.
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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.*

Math

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL #1: By June 2011, our Math Teachers will work on increasing by 5% the number of students scoring at or above grade level from 85% in 2009- 2010 to 90% in 2010-2011 on 6th , 7th and 8th grade Math post unit exams which are administered every six to eight weeks.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Use of Data:</u></p> <ul style="list-style-type: none"> ➤ Give each class a pre and post unit assessment <u>per unit of study</u> ➤ Collect, record, analyze data <u>daily, weekly and monthly</u> ➤ Use the information from the assessments discussed at the <u>Professional Learning Team Meetings</u> to collaboratively decide upon a strategy that will be developed, refined and implemented in order to test a teaching practice which should improve student outcomes ➤ Data results will also help teachers <u>differentiate instruction</u> for the students ➤ Develop and schedule <u>weekly</u> interclass visitations ➤ Share the information at the <u>weekly</u> Professional Development Team Meeting in order to plan next steps for further teacher and student support ➤ Administer <u>and check</u> homework <u>daily</u> ➤ Use formative assessment such as a <u>Daily Problem of the Day</u> or <u>Do Now</u> to capture student learning and plan next steps ➤ Administer <u>weekly</u> quizzes ➤ Administer one culminating assessment task <u>per quarter</u> <p><u>Curriculum and Instruction:</u></p> <ul style="list-style-type: none"> ➤ School Leaders and teachers will meet <u>weekly</u> at the Professional Learning Team Meeting to plan and revise curriculum, as well as develop strategies to improve the teaching and learning process

	<ul style="list-style-type: none"> ➤ School Leaders will monitor student progress and the implementation of teaching strategies developed at the Professional Learning Team Meetings by <u>reviewing student data weekly</u> ➤ School Leaders will conduct formal and <u>daily</u> informal observations of specified strategies that are developed at the Professional Learning Team Meetings. ➤ School Leaders will provide demonstration lessons modeling a particular strategy. <p><u>Aligning Resources:</u></p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ➤ Weekly Professional Learning Team Meetings ➤ CFN 608 Cluster Support ➤ A variety of offsite workshops as they become available <p><u>Use of Resources</u></p> <ul style="list-style-type: none"> ➤ Professional Library ➤ Teachers ➤ Principal ➤ Assistant Principals ➤ CFN 608 Cluster Support ➤ Off site Professional Development Opportunities <p><u>Personal Leadership:</u></p> <ul style="list-style-type: none"> ➤ By June 2011, our Math Teachers will work on increasing by 5% the number of students scoring at or above grade level from 85% in 2009- 2010 to 90% in 2010-2011 on 6th , 7th and 8th grade Math post unit exams which are administered every six to eight weeks.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources: Tax Levy, Title I, Title I AARA Conceptual Consolidation</p> <p>Tax Levy, Title I and Title I AARA allocations will fund teachers, administrators' and coaches</p> <p>Title I and Title 1 AARA will fund parental involvement and Professional Development opportunities</p> <p>Tax Levy and Title I allocations will fund per diem salaries in order to provide substitute and coverage teachers Tax Levy and Title I will fund per session and per diem allocations</p> <p>Tax Levy and Title I allocations will also provide funding for supplies and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Pre Assessment:</u></p> <ul style="list-style-type: none"> ➤ Monthly per Unit of Study ➤ Pre Tests <p><u>Interims:</u></p> <ul style="list-style-type: none"> ➤ There will be a 1-2% projected gain after every Post Unit Exam ➤ Students should receive a <u>85%</u> on the Bi Weekly Quizzes ➤ Daily Problem of the Day ➤ Daily Do Now ➤ Acuity (ITA and Predicative) ➤ Homework

	<ul style="list-style-type: none"> ➤ Daily Assessment Tasks ➤ Improvement on the Change Strategy Questions <p>Post Assessments:</p> <ul style="list-style-type: none"> ➤ Post Unit Exams ➤ Culminating Assessment Task
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL #2: By June 2011, our ELA teachers will work on increasing by 5% the number of students scoring at or above grade level from 85% in 2009- 2010 to 90% in 2010-2011 on the 6-7, 8th grade ELA post unit exam which are administered every 6 to 8 weeks.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data:</p> <ul style="list-style-type: none"> ➤ Give each class a pre and post unit assessment per unit of study ➤ Collect, record, analyze data daily, weekly and monthly ➤ Use the information from the data analysis at the weekly Professional Learning Team Meeting to collaboratively decide upon a strategy that will be developed, refined and implemented in order to test a teaching practice which should improve student outcomes ➤ Data results will also help teachers to differentiate instruction for the students ➤ Develop and schedule weekly interclass visitations ➤ Share the information at the weekly Professional Development Team Meetings in order to plan next steps for further teacher and student support <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> ➤ School Leaders and teachers will meet weekly at the Professional Learning Team Meetings to plan and revise curriculum, as well as develop strategies to improve the teaching and learning process ➤ School leaders will monitor student progress based on the implementation of teaching strategies developed at the Professional Learning Team Meetings. ➤ Each teacher will set a personal goal in September and the Principal will differentiate Professional Development by meeting with each teacher three times a year to measure how his/her personal goal is being achieved ➤ School Leaders will conduct formal and daily informal observations of specified strategies that are developed at the Professional Learning Team Meetings. ➤ School Leaders will provide demonstration lessons modeling a particular strategy <p>Aligning Resources:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Professional Learning Team Meetings ➤ Teachers ➤ Principal ➤ Assistant Principals ➤ CFN 608 Learning Support ➤ A variety of offsite workshops as they become available <p>Use of Resources</p> <ul style="list-style-type: none"> ➤ Professional Library ➤ Teachers to Teachers ➤ Principal to Assistant Principals' and Teachers

	<ul style="list-style-type: none"> ➤ Assistant Principals to Teachers ➤ CFN 608 Learning Support Knowledge Management Team ➤ Off site Professional Development Opportunities <p><u>Personal Leadership:</u></p> <ul style="list-style-type: none"> ➤ By June 2011, our ELA teachers will work on increasing by 5% the number of students scoring at or above grade level from 85% in 2009- 2010 to 90% in 2010-2011 on the 6-7, 8th grade ELA post unit exam which are administered every 6 to 8 weeks.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Funding Sources:</u> Tax Levy, Title I , Title I AARA Conceptual Consolidation</p> <p>Tax Levy, Title 1 and Title I AARA allocations will fund teachers, administrators' and coaches.</p> <p>Tax Levy allocations will fund per diem salaries in order to provide substitute teachers for Differentiated Professional Development on and off site.</p> <p>Tax Levy allocations will also provide funding for supplies and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Pre Assessment:</u></p> <ul style="list-style-type: none"> ➤ Monthly per Unit of Study ➤ Pre Tests <p><u>Interim:</u></p> <ul style="list-style-type: none"> ➤ There will be a 1-2% projected gain after each Post Unit exam. ➤ Students should receive an 85% on the Bi Weekly Quizzes ➤ Daily Checklists ➤ Homework ➤ Daily Assessment Tasks ➤ Improvement on the Change Strategy Questions <p><u>Post Assessment:</u></p> <ul style="list-style-type: none"> ➤ Post Unit Exams ➤ Culminating Assessment Task
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL #3: By June 2011, there will be a 5% increase of all IEP students who achieved a score of 75% (benchmark) on their Math Post Unit Exams in 2009-2010 to the 80% (benchmark) on the 2010-2011 Math Post Unit Examinations that are administered every six to eight weeks.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Use of Data:</u></p> <ul style="list-style-type: none"> ➤ 2010 ELA and Math Exams ➤ Assess each student's pre and post unit assessments <u>per unit of study</u> ➤ Collect, record, analyze data <u>daily, weekly and monthly</u> ➤ Use the information from the assessments discussed at the <u>Professional Learning Team Meetings</u> to collaboratively decide upon a strategy that will be developed, refined and implemented in order to test a teaching practice which should improve student outcomes ➤ Data results will also help teachers <u>differentiate instruction</u>

for the students

- Develop and schedule **weekly** interclass visitations
- Share the information at the **weekly** Professional Development Team Meeting in order to plan next steps for further teacher and student support
- Administer **and check** homework **daily**
- Use formative assessment such as a **Daily Problem of the Day, Do Now and or Writing Prompt** to capture student learning and plan next steps
- Administer **weekly** quizzes
- Administer one culminating assessment task **per quarter**

Curriculum and Instruction:

- School Leaders and teachers will meet **weekly** at the Professional Learning Team Meeting to plan and revise curriculum, as well as develop strategies to improve the teaching and learning process
- School leaders will progress monitor the implementation of teaching strategies developed at the Professional Learning Team Meetings
- Each teacher will set a personal goal in September and the Principal will differentiate Professional Development by meeting with each teacher three times a year to measure how his/her personal goal is being achieved
- School Leaders will conduct formal and daily informal observations of specified strategies that were developed at the Professional Learning Team Meeting
- School Leaders will provide demonstration lessons modeling a particular strategy as needed

Aligning Resources:

Professional Development:

- Professional Learning Team Meeting
- Math Coach
- Teachers
- Principal
- Assistant Principals
- CFN 608 Support
- A variety of offsite workshops as they become available

Use of Resources

- New York State Standards & Performance Indicators
- Professional Libraries
- Core Curriculum
- Principal
- Assistant Principals
- Coach
- CFN 608
- Off Site Professional Development Opportunities

Personal Leadership:

- By June 2011, there will be a 5% increase of all IEP students who achieved a score of 75% (benchmark) on their Math Post Unit Exams in 2009-2010 to the 80% (benchmark) on the 2010-2011 Math Post Unit Examinations that are administered every six to eight weeks.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding Sources: Tax Levy , Title I and Title AARA Conceptual Consolidation</p> <p>Tax Levy and Title 1 allocations will fund salaries for teachers, administrators and F-Status Science Staff Developer</p> <p>Tax Levy will provide funding for supplies and materials</p> <p>Tax Levy and Title I will be used for per diem for teacher coverage</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Pre Assessment:</p> <ul style="list-style-type: none"> ➤ Monthly per Unit of Study ➤ Pre Test <p>Interim:</p> <ul style="list-style-type: none"> ➤ Students should receive an 85% on the Weekly Assessments ➤ Homework ➤ Daily Assessment tasks ➤ Checklist for monitoring student progress ➤ Improvement of Change Strategy Questions <p>Post Assessment:</p> <ul style="list-style-type: none"> ➤ Post Unit Exam ➤ Culminating Assessment Task
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 4: By June 2011, there will be a 5% increase of all IEP students who achieved a score of 75% (benchmark) on their ELA Post Unit Exams in 2009-2010 to the 80% (benchmark) on the 2010-2011 ELA Post Unit Examinations that are administered every six to eight weeks</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data:</p> <ul style="list-style-type: none"> ➤ Analyze the weekly data at the Professional Learning Team Meetings ➤ Monitor SNAP GRADE Progress ➤ Review Quarterly Report Cards <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> ➤ School Leaders and teachers will meet weekly at the Professional Learning Team Meetings to plan and revise curriculum, as well as develop strategies to improve the teaching and learning process ➤ School leaders will monitor the progress of students and the implementation of teaching strategies developed at the Professional Learning Team Meetings ➤ School Leaders will conduct formal and weekly informal observations of specified strategies that were developed at the Professional Learning Team Meeting ➤ School Leaders will provide demonstration lessons modeling a particular strategy as needed <p>Aligning Resources:</p> <p>Professional Development:</p> <ul style="list-style-type: none"> ➤ Professional Learning Team Meeting ➤ Teachers ➤ Principal ➤ Assistant Principals ➤ CFN 608 Support ➤ A variety of offsite workshops as they become available <p>Use of Resources</p>

	<ul style="list-style-type: none"> ➤ Progress Reports ➤ Quarterly report Cards ➤ Tests, Quizzes, Projects and daily tasks <p><u>Personal Leadership:</u></p> <ul style="list-style-type: none"> ➤ By June 2011, there will be a 5% increase of all IEP students who make progress on their New York State English Language Arts Assessment (every six to eight weeks.)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Funding Sources:</u> Tax Levy , Title I and Title I AARA Conceptual Consolidation</p> <p>Tax Levy, Title I and Title 1AARA allocations will fund teachers, administrators and coaches</p> <p>Tax Levy and Title I allocations will provide funding for Professional Development Opportunities and per diem coverage</p> <p>Tax Levy allocations will also provide funding for supplies and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Pre Assessment:</u></p> <ul style="list-style-type: none"> ➤ Unit of Study ➤ Pre Test <p><u>Interim:</u></p> <ul style="list-style-type: none"> ➤ There a 1-2% projected increase on each Post Unit Exam. ➤ Quizzes ➤ Homework ➤ Daily Assessment Tasks ➤ Change Strategy Questions ➤ Formative Assessment ➤ SNAP GRADE Progress Reports <p><u>Post Assessment:</u></p> <ul style="list-style-type: none"> ➤ Post Unit Exam ➤ Quarterly Report Cards

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	4	4	6	6	3	2	N/A	0
7	8	8	7	10	1	2	N/A	1
8	1	1	6	5	3	1	N/A	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring, station teaching and Guided Reading Groups. As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for <u>45 minutes four (4) days a week.</u></p> <p>Academic Intervention is also provided Monday-Thursday from 8:00-8:37.5</p>
Mathematics:	<p>During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring and flexible grouping. As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for <u>45 minutes four (4) days a week.</u></p> <p>Academic Intervention is also provided Monday-Thursday from 8:00-8:37.5</p>
Science:	<p>During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring and differentiated labs. As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for <u>45 minutes four (4) days a week.</u></p> <p>Academic Intervention is also provided Monday-Thursday from 8:00-8:37.5</p>
Social Studies:	<p>During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring, compact grouping and flexible grouping. Teachers can then work more closely with targeted intervention groups. As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for <u>45 minutes four (4) days a week.</u></p> <p>Academic Intervention is also provided Monday-Thursday from 8:00-8:37.5</p>
At-risk Services Provided by the Guidance Counselor:	<p>At risk services include: providing individual and group counseling, linking at-risk students to outside referral services and programs, and providing academic support through tutoring in small group or individualized instruction. Pupil Personnel/Academic Intervention Team meets biweekly to assess and track student progress. Based on an analysis of patterns and trends, the Parent Coordinator in conjunction with the counselors provide Parent Workshops. Counselors work collaboratively with the School Psychologist The Leadership Learning Support Organization and outside agencies to provide in school services.</p>

At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

N/A M.S. 101 DOES NOT RECEIVE TITLE III FUNDING
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

Section III. Title III Budget

N/A M.S. 101 DOES NOT HAVE TITLE III FUNDING

School: M.S. 101

BEDS Code: 320800010101

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - 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)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
M.S. 101 analyzed the Home Language Survey to determine the major language that is spoken within the homes of our diverse population. In addition, we outreached to parents via Snap Grades with a parent letter to determine if written documentation should be distributed in various languages. Our students played a major role with this initiative, and assisted their parents. Based on our findings, it is acceptable for us to distribute all documentation in English. The Parent Coordinator has posted the sign in the General Office and in her office informing parents of their right to have translation and interpretation services.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
A determination was made based on the response of the letter and the Parent Home Language Survey. M.S. 101 has two ELL's, and both students and parents are able to communicate in English. All of the students in grades 6 through 8 are 100% proficient in English. Since they can read, write and speak English students are able to translate documentation that is distributed in English if their parents need help. When oral translation needs arise, there is always faculty and staff available to assist the parents before, during and after school. Title I Interpretation and Translation money is used for per session for faculty and staff.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
M.S. 101 can use the translation services provided by the Department Of Education. There is one bilingual Assistant Principal, two Spanish teachers, a bilingual Guidance Counselor and a bilingual school aide who can communicate in Spanish. Currently, M.S. 101 has been able to successfully communicate with all parents in English.
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.
There are two Spanish Teachers on staff, a Bilingual Guidance Counselor and a Bilingual Assistant Principal. There is a morning staff member and an afternoon staff member available to assist parents. By doing this, there is always someone to "verbally communicate with parents." Title I Translation and Interpretation is used to pay faculty and staff overtime so that there is always someone at the school to communicate with parents.
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>.

Teachers will receive per session to translate written or interpret oral communication. School Aides will receive overtime to translate written or interpret oral communication. Having someone in the building before, during or after school for translation and interpretation services is essential. The Parent Coordinator is always available to assist parents and provide them with the resources that they may need. She is also available to acquire translation support from the Department Of Education.

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:	\$175,645	\$318,738	\$494,383
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,757	\$3,187	\$4,944
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,782.25	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$8,737.30	*	

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-09 Title I Parent involvement Guidelines available on the NYCDOE website.

See attached copy of M.S. 101's Parent School Compact.

M.S. 101 – The Edward R. Byrne School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with Limited English Proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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.

1. M.S. 101 – The Edward R. Byrne School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Snap Grades, School Messenger, Parent Teacher Association, Title I Parent Workshops, Parent Coordinator Workshops.
2. M.S. 101 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.) Snap Grades, School Messenger, Parent Teacher Association, Title I Parent Workshops, Parent Coordinator Workshops.
3. M.S. 101 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: .) Snap Grades School Messenger, Parent Teacher Association, Title I Parent Workshops, Parent Coordinator Workshops.
4. M.S. 101 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies collaboratively with Parent Coordinator and Parent Surveys and needs of the parents.
5. M.S. 101 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The Parent Coordinator will work with the Parent Teacher Association Executive Board to assist with helping parents identify concerns and put strategies in place to support parents.
6. M.S. 101 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Parent Coordinator sponsored workshops and Title I sponsored workshops.
 - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by communicating with teachers via Snap Grades and attending Parent Workshops planned by the Parent Coordinator and the PTA using Title I funding to assist parents, teachers and students.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by collaboratively planning parent workshops and using Snap Grades as a communication tool between teachers and parents.
 - c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by (List activities) This statement is not applicable because M.S. 101 is a 6-8 middle school.
 - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand using Snap Grades and Title I Translation Services to effectively communicate with parents.
7. involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
 8. providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
 9. paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 10. training parents to enhance the involvement of other parents;
 11. in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
 12. adopting and implementing model approaches to improving parental involvement;
 13. developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
 14. providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT meeting minutes and PTA meetings This policy was adopted by M.S. 101 – The Edward R. Byrne School on 9/2008 and will be in effect for the period of 3 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2010.

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. The comprehensive needs assessment reveals that M.S. 101 is losing their level 4 students. Students that scored level 2's or are low 3's have made a year's progress. Therefore, we must begin to use data more effectively to differentiate instruction and accelerate learning students that show promise.

2. Schoolwide reform strategies will be provided to offer opportunities for students to study real world problems. They will use scientifically based research, and students will study in depth a topics that are of interest to them. The teachers will guide their discovery, as well as create rubrics that encompass the learning standards and indicators. Students will have two clusters per year, and over time M.S. 101 will grow the model incorporating it into 8th grade in September 2010.
 - 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 by providing small group instruction Monday-Thursday 8:00-8:37.5. Students are identified based on their English Language Arts and Math standardized test scores.
 - 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. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. The Guidance Counselor and a full time SAPIs Counselor will work with mandated students and provide either one-on-one or small group counseling. The Guidance Counselor conducts and leads the bi-weekly Pupil Personnel/Academic Intervention Team.
3. Instruction by highly qualified staff. According to the BEDS Survey, one teacher was not summative and formative as highly qualified. It was a licensing problem, and it has been rectified. M.S. 101 uses Workshop Model and various forms of summative and formative data to plan and implement rigorous and differentiated instruction. All disciplines use their respective Curriculum Map/Unit of Study to teach standards based lessons.
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. Title 1 money is used fund Professional Development such as Internal Department of Education Professional Development Services. In additional, the Title I money used to fund Professional Development Opportunities for teachers.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. M.S. 101 is not a high needs school; however we seek certified teachers who know their content. We interview using a team approach, and mandate that each candidate conduct a demonstration lesson and submit a writing sample.
6. Strategies to increase parental involvement through means such as family literacy services. The Parent Coordinator in collaboration with the General Membership distributes parent surveys. Based on parent need and request, monthly workshops are conducted. English Language Arts Teachers plan, organize and lead the workshops.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. M.S. 101 uses a collaborative and inquiry approach to include teachers in the academic assessment of our students. During weekly and monthly Professional Learning Team Meetings, teachers share ideas regarding data analysis and model how to use best practices and data to differentiate instruction and test strategies to ascertain if they are helping students make progress. All teachers have been trained on how to access ARIS, ACUITY and NY Start Data. The coaches and administrators conduct Professional Development Sessions to support teacher growth. M.S. 101 also has a website where they can post progress reports and assignments to parents to involve them in their child's education. The faculty and staff of M.S. 101 is proficient in the use of technology, therefore various funding sources are used to purchase more technology for the teachers.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. The 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. In the beginning of the year (September) each student is given a baseline assessment in each discipline. Based on what students know and do not know, lessons are prepared and flexible groupings are established. In addition to baseline assessment, teachers administer pre and post unit assessments and interim quizzes, daily checklists, homework and projects to assess how students will perform on their post assessments. Teachers will receive a detailed item analysis from each pre and post exam to determine what standards and performance indicators need to be re-taught. Some teachers use their Professional Assignments to work with identified students, and other teachers may team teach so that there are two teachers in a room to assist students. There is an ongoing process whereby students are constantly assessed and grouped accordingly.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. M.S. 101 has a full time SAPIS worker who can provide assistance to identified students. His role is to counsel students and follow up with the student's teachers to ensure that he/she is succeeding academically. The SAPIS Counselor is a member of the Pupil Personnel/Academic Intervention Committee and there are bi weekly meetings.

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 Title I SWP	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	Yes	Yes		
Title I, Part A (Basic)	Federal	√			√	14,16,18,21,31

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:

- X 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.

Title I, Part A (ARRA)	Federal	√				√	14,16,18,21,31
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	√				√	14,16,18,21,31

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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: N/A SURR³ Phase/Group (If applicable): N/A

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 years, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

N/A

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ Year of Identification: _____ Deadline Year: _____

Part A: SURRE 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 SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) Two students are currently in temporary housing.
2. Please describe the services you are planning to provide to the STH population. The Parent Coordinator and the Guidance Counselor have met with the parents and outside agencies have been contacted. Academic and Social Emotional Support have been provided to the families.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. X101 Edward R. Byrne					
District:	8	DBN:	08X101	School		320800010101

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(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		94.9	96.0	95.4
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	166	153	172				
Grade 7	169	152	139				
Grade 8	150	164	146				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	485	469	457				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	99.5	98.3	99.1

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	63.8	71.3	74.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	1	15	3

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	0	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	66	83	29
# in Collaborative Team Teaching (CTT) Classes	0	10	19	Superintendent Suspensions	8	10	7
Number all others	18	19	29				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(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	2	2	TBD	Number of Teachers	29	27	28
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	6	7	7

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	96.6	100.0	100.0
				% more than 2 years teaching in this school	55.2	74.1	67.9
				% more than 5 years teaching anywhere	41.4	40.7	46.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	66.0	74.0	82.1
American Indian or Alaska Native	1.0	1.3	1.3	% core classes taught by "highly qualified" teachers	85.3	87.6	92.7
Black or African American	19.2	19.8	18.4				
Hispanic or Latino	56.7	50.1	48.1				
Asian or Native Hawaiian/Other Pacific	9.3	12.2	12.3				
White	13.8	16.6	19.9				
Male	49.9	52.7	49.5				
Female	50.1	47.3	50.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	WD
Overall Score:	41.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	7.3	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	9.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	24.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 08	School Number 101	School Name Edward R. Byrne
Principal Kim Hampton-Hewitt		Assistant Principal Kathleen Windram	
Coach Verona Williams/Math Coach		Coach Heidi Roque/Science Coach	
Teacher/Subject Area Jamie Zecca/ELA		Guidance Counselor Enissa Acevedo	
Teacher/Subject Area Leigh Wishney/Social Studies		Parent Candice Carbajal	
Teacher/Subject Area Sedaka Harris/Special Ed.		Parent Coordinator Teresa Wong	
Related Service Provider Glenn Roth/SETSS		Other	
Network Leader Rudy Rupnarain		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	5

C. School Demographics

Total Number of Students in School	460	Total Number of ELLs		ELLs as Share of Total Student Population (%)	0.00%
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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.

To identify all incoming students who may be ELLs, we follow the ELL Identification Process as outlined by CR Part 154 . The parents of all new students are requested to complete a Home Language Identification Survey (HLIS). If the student's home language is determined to be other than English or his/her native language is other than English, an informal interview is conducted by the principal or the ESL teacher in English. If the parent does not speak or understand English, the interview is conducted in the native language by a staff member who speaks the language. The student is then administered the LAB-R. If s/he scores below the proficiency level, s/he is considered an ELL. If the student's home language is Spanish, s/he is given the Spanish version of the LAB-R. Since we only offer a free-standing ESL program, the student is scheduled for the appropriate number of ESL classes in accordance with his/her proficiency level, i.e, beginning, intermediate or advanced. In the spring, the NYSESLAT is administered to all ELL students. Those students who score below proficiency continue receiving ESL with the exception of those students who are X-Coded in CAP. Continued Entitlement letters are mailed to their parents informing them of this fact. Students who score at or above proficiency are no longer entitled to services, and their parents are notified by mail.

The parents of all newly enrolled ELLs, if any, are invited to our Parent Orientation Meeting at the beginning of the school year to inform them of their children's eligibility for ELL service, the various ELL programs available throughout the city, the ELL program offered at our school and to give them an opportunity to complete the Parent Survey and Program Selection Form. For those parents who do not attend our orientation meeting, a Parent Survey and Program Selection Form is taken home by their children. We make every effort to collect these forms in a timely fashion in order to determine parent choice. During the past 3 years that we have been enrolling ELLs, only 1 parent has requested a bilingual placement. The trend is to place their children in our ESL program rather than experience the inconvenience of traveling to a school outside their community.

REVISIONS

- Our student population, including ELLs, are placed in our school through the Middle School Choice Program; hence they are already in the NYCDOE system when they arrive. For the rare student who is new to the NYCDOE school system such as students from NYC private/parochial schools or out-of-state schools, the ELL Identification process is completed within the first 10 days of enrollment.
- The name of the pedagogue who administers the HLIS and LAB-R, when required, is Dr. Loretta Helms, our fully certified ESL teacher.
- To ensure that all ELLs take the NYSESLAT each spring, our ESL teacher, Dr. Loretta Helms, generates the ATS reports RLER and RLAT which identifies those students who are eligible to take the test. Parents of all eligible students are notified by mail in English and Spanish of the date the NYSESLAT will be administered to ensure that all students are present. A week prior to the administration of the NYSESLAT, our ESL teacher conducts a simulated NYSESLAT administration using New York State NYSESLAT samplers.
- At our Parent Orientation Meeting describe above, the Principal, Ms. Hampton-Hewitt, and the Parent Co-ordinator, Ms. Teresa Wong, explain the 3 ELL programs.
- In the event that a parent of a potential ELL student who is new to the NYCDOE school system is not present at our Parent Orientation Meeting, we contact the parent and ask her to report to the school at which time we provide an orientation one-on-one. The parent is provided with an orientation packet, including the HLIS and the Parent Survey and Program Selection forms. This process takes place within the first 10 days of school and on a rolling basis throughout the year when/if new students register.
- In the rare event that we register an ELL student new to the NYCDOE school system, the completed HLIS and Parent Survey and Program Selection forms are placed in the student's file. The person responsible for completing the school's section of the HLIS and storing both the HLIS and Parent Survey and Program Selection forms is our ESL teacher, Dr. Loretta Helms.
- As explained above, we rarely get a request for a bilingual placement and have never received a request for a Dual Language Program. Should we receive such a request, the parent is directed to the Office of Enrollment, located at Zerega Avenue, Bronx for an alternate placement.
- During our initial Parent Orientation Meeting and there after in consulting and communicating with parents we utilize the expertise of

staff members who speak Spanish. The only other language other than English identified by our parents is Bengali, one of the nine languages identified by the NYCDOE with translated documents. Should the need arise, we will utilize the services of the NYCDOE Translation and Interpretation Unit.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2	0	1	5	0	4	0	0	0	7
Total	2	0	1	5	0	4	0	0	0	7

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
TOTAL	0													

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

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

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

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

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

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. Currently our ELLs are serviced primarily through the Push-In organizational model since research shows that this is the most effective mode of instruction (e.g, as opposed to Pull-Out); the program model is Block. Our ESL instructor services small, grade level clusters of ELLs within the ELA, Social Studies and Math classes. The ESL instructor works in collaboration with the content area teachers to provide language acquisition and vocabulary support within the classroom setting. The language of instruction is English; however, our ESL teacher uses native language support (Spanish) whenever possible to make the content comprehensible.

2. To ensure that the mandated number of instructional minutes is provided according to the proficiency levels of our students, we follow CR Part 154 guidelines. Specifically students at the beginning level are programmed for 3 units of instruction or 540 minutes of ESL per week; intermediate students are programmed for 2 units of instruction or 360 minutes; and advanced students are programmed for 1 unit of ESL instruction and 1 unit of ELA instruction or 180 minutes. Additionally, when our ELLs reach proficiency on the NYSESLAT (currently we have 1 such student), we provide an additional two years of ESL service in accordance with CR Part 154 mandates.

3. Research has shown that instructional programs with high levels of rigor and support result in higher achievement for ELLs, thus our students use the same level of instructional materials as our non-ELLs. All content area classes are taught in English using scaffolding strategies to make content comprehensible for our ELLs. Native language support is provided through the use of bilingual dictionaries, bilingual glossaries and the buddy system.

4. In addition to the high-level, rigorous materials used in our regular instructional program, we use supplemental materials in an effort to differentiate instruction for our ELL subgroups (i.e., SIFE, newcomers, 4-6 year ELLs, Long-Term ELLs and students with disabilities). Currently our ESL teacher uses Pearson's LANGUAGE CENTRAL for English language development. This program includes vocabulary picture cards, graphic organizer transparencies and a review and assessment component. Additionally, 4 of our special needs ELLs are placed in a Collaborative Team-Teaching class where the general education teacher, the special education teacher and the ESL teacher use scaffolding strategies to make content comprehensible.

REVISIONS

- Overall description of how you differentiate instruction for ELL subgroups: We use the "Push-In" Free-Standing ESL model of instruction for our ELL students. As explained above, our ELLs use the same content area instructional materials as our non-ELLs. Our ESL teacher sits with our ELL students during ELA and social studies classes. As the ELA and social studies teachers present their lessons, during small group or whole class activities, the ESL teacher provides one-on-one assistance to the ELL students, ensuring comprehension. If the ELL students require additional assistance such as with extended projects, the ESL teacher pulls them out to a separate room.

- Instructional plan for SIFE, newcomers, 4-6 years, Long-Term and special needs ELLs: Our daily, regular instructional plan for all categories of ELLs is to expose them to the same level of instructional materials as our non-ELLs. Using a "Push-In" model of instruction, we ensure that they receive the mandated minutes of ESL instruction within the ELA and social studies classes. Additionally we offer a before-school program which runs from Tuesday thru Thursday and includes ELA/ESL, math, science and social studies.

- Our before school instructional program, mentioned above, is for 37-1/2 minutes, 3 days a week. Subjects offered are ELA/ESL, math, science and social studies.
- The instructional materials used to support ELLs are the same as the content educational materials used for non-ELLs. Because we use the "Push-In" model, our ELLs have use of the same technology as our non-ELLs. Every classroom has two desk-top computers. Additionally we have 4 lap-top carts, each holding 30 lap tops. All of our classes have use of these lap tops.
- The content area instructional materials are the same used for our non-ELLs with the exception of the English language development program, LANGUAGE CENTRAL, designed especially for ELLs (the contents of this program is explained above).
- All required services such as counseling, speech, SETTS and ESL as well as educational resources (bilingual dictionaries, language development program for ELLs, and content area instructional resources correspond to our ELLs' ages and grade levels.
- Prior to the beginning of the new school year, usually in August, we offer an orientation and school tour to all in-coming students and their parents, ELLs included. Staff members who are present provide an overview of the subjects they teach. We discuss ways with the parents ways they can assist their children in the transition from elementary to middle school. Parent brochures explaining the various ELL programs are available for parents of ELLs.

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

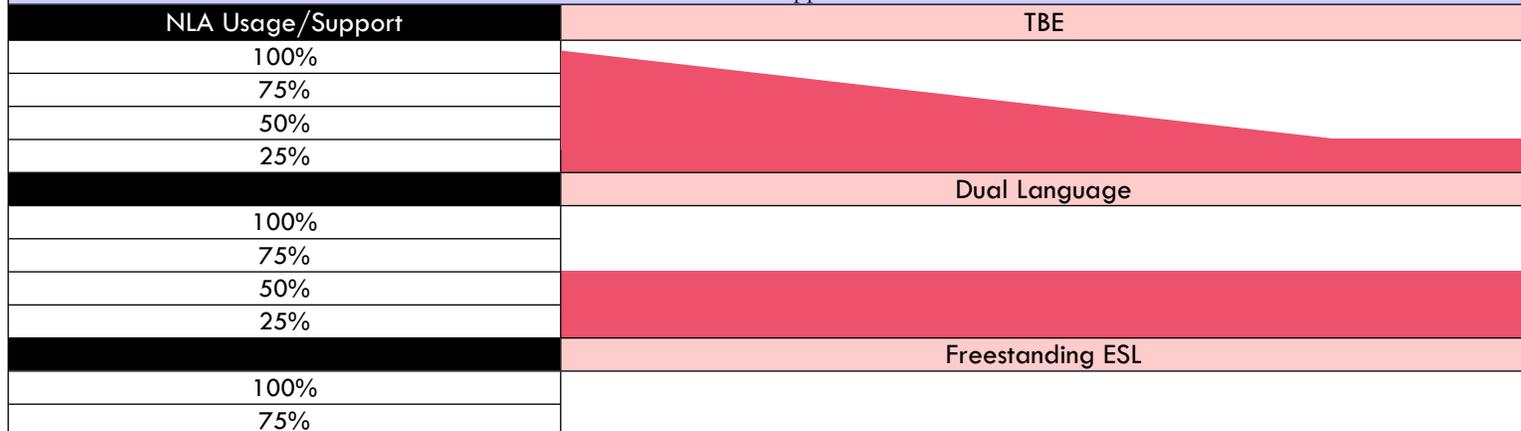
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

In addition to our regular instructional day program, MS 101 provides data-driven, intensive instruction in ELA, ESL, social studies and math through our intervention programs offered before and after school. Specifically, all subject teachers give a pre- and post- unit assessment per unit of study. This data is collected, recorded and analyzed daily, weekly and monthly. Information from the data analysis is used weekly at our Professional Learning Team Meeting to collaboratively decide upon strategies that will be developed, refined and implemented. During the school day, teachers provide academic intervention by differentiating instruction through process monitoring, station teaching and Guided Reading Groups. As a Professional Assignment, some teachers have small group instruction, whereby they use a push-in/pull-out model in order to provide one-on-one or small group instruction.

At risk services include providing individual and group counseling, linking at-risk students to outside referral services and programs, and providing academic support through tutoring in small group or individualized instruction. Pupil Personnel/Academic Intervention Team meets biweekly to assess and track student progress. Based on analysis of patterns and trends, the Parent Coordinator in conjunction with the counselors provide Parent Workshops. Counselors work collaboratively with the School Psychologist, The Leadership Learning Support Organization and outside agencies to provide in-school services.

All subgroups are invited and encouraged to participate in our extended day programs. During the regular instructional day program, our SETSS and ESL teacher provide mandated services to special needs and ESL students respectively. For all programs, instruction is in English with native language support as needed. Specifically, we utilize bilingual dictionaries, staff members and students who speak Spanish.

For students who reach proficiency on the NYSESLAT, we provide two years of ESL transitional support. Also we ensure that they receive the

same testing modifications as ELLs on all classroom and State assessments.

Our instructional programs have high levels of rigor and support to ensure that all our students, ELLs and non-ELLs, achieve high academic achievement. By using the Push-In organizational model of instruction and the Block program model for our ELLs, we ensure that they are afforded equal access to all school programs, including technology. In addition to the classroom instructional materials used for the regular instructional day program, we use Pearson's LANGUAGE CENTRAL for English language development. Some of the components of this program include vocabulary/picture cards, graphic organizer transparencies and review and assessment, including vocabulary, comprehension, grammar and writing. All required services support and resources correspond to our ELL students' ages and grade levels.

The only language elective we provide in our school is Spanish.

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)?

N/A

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.

All ELL personnel, including subject area teachers, teachers of ELLs, school secretaries and guidance counselors will participate in both on-and-off site professional development throughout the school year to ensure that all staff members receive at least 7.5 hours of ELL training in accordance with Jose P. regulations. The training will include the ESL Standards, technology, and high impact differentiated and academic language development strategies. ELL-related off-site staff development will be provided through the Bilingual Education Technical Assistance Center (BETAC). On-site staff development will be provided by invited ESL professionals.

Our staff networks with our Pupil Personnel Committee, Professional Learning Teams and guidance counselor to assist ELLs as they transition from middle to high school.

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?

Our parents, including the parents of ELLs are involved in our school through our Parents Association and School Leadership Team. Our school partners with the Community Based Organization, Kips Bay. We evaluate the needs of our parents through feedback from parent surveys distributed by our Parent Coordinator; feedback from parent representatives on our School Leadership Team; and individual feedback through our Parent Conferences and individual calls and visits to our school. We make every effort to address those needs expressed collectively and individually by our parents. We make a concerted effort to have translators available in the languages spoken by the parents of our ELLs at all conferences. Finally, our goal is to ensure that our school tone is welcoming to all our parents.

REVISIONS

- Based on feedback received by our Parent Coordinator, at least one workshop is provided for parents every month. The workshops are

usually in math and ELA, designed to instruct parents in strategies and coach parents on how to assist their children with their homework.

- Our Parent Coordinator accompanies a group of parents to at least one ESL workshop a year. The workshops are provided by the Bilingual Education Technical Assistance Center (BETAC).

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)							0							0
Intermediate(I)							1	1						2
Advanced (A)							4	1						5
Total	0	0	0	0	0	0	5	2	0	0	0	0	0	7

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		2		2				5
7	1		1						2
8									0
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

The data patterns across proficiency levels on the NYSESLAT indicate that our ELLs perform far better in listening/speaking/reading across grades than they do in writing. We are addressing this trend by concentrating more on reading, writing and grammar in our extended day programs. Additionally, our ESL teacher provides one-on-one, targeted, supportive instruction in these areas during regular classroom instruction and outside the classroom for special classroom projects. Native language support (Spanish) is provided as needed.

The results of the NYSESLAT indicate that our ELLs perform better in Listening/Speaking/Reading than in Writing. To address this trend, we provide targeted, intensive instruction in this area throughout the school day and during our extended day program. During the regular day instructional program, the characteristic elements of the various genres of writing (e.g., expository, descriptive, narrative, persuasive) are explained in detail as they are introduced. The teacher prints these characteristics on chart paper and displays them around the room, thereby creating a print-rich environment. Students are provided with exemplar samples of each mode of writing, and the elements are

All students have a writer's notebook which they use for various in-class writing assignments. Additionally, they are required to read and write a response to literature for homework each day. Through their classroom writing assignments and responses to literature, the teacher continually assesses the students work and using the assessment data to drive further instruction and remediation during mini lessons. This assessment data also drives instruction in our extended day program.

MS 101 uses the "push-in" model of instruction. Since our ELL population is small, our ESL teacher is able to work one-on-one with our students, allowing her to immediately focus on areas such as conventional spelling, punctuation, paragraphing, capitalization, grammar and usage as needed. This also affords her the opportunity to use further scaffolding strategies to assure comprehension.

Finally, our instructional programs have high levels of rigor and support to ensure that all our students, ELLs and non-ELLs, achieve high academic achievement. By using the Push-In organizational model of instruction and the Block program model for our ELLs, we ensure that they are afforded equal access to all school programs, including technology. All required services support and resources correspond to our ELL students' ages and grade levels.

We evaluate the success of our ELL program through New York State NYSESLAT, ELA, Math and Social Studies results and classroom performance.

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.

N/A

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		9/20/10
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		