



ELIZABETH BARRETT BROWNING – MS399

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (10/ BRONX/ 10X399)
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X399 **SCHOOL NAME:** Elizabeth Barrett Browning Middle School

SCHOOL ADDRESS: 120 184th Street Bronx, New York 10468

SCHOOL TELEPHONE: 718-584-0350 **FAX:** 718-584-0730

SCHOOL CONTACT PERSON: _____ **EMAIL ADDRESS:** _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Deshawn Marte

PRINCIPAL: Kim S. Outerbridge

UFT CHAPTER LEADER: Vincent Wojsnis

PARENTS' ASSOCIATION PRESIDENT: Reynalda Maceda

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 10

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Kim S. Outerbridge	*Principal or Designee	
Vincent Wojsnis	*UFT Chapter Chairperson or Designee	
Reynalda Maceda	*PA/PTA President or Designated Co-President	
Reynalda Maceda	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
n/a	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	
Ms. Deshon Martes	Member/SLT Co-chairperson	
Ms. Erica Patrick	Member/SLT Co-chairperson	
Mr. James McFadden	Member/Teacher	
	Member/Parent	
Ms. Elena Alatorre	Member/Parent	
Ms. Marilyn Roman	Member/Parent	
Ms. Sharon Bowie	Member/Parent	

(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.

Middle School 399 is set in the very busy commercial center of Fordham Road and it parallels the historic Grand Concourse. The school has approximately 251 students of which 75% are Latino, 20% Black, and 4% other. Of those students, 45% of the students are overage for their particular grade.

The community is riddled with gangs, drugs and high levels of poverty and the 46 precinct, which is where the school is located, has the highest rate of crime in the Bronx. Last year the school had 344 reported incidents which resulted in the school being labeled "persistently dangerous" in July 2007. Since removed from the list, the school is under state review for ELA and Mathematics and will be closed as of June 30, 2010.

Creating a culture of respect and community, while focusing on "at risk" students and students with social and emotional issues, we began to implement interventions and develop relationships with service providers. Currently we have the following organizations working closely with our school to service our at risk students: ENACT, Prime Leaders, and Liberty Learning, the SES provider.

Looking at data of students, who had low attendance and a high number of incidents, we determined who needed the most support. Through consistency, incentives and hard work we have been able to assist these students by providing them with counseling services, after school programs, and one-on-one mentoring. Since these services have been in place, we have been able to reduce the number of online incidents by almost 50%.

Through data we have also been able to focus on student engagement and instruction. By looking at the number of incidents that took place in the classroom, we were able to determine the number of teachers who needed support with classroom management and student engagement. These teachers participated in a series of professional development workshops titled "Guided Discipline". As a result of these workshops they were able to improve classroom practices and turnkey strategies with other faculty members.

In addition to providing the teachers with support, it was determined that additional academic intervention services needed to be put in place for students. All students performing at level 1 in both ELA and Mathematics were provided small group instruction and academic intervention services (AIS).

The practice of looking at student data started for us back in July when class rosters were developed. Students were placed according academic performance in ELA and Mathematics with the purpose of meeting the individual needs of students. The use of data is on going as classroom teachers are using diagnostic, predictive assessments, interim assessments, student work and conferencing to continuously monitor the growth of their students. Some of the tools and resources that were used were assessments folders, student portfolios and class at a glance sheets.

Assessment folders are used predominately in math classes which contain pre-test, quizzes and post-test for every performance indicator. Through this assessment, students are able to monitor their own mastery of each individual skill. Student portfolios are evident in every classroom are intended to showcase student work. In the student portfolios you will find, baselines assessments, student goals, exemplary students pieces with student reflections and teacher feedback. Through student reflections and teacher feedback, students are able to monitor their progress and teachers are able to plan targeted data driven instruction. Class at a glance sheets are used to make the recording of student data easy and accessible for classroom teachers. Performance levels, scale scores, predictive assessments, and teacher assessments are all recorded onto this document. By continuously adding data to the class at a glance sheet, teachers are able to monitor student progress and drive instruction.

In conclusion, MS 399 is working together and moving forward, creating a community of successful young people. Although the school is phasing out in June 2010, together with the community, parents and staff, we are working to improve student performance while meeting state targets for all students.

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:	MS 399				
District:	10	DBN #:	10X399	School BEDS Code:	321000010399

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	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					87.7	87.9	85.3%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.4%	89.9%	92%		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	248	223	1	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	277	232	243		89.3%	89.3%	94%		
Grade 8	220	245	208						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					31	62	2		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	725	670	457		43	41	20		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	77	76	47						
No. in Collaborative Team Teaching (CTT) Classes	0	6	7	Principal Suspensions	72	83	135		
Number all others	62	59	42	Superintendent Suspensions	26	33	57		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
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	
# in Trans. Bilingual Classes	84	61	68	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	137	124	104	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	15	40	(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	69	68	44
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	18	18	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	4	4
	24	16	69				
				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	71%	83%	100%
American Indian or Alaska Native	1%	-	-	Percent more than two years teaching in this school	27%	27%	100%
Black or African American	22%	19%	25%	Percent more than five years teaching anywhere	73%	73%	
Hispanic or Latino	76%	79%	74%				
Asian or Native Hawaiian/Other Pacific Isl.	2%	1%	1%	Percent Masters Degree or higher	33%	37%	
White	-	-	-	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92%	93%	TBD
Multi-racial	-	-	-				
Male			42.4%				
Female			57.5%				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	√	√				N/A
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	X	√					
Hispanic or Latino	X	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Other Groups							
Students with Disabilities	X	X					
Limited English Proficient	X	√					
Economically Disadvantaged	X	√					
Student groups making AYP in each subject	0	5	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

MS 399 is a middle school of approximately 251 students located in District 10 in the Bronx. We are a Title 1 school which has a universal lunch program (all students eligible for free or reduced lunch). The demographics of the school are 75% Latino, 20% Black, and 4% other, with 35% of the total population being English Language Learners. There are currently 117 over age students, 28 6th graders, 53 7th graders and 36 8th graders. The overall proficiency levels of students in ELL are 26% and 19% in Mathematics, all of which are increases from previous years. The community is riddled with gangs, drugs and high levels of poverty and the 46 precinct, which is where the school is located, has the highest rate of crime in the Bronx. Last year the school had 344 reported incidents which resulted in the school being labeled "persistently dangerous" in July 2007. The school is under state review for ELA and Mathematics.

Through data, we have been able to focus on student engagement, curriculum, instruction and assessments. During content area meetings, teachers collaborate with each other and identify "what needs to be taught" using the Understanding by Design model for curriculum planning. As a result of these sessions they were able to improve classroom practices and turnkey strategies with other faculty members.

In addition to providing the teachers with support, it was determined that additional academic intervention services needed to be put in place for students. All students performing at level 1 in both ELA and Mathematics were provided small group instruction and academic intervention services (AIS). Academic intervention services are small group pull out or push in to assist with students who are learning below grade level with targeted material. The program was designed to work in cycles with each cycle lasting 6 weeks. Each cycle has a specific focus working on moving the child towards grade level material. Students performing at level 2 were also targeted and provided with academic intervention services (AIS). Students performing below or approaching grade level were also provided AIS. In mathematics, there was one teacher assigned per grade to focus on the students needing academic intervention.

The practice of looking at student data started for us back in July when class rosters were developed. Students were placed according to performance levels in ELA and Mathematics with the purpose of meeting the individual needs of students. The use of data is on going as classroom teachers

are using predictive assessments, interim assessments, student work and conferencing to continuously monitor the growth of their students. Some of the tools and resources that were used were assessments folders, student portfolios and class at a glance sheets.

Assessment folders are used predominately in math classes which contain pre-test, quizzes and post-test for every performance indicator. Through this assessment, students are able to monitor their own mastery of each individual skill. Student portfolios are evident in every classroom are intended to showcase student work. In the student portfolios you will find, baselines assessments, student goals, exemplar students pieces with student reflections and teacher feedback. Through student reflections and teacher feedback, students are able to monitor their progress and teachers are able to plan targeted data driven instruction. Class at a glance sheets are used to make the recording of student data easy and accessible for classroom teachers. Performance levels, scale scores, predictive assessments, and teacher assessments are all recorded onto this document. By continuously adding data to the class at a glance sheet, teachers are able to monitor student progress and drive instruction.

As we look at some of the data sources that assess our work at 399, we focus on the Quality Review. Even though the school received an overall score of proficient, we feel two of the most important needs came from this document.

1. Set interim target goals for student learning with appropriate timeframes for measuring success and making adjustments.
2. Develop teachers' ability to use students' assessment results to identify and plan instruction.
3. Collaborate using the inquiry approach. Provide professional learning experiences to support teacher growth and reflective practices.

As a school, we looked at setting goals, and then measuring our progress along the way. We also focused on the students measuring their own growth and progress. By using Acuity and looking at weekly ELA assessments aligned to the ELA exam, the below data was maintained.

Needs :

Based on the standardized data results reported from the 2009-2010 school year, the following areas need to be addressed based on student outcomes.

English Language Arts

Subgroup	All Grades #Tested%L3+#Tested%L3+	Grade 7 #Tested%L3+#Tested%L3+	Grade 8 #Tested%L3+#Tested%L3+
All Students			
School	421 13%	217 13%	204 13%
Disability Status			
General Education	332 15%	173 15%	159 16%
Students with Disabilities	89 4%	44 7%	45 2%
Ethnicity			
American Indian or Alaska Native	1 0%	0 0%	1 0%
Asian or Pacific Islander	3 33%	2 50%	1 0%

Black or African American	87 15%	51 12%	36 19%
Hispanic or Latino	328 13%	164 13%	164 12%
Multiracial	1 0%	0 0%	1 0%
White	1 0%	0 0%	1 0%
Gender			
Female	185 17%	97 16%	88 17%
Male	236 10%	120 11%	116 9%
English Proficiency			
English Proficient	273 18%	140 19%	133 16%
Limited English Proficient	148 5%	77 3%	71 7%
Economic Status			
Economically Disadvantaged	421 13%	217 13%	204 13%

Mathematics

Subgroup	All Grades #Tested%L3+	<u>Grade 7</u> #Tested%L3+	<u>Grade 8</u> #Tested%L3+
All Students			
School	451 19%	230 17%	221 20%
Disability Status			
General Education	364 21%	186 19%	178 24%
Students with Disabilities	87 7%	44 9%	43 5%
Ethnicity			
American Indian or Alaska Native	1 0%	0 0%	1 0%
Asian or Pacific Islander	2 50%	2 50%	0 0%
Black or African American	86 21%	52 19%	34 24%
Hispanic or Latino	360 18%	176 16%	184 20%
Multiracial	1 0%	0 0%	1 0%
White	1 0%	0 0%	1 0%
Gender			
Female	195 22%	99 20%	96 23%
Male	256 16%	131 15%	125 18%
English Proficiency			
English Proficient	272 22%	140 22%	132 22%
Limited English Proficient	179 13%	90 10%	89 17%
Economic Status			
Economically Disadvantaged	451 19%	230 17%	221 20%

In order to rectify student deficiencies, the school implements the following academic supports specific to critical analysis and evaluation. Further data analysis reveals making inferences, relevant and irrelevant information, cause and effect, and fact and opinion as specific areas of need.

1. Small group extended time academic support - students who are below and or approaching grade level performance are mandated for academic support Monday - Wednesday. Having only 29 students that are level three and 4 , these students are also required to attend the extended time sessions in order to maintain their 2010 standardized test scores.
2. Academic Needs=Intervention for students below grade level - students who are not performing at grade level are offered 4 days of intervention during ETS, 2 ELA and 2 Math. We also service low-performing students with small group AIS instruction. Each Literacy teacher has 4 periods of AIS built into their schedule, in which they service groups of 15 students.
3. Instructional Support team- This team was created last year, and was not in place at 399. This team works like a child study team and focuses on at-risk students who may need interventions or modifications without a special education referral.
4. Academic/Leadership=Students Council/Government - Student Council meets every Tuesday and spearheads the following programs:
 - Canned food drive
 - Drug free school
 - Respect for all Week
 - Student Council events
 - Community awareness

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.

Goal Number 1	
Goal:	By June 2010, in the area of English Language Arts, 7th and 8th Grade students will show an overall increase of level 3 and 4 students by 25% increasing student outcomes to 38% or 95.
Measurable Objective	As measured by the Spring 2011 New York State English Language arts examination, students identified by level 3 and 4 will increase to 38% as reported by NYStart data. As identified in NYstart data systems, all sub groups are identified as in need of additional academic supports. Respectively, students identified in the mid-high level 2 (scale score range will decrease by 25% and students identified as level 1 will decrease by 10% and move into the low-mid level 2 range.
Description	Continued implementation of balanced literacy Collaborative team planning by means of weekly content area meetings scheduled for Fridays 1st period. Teachers and supervisors review curriculum maps, an evolving document illustrating the alignment of the “Big ideas” from the Common Core Curriculum and the New Curriculum and the New York State performance indicators specific to each unit, and sample lesson plans developed by teachers so that resources (in execution) are available to all constituents. Ongoing formative assessments aligned with the curriculum to include a baseline, mid-line, and end line assessment. Running records, Acuity, Performance series, and Destination reading will also support efforts towards our goal as instructional resources are assigned to individual students within the above mentioned online assessment programs. Daily programming allows teachers with lighter schedules to support the technology teacher with the Academic Intervention program ALEKS. Daily online experiences are differentiated for students so that individual needs are assessed and monitored for the duration of the school year.

Evidence	As evidenced by summative assessment data reported by NY Start and the New York City Department of Education.
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Goal Number 2	
Goal	By June 2011, in the area of Mathematics, 7 th and 8 th Grade students will show an overall increase of level 3 and 4 students by 25% to 44% or 110 students.
Measurable Objective	As measured by the Spring 2011 New York State English Language arts examination, students identified by level 3 and 4 will increase to 44% as reported by NYStart data. As identified in NYstart data systems, all sub groups are identified as in need of additional academic supports. Respectively, students identified in the mid-high level 2 range will decrease by 25% and students identified as level 1 will decrease by 10% and move into the low-mid level 2 range.
Description	Continued implementation of the workshop model Collaborative team planning by means of weekly content area meetings scheduled for Wednesdays 1 st period. Ongoing formative assessments aligned with the curriculum to include a baseline, mid-line, and end line assessment. Acuity, Performance series, and ALEKS will also support efforts towards our goal as instructional resources are assigned to individual students within the above mentioned online assessment programs. Daily programming allows teachers with lighter schedules to support the technology teacher with the Academic Intervention program ALEKS. Daily online experiences are differentiated for students so that individual needs are assessed and monitored for the duration of the school year.
Evidence	As evidenced by summative assessment data reported by NY Start and the New York City Department of Education.

Goal Number 3	
Goal	Based on the 2010-2011 School Quality review rubric the following indicators will be identified as proficient or better as per an internal SQR done by the network team. (1.1, 1.2, 1.3, 2.2, 4.1)
Measurable Objective	By the end of the 2010-2011 school year, indicators on the New York City School Quality Review rubric (1.1, 1.2, 1.3, 2.2, 4.1) will show proficiency or better as measured by the scores noted in the guidelines set by the New York City Department of Education with direct correlation to the NCLB accountability protocols. All students in sub-groups(as indicated on the 2009-2010 New York State report card) will meet and or exceed the New York City SQR indicators.
Description	<p>In July 2010, teachers began to design curriculum maps aligned to key ideas from the Common Core Standards and the current New York State performance indicators.</p> <p>The development of a coherent set of beliefs and the alignment of curriculum, instruction, and ongoing assessments are the focus and agenda of all collaborative team meetings.</p> <p>Additionally, an SBO vote, allows for an additional time slot so that teachers collaboratively use the cycle of inquiry in order to maximize student outcomes by means of action research.</p> <p>By grade, students are divided into tiers (I-III), based on their strengths and needs.</p> <p>Sub-groups indicators also influence tier group assignment as teacher teams build capacity in the area of knowing how students learn best.</p> <p>The use of classroom observations both formal and informal gives immediate feedback to teachers (within 2 business days) as professional growth and reflection are crucial to learning outcomes.</p>
Evidence	As evidenced by an internal School Quality Review facilitated by the network team.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, in the area of English Language Arts, 7th and 8th Grade students will show an overall increase of level 3 and 4 students by a 25% increase to 38% or 95 students.</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>Continued implementation of the workshop model. Collaborative team planning by means of weekly content area meetings scheduled for Fridays 1st period. Teachers and supervisors review curriculum maps, an evolving document illustrating the alignment of the “Big ideas” from the Common Core Curriculum and the New Curriculum and the New York State performance indicators specific to each unit, and sample lesson plans developed by teachers so that resources (in execution) are available to all constituents. The alignment of the social studies curriculum with special focus on document based questions in order to build critical thinking skills. Explicit lessons to teach students writing “craft” by means of the writer’s workshop. Essay development with special focus on critical analysis. Use of student friendly rubrics to ensure transparency relative to the expectations that will be met by all students. Ongoing formative assessments aligned with the curriculum to include a baseline, mid-line, and end line assessment. Running records, Acuity, Performance series, and Destination reading will also support efforts towards our goal as instructional resources are assigned to individual students within the above mentioned online assessment programs. Daily programming allows teachers with lighter schedules to support the technology teacher with the Academic Intervention program Destination</p>

	<p>Reading. Daily online experiences are differentiated for students so that individual needs are assessed and monitored for the duration of the school year. A target population as indicated in ARIS, (91) student member comprise this group of which there are 20 special education students, 24 English language learners, 12 Black and 79 students are Hispanic.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy, Title I English language arts teachers, Social studies teachers, SETTS, ESL, and other support staff 48-50 hours a month for curriculum planning (per session for 5-6 teachers). SBO for collaborative inquiry teams to meet once per week. Following the inquiry cycle, teachers use action research as a means to better their practices. Additional professional development experiences aligned to meet the needs of all teachers and staff members. i.e. Chancellor's conference day(s)</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>As evidenced by benchmarks confirmed using performance series, standardized unit tests and summative assessment data reported by NY Start and the New York City Department of Education.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, in the area of Mathematics, 7th and 8th Grade students will show an overall increase of level 3 and 4 students by a 25% increase to 44% or 110 students.</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>Continued implementation of the workshop model Collaborative team planning by means of weekly content area meetings scheduled for Wednesdays 1st period. Ongoing formative assessments aligned with the curriculum to include a baseline, mid-line, and end line assessment. Acuity, Performance series, and ALEKS will also support efforts towards our goal as instructional resources are assigned to individual students within the above mentioned online assessment programs. Daily programming allows teachers with lighter schedules to support the technology teacher with the Academic Intervention program ALEKS. Daily online experiences are differentiated for students so that individual needs are assessed and monitored for the duration of the school year. A target population as indicated in ARIS, (91) student member comprise this group of which there are 20 special education students, 24 English language learners, 12 Black and 79 students are Hispanic.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy, Title I, Title III Mathematics, Science, SETTS, ESL, and other support staff Weekly content meetings SBO for collaborative inquiry teams to meet once per week. Following the inquiry cycle, teachers use action research as a means to better their practices. Additional professional development experiences aligned to meet the needs of all teachers and staff members. i.e. Chancellor's conference day(s).</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>As evidenced by benchmarks confirmed using performance series, standardized unit tests and summative assessment data reported by NY Start and the New York City Department of Education.</p>

Subject/Area (where relevant): **Alignment of:**
Curriculum/Instruction/Assessments

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Based on the 2010-2011 New York City School Quality review (SQR) rubric, the following indicators will be identified as proficient or better as per an internal (SQR) done by the network team (CFN109).</p> <p>1.1 Designing engaging, rigorous and coherent curricula, including the arts, for a variety of learners and aligned to key State standards</p> <p>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and</p>
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	<p>differentiated to enable all students to produce meaningful work products</p> <p>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs</p> <p>2.2 Align assessment to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level</p> <p>4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional strategies that promote professional growth and reflection</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>In July 2010, teachers began to design curriculum maps aligned to key ideas from the Common Core Standards and the current New York State performance indicators. The development of a coherent set of beliefs and the alignment of curriculum, instruction, and ongoing assessments are the focus and agenda of all collaborative team meetings. Additionally, an SBO vote, allows for an additional time slot so that teachers collaboratively use the cycle of inquiry in order to maximize student outcomes by means of action research. By grade, students are divided into tiers (I-III), based on their strengths and needs. Sub-groups indicators also influence tier group assignment as teacher teams build capacity in the area of knowing how students learn best. The use of classroom observations both formal and informal gives immediate feedback to teachers (within 2 business days) as professional growth and reflection are crucial to learning outcomes.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I, Title III All staff Professional development aligned to the school wide goals in order to build and support teacher pedagogy. The development of actionable teacher teams where reflective teaching practices become the norm.</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>As evidenced by performance series (interim progress) Month/Year- 9/10, 6/11, standardized unit tests (interim progress) 10/10, 12/10, 1/11, 3/11, 5/11 and summative assessment data reported by NY Start and the New York City Department of Education.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	15	15	15	15	0	0	2	0
8	236	236	236	236	10	0	8	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:	Destination Reading technology program twice a week. Individual student tasks generated by teachers. Differentiated, in that, the program adjusts based on student performance. Extended time services (37 1/2 minutes Monday-Tuesday).
Mathematics:	ALEKS technology program with focus on the five strands in Mathematics. Individual student tasks generated by classroom teachers. Students can access the program from home. Differentiated, the program adjusts based on student performance. Extended time services (37 1/2 minutes – Wednesdays)
Science:	Saturday academy with focus on hands on experiences. Two-hour sessions for 10 weeks. The dedicated science teacher facilitates.
Social Studies:	After school research projects. With special focus on persuasive writing. Document based questions as a means to build critical thinking skills. All teachers involved in collaborative inquiry use primary and secondary sources as a means to develop effective strategies when analyzing text.
At-risk Services Provided by the Guidance Counselor:	All students are eligible based on need. In school suspension (ISS) counseling with focus on character building, cause and effect, actions and consequences, conflict resolution skills.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	IEP counseling for 25 mandated students. “At risk” students based on need and or student requests. Flexible grouping based on teacher, parent, or student referral. The maximum for this group is 10.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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.

10X399

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 7, 8 Number of Students to be Served: 86 LEP Non-LEP

Number of Teachers Five Other Staff (Specify) Tamara Rosado (PC), Angel Fani(AP)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

The following after-school programs are intended to improve students' acquisition of English as well as subsequently prepare them for the rigors of NYSESLAT, English and Math testing. The following program descriptions are each preceded by a detailed explanation of the purpose for the program.

1. NYSESLAT and ELA test prep with S.E.S. Provider (Liberty Learning):

This program is targeted to enhance the English language acquisition and NYSESLAT and ELA test readiness of 28 eighth grade ELLs. Instruction will be provided in English. Ms. Negron will engage students in NYSESLAT prep using various pedagogical resources that include Achieve 3000, Destination Reading, and Great Leaps. The resources will include including workbook titled: Finish Line for ELLs: English Proficiency Practice, which was purchased using Title III funds (see Budget Summary for further detail.) Moreover, students' reading comprehension and writing skills will be targeted via ELA test prep via lessons on reading strategies such as inferring, sequencing events, questioning, and drawing conclusions to better their understanding of reading passages. Students' writing skills will also be addressed via lessons based upon writing to prompts (as such found on past year's ELA exams,) maintaining meaning, organizing writing and developing sound writing mechanics. Ms. Strack will use a variety of teaching resources including a test prep workbook titled New York State ELA eighth grade test prep, which was purchased using Title III funds. (see Budget Summary for further detail.) Students' English proficiency ranges from Intermediate to Advanced level and thus will be grouped heterogeneously and homogeneously depending on lesson/activity at hand. In addition, Ms. Strack will engage students in Reader's Theatre activities to strengthen their reading fluency, and oral language development. Ms. Strack will use a Reader's Theatre kit titled: Building Fluency through Reader's Theatre kit purchase using Title III funds (see Budget Summary for further detail.) Ms. Negron is a full-time TESOL licensed teacher, K-12. The following is a detailed description of time and days of afterschool instruction:

□ Tuesday and Thursday: 3:15 – 5:15: NYSESLAT and ELA test prep

Teacher: Ms. Negron

Program dates: Tuesday: 2/1, 2/8, 2/15, 3/1, 3/8, 3/15, 3/22, 3/20, 4/5, 4/12, 5/3, 5/10.

Program dates: Thursday: 2/3, 2/10, 2/17, 3/3, 3/10, 3/17, 3/24, 3/30, 4/7, 4/8, 4/14, 5/5, 5/12.

2. Mathematics test prep with Mr. Rosario:

This program is targeted to enhance the understanding of mathematical concepts and application of problem solving skills of 28 eighth grade ELLs. Instruction will be provided in English with some scaffolding in Spanish. Mr. Rosario will engage students in Math prep using various pedagogical resources that include primarily ALEKS (computer adaptive program in English and Spanish) and Destination Math (computer program available in English and Spanish). It will also include paper and pencil workbook titled: Empire State Mathematics 8th grade(both versions, Spanish and English), which was purchased using Title III funds (see Budget Summary for further detail.) Moreover, students' reading comprehension and

writing skills will be targeted via Math test prep via lessons on reflecting on mathematical processes and analyzing steps taken during problem solving. Mr. Rosario is a full-time Math with Bilingual extension licensed teacher, 7-12. The following is a detailed description of time and days for after-school instruction:

- ❑ Monday and Wednesday: 3:15 – 5:15: Math test prep
Teacher: Mr. Rosario
Program dates: Monday: 1/31, 2/7, 2/14, 2/28, 3/7, 3/14, 3/21, 3/28, 4/4, 4/11, 5/2, 5/9, 5/16.
Program dates: Wednesday: 2/2, 2/9, 2/16, 3/2, 3/9, 3/16, 3/23, 3/30, 4/6, 4/13, 5/4, 5/11, 5/18

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.

Teachers of ELLs meet formally weekly to discuss student achievement and develop lesson plans that are rich in best pedagogical practices for ELLs. In addition, teachers meet with Literacy Coach to discuss literature in trade books using book club protocol and consequently turning theory into practice and thus enhancing learning opportunities for students. Using Title III money the following books are expected to assist with book club discussion and subsequent learning: Scaffolding the Academic Success of Adolescent English Language Learners, A Pedagogy of Promise by Aida Walqui, Authentic Assessment for ELLs by J. Omalley and Pierce,

In addition to coaching sessions with our Literacy Coach; all teachers (all licenses) will be offered professional development opportunities after-school. There will be five professional development sessions, 2 hours session each, occurring on 1/24, 1/25, 1/26, 1/27, and 1/28/2011 respectively. These sessions will be facilitated by T.B.A., from the NYC DOE Office of ELL. The sessions will focus on introducing and developing pedagogical understanding of the Sheltered Instruction Observation Protocol (SIOP) model and mode of implementing language and content objectives. Such sessions will use the following trade books to develop an understanding of SIOP: Making Content Comprehensible for English Learners, The SIOP Model by Jane Echevarria and Sheltered Content Instruction, Teaching English Language Learners with Diverse Abilities by Jane Echevarria. The rationale for exposing teachers to SIOP is the following: Through research based studies SIOP practices have proven to be effective for attaining language proficiency amongst ELLs and promote student achievement. Teachers will engage in learning about the importance of distinguishing between content and language objectives and how doing so will enhance students’ language development and core understanding of subject matter. The following objectives will be targeted:

- ❑ Identifying levels of second language acquisition
- ❑ Building background knowledge
- ❑ Understanding comprehensible input
- ❑ Strategies for scaffolding instruction
- ❑ Establishing a culture of interaction in the classroom
- ❑ Practice and application of language skills

In addition, teachers of ELLs will be offered the opportunity for Office of ELL professional development opportunities throughout the year; such workshops will tailor to the needs of teachers of NLA, Science, Math, and English Language Arts. Teachers, coaches and administrators will also

be offered the opportunity to attend Demystifying Data professional development opportunities to help with understanding and subsequent analysis of ELL data. *NOTE: As a Middle School Initiative school we are fortunate to have available Professional Development sessions at no cost, therefore no NYCDOE professional development sessions from the Office of ELLs will be found on the Budget Summary.

Parent and Community Participation Activity

Parents will continued to be offered the opportunity to partake in their child’s educational process during and after-school via professional development opportunities, conferences and collaborative field trips with their children. This year Middle School 399 plans to offer parents three workshops pertaining to enhancing their understanding of New York State English as a Second Language standards and of how they can continue to help their children at home with preparation for New York State examinations, including NYSESLAT, ELA and Math. Workshops will be held during school hours and after-school and facilitated by our Parent Coordinator.

In addition to testing info, parents will be offered opportunities to enlighten their understanding of how cultural tolerance in an effort to translate such tolerance to their children. In years past it has been the observation of Middle School 399 that our ELLs quickly encounter a culture that is unfamiliar to their native country and thus have a hard time assimilating with their present environment. It is our goal to foster learning of cultures and development of tolerance and understanding to bridge the gap between familiar and unfamiliar cultures. In an effort to reinforce such message we will be offering parents a field trip to view a Broadway play titled In the Heights that tailors one of its many messages to immigrants and displays how with thrive and determination anyone regardless of culture can succeed in his/her endeavors. Twenty tickets will be offered. Eight tickets to parents and eight tickets to corresponding students with a high percentage of school attendance. Two tickets will be reserved for TESOL/Bilingual teachers to participate and celebrate with such parents the learning and celebration of multiculturalism. NOTE: Two tickets for TESOL/Bilingual teachers will be offered on a lottery basis.

Form TIII – A (1)(b)

School: 10X399 BEDS Code: 321000010399

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

Allocation Amount: \$37,540.00		
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)	\$6186.36	62 hours of per session for 2 ESL teachers to support ELL students with ELA and NYSESLAT test sophistication: 62 hours x

<ul style="list-style-type: none"> - Per session - Per diem (17,589.12)		\$49.89 per session rate x 2 teachers = \$6,186.36
	\$3,093.18	62 hours of per session for 1 Bilingual teacher to support ELL students with Mathematics test sophistication: 62 x \$49.89 per session rate x 1 teacher = \$3,093.18
	\$3,093.18	62 hours of per session for 1 ESL teacher to support ELL students with reading fluency and comprehension: 62 x \$49.89 per session rate x 1 teacher = \$3,093.18
	\$1,596.48	32 hours of per session for 1 ESL teacher to support ELL students with ELA and NYSESLAT test sophistication: 32 hours x \$49.89 x 1 teacher = \$1,596.48
	\$626.52	12 hours of per session for 1 facilitator to support pedagogical understanding of ELL language acquisition and test sophistication. 4 sessions (4/15, 4/22, 4/29, 5/6, 5/13) for a duration of two hours each: 12 hours x \$52.21 x 1 facilitator = \$626.52
	\$2,993.40	12 hours of per session for 5 TESOL/Bilingual licensed teachers attending professional development on ELL language acquisition and test sophistication on (4/15, 4/22, 4/29, 5/6, 5/13, 5/20) = 12 hours x \$49.89 x 5 teachers = \$2,993.40
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. (12,518.15)	\$462.00	40 Empire State Mathematics 8th grade workbooks @ \$11.55. Totaling \$462.00. Famis #9780845455647
	\$495.00	30 NYS ELA 8th grade workbooks @ \$495.00. Famis # 9780845457399
	\$495.00	30 NYS ELA 7th grade workbooks @ \$495.00. Famis # 9780845457382
	\$699.98	2 Building Fluency through Reader's Theatre kits @ \$349.99. Famis # 9780743900225
	\$511.50	30 Finish Line for ELLs: English Proficiency Practice 7th workbooks and audio cd @ \$511.50. Famis # 9780845466865
	\$511.50	30 Finish Line for ELLs: English Proficiency Practice 8th workbooks and audio cd @ \$511.50. Famis # 9780845466872
	\$301.70	10 copies of trade book titled <u>Making Content Comprehensible for English Learners, The SIOP Model</u> by Jane Echevarria. ISBN# 161439918 @ \$30.17 each: 10 x \$30.17 = \$301.70

	\$246.20	10 copies of trade book titled <u>Sheltered Content Instruction, Teaching English Language Learners with Diverse Abilities</u> by Jane Echevarria. ISBN# 161439764 @ \$24.62 each. 10 x \$24.62 = \$246.20
	\$30.17	1 copy of trade book titled <u>Implementing the SIOP Model Through Effective Professional Development and Coaching</u> ISBN# 161439934 @ \$30.17. 1 X \$30.17 = \$30.17
	\$172.10	10 copies of trade book titled <u>Scaffolding the Academic Success of Adolescent English Language Learners, A Pedagogy of Promise</u> ISBN# 64374942X @ \$17.21. 10 X \$17.21 = \$172.10
	\$8,593.00	10 Dell School Standard Notebooks -Latitude E6400 @ \$859.30 Serial number: 708900248. 10 x \$859.30 = \$8,593.00
Parental Involvement (\$3,580)	\$100.00	Food and beverage for parent workshops.
	\$3480.00	30 tickets for parents and students to Multicultural awareness trip to Broadway play: In the Heights to celebrate parental involvement and student attendance. 30 x \$116.00
Educational Software (Object Code 199) (3234.60)	\$3234.60	Aqua Focus on Fluency Package @ \$3234.60. Number: 901071455
Travel (\$618.00)	\$618.00	Coach Bus transportation for multicultural awareness trip to Broadway play: In the Heights
Other		
TOTAL	\$37,539.87	

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.

All letters sent home will go out in English and Spanish.

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.

With over 75% of students at 399 of Hispanic decent, all letters go home in English and Spanish.

Part B: Strategies and Activities

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

Parent letters in English and Spanish

Translators for Parent Teacher night

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.

Translators for all parent conference and when needed

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>.

Letter sent home to parents

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:	507,034	99,903	606,937
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,070	1,000	6,070
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,351	*	
4. Enter the anticipated 10% set-aside for Professional Development:	50,703	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6.

7. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

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

1. School Parental Involvement Policy –

Parent Involvement Policy

The Middle School 399 Parent Involvement Policy requires that teachers and administrators seek the assistance of parents in getting to know each child individually.

We believe that parents are valuable and essential partners in the education of their children. We recognize, acknowledge, and are sensitive to the diverse family structures within our changing society.

We recognize the importance of parents and their role in a school’s success. We will work diligently to provide a strong and effective Parent Involvement Program.

The Parents’ Resource Center will provide a program which will include educational workshops, leadership training, community services, and other resources on a continuous basis.

At Middle School 399, we welcome and support parents and search for new ideas to strengthen the home and school collaboration.

We the parents and staff of Elizabeth Barrett Browning Middle School 399 agree to the following document to be our school's Parent Involvement Policy:

- At the beginning of the school year through the leadership of our Parent Coordinator the Title I parent representatives will form a "Parent Involvement Activities Committee" to develop a parent program that will be funded through Title I.
- Middle School 399 will recruit parents for participation in meetings, discussions and committees regarding the curriculum, Comprehensive Educational Plan, PASS visits, the C-30 committee and the School Leadership Team.
- The responsibility for high student performance will be shared by:
 - Parents who will:
 - Ensure their child attends school regularly
 - Provide a supportive home setting for learning
 - Maintain contact with their child's teacher
 - Attend all meetings and conferences requested by the school
 - at home the importance of acquiring the knowledge, skills, and values needed to function effectively in society
 - Middle School 399 who will:
 - Ensure teachers will be present and on time when classes are scheduled
 - Establish standards in working with individuals and groups & create an environment favorable for learning
 - Plan lessons according to state curriculum guidelines, CEP, performance standards, and frameworks
 - Assign a reasonable amount of homework everyday
 - Report to parents on their children's progress in school via report cards, conferences telephone calls, etc
- Monthly meetings, weekly discussions, and support groups will be established during the school year so parents can network with other parents to share ideas and overall concerns. Parents are welcomed to discuss issues, make suggestions, and provide input relating to the education of their children.
- The Middle School 399 Parent's Resource Center will always be opened during school hours to discuss school-wide issues. Parents will be encouraged to use the center for their own personal and educational development and growth.
- The administrative staff will respond to written parent comments and concerns regarding school and individual issues in a timely fashion. The designated contact person is the Parent Coordinator.
- Parents will receive updated information about instructional programs, curriculum, performance standards, promotion policy, after school programs, etc through letters home, conferences, workshops, The parents' Resource Center, and the Parent's Newsletter.
- Middle School 399 will increase the accessibility for parent participation of parents with disabilities and non-English speaking parents by:
 - Targeting those specific groups and conducting home visits

- Mailing information directly to them
- Using translators provided by the Translation & Interpretation Unit
- Providing information in their native languages
- Providing translating devices at conferences and parent meetings
- Assessing the needs of each group
- Providing services according the needs assessments

At the Elizabeth Barrett Browning Middle School 399 we welcome the support and input of parents and we will offer opportunities to strengthen the home/school collaboration.

School-Parent Compact Parent Compact

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

The Parent/Guardian Agrees

- To convene an annual meeting for Title I parents in September to inform them of our Title I School wide Project, budget, and their right to be involved.
- To offer monthly meeting at various times during the day and evening to share our goals and objectives of our Title I School wide Project.
- To strive to actively involve parents in school/parent partnerships working with Community Based Organizations.
- To provide parents with timely information about our school programs.
- To actively involve parents in planning, reviewing, and improving our Title I Program.
- To continue to provide high quality curriculum and instruction with an emphasis on professional development.
- To strive for continuing communication between teachers and parents though:
 - Back to School Night – Parents and Teachers
 - Monthly parent meetings
 - High School choice and process activities
 - Parent Coordinator and Principal meetings working with Parents’ Association
- To facilitate the offering of parent workshops on literacy, reading strategies, ESL, and communication with the adolescent child.
- To encourage parents to work along with staff on site-based planning and school professional development activities.

- To participate in monthly meetings in order to share their goals and objectives for the Title I Schoolwide Project.
- To actively join in on school and academy projects involving parent/student activities.
- To provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

To monitor their children's academic progress and attendance at school and their

- Preparation and homework.
- To become involved in parent workshops that will help them develop as parents and educational partners with their children.
- To be aware of school and community activities that concerns their children.
- To become involved in the Parents' Association and to actively plan activities to benefit the school and community.
- To share the responsibility for improved student achievement, both academic and social. To make sure students get to school on time with proper materials.

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.

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2. Schoolwide reform strategies that:

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

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

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

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3. Instruction by highly qualified staff.

All staff members are highly qualified.

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.

Professional development based on identified areas of teaching practices "in need of improvement" based on ongoing collaborative planning.

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

N/A

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

The Parents' Resource Center will provide a program which will include educational workshops, leadership training, community services, and other resources on a continuous basis.

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.

Interim assessment data, AIS computerized program data, and unit test results will provide information in regards to individual student achievement. 85% of all students are expected to meet 85% of the tested material. Benchmarks are set during curriculum planning.

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. AIS programs are designed to support students at all levels. However, struggling students are given multiple opportunities to ensure mastery. AIS, SES, differentiated approaches during the literacy block, the mathematics block, and other content area blocks provide additional support for our most struggling students.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Liberty learning, an SES program and ENACT, an SBO support the school wide agenda by means of providing additional academic and social emotional support for students not meeting the standards.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS **Not applicable**

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

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

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

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

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

APPENDIX 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: Restructuring Advanced
Comprehensive _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

In the area of English language arts, all students to include sub-groups did not meet adequate yearly progress. As a result the school is classified under the differentiated accountability system as (phase) restructuring advanced – (category) comprehensive.

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.

Differentiated instruction is implemented using document based experiences or DBQs in order to build critical analysis skills. All students are explicitly taught strategies such as, underlining and highlighting so that relevant and irrelevant information is identified. Small groups and one on one conferring sessions are expected modes of instruction. All teachers obtain support through weekly collaborative experiences (SBO vote) in order to develop their craft so that instructional strategies and implementation is systemic.

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

School Under Registration Review (SURR)

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.

Professional development includes collaborative inquiry where teachers facilitate their learning by engaging in action research. Targeted students are researched for the sole purpose of student 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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: ELA

SURR Group/Phase: Restructuring **Year of Identification:** 2004 **Deadline Year:** N/A
Advanced/
COMPREHENSIVE

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
<ul style="list-style-type: none"> • Monthly SED visits conducted by Linda Donnely • Network visits • Superintendent visits • SSO: Empowerment Inquiry Team 	<ul style="list-style-type: none"> • Administration focuses on Instructional Leadership. • Common planning time for content. • Academy restructure: Grade Academies • Regular meetings of the administrative cabinet in order to have one united voice. 	<ul style="list-style-type: none"> • Use of data to plan and drive instruction. • Continue to grow and move forward, building on the 20% increase in ELA from 08/09 and 15% increase in Math scores from 08/09 • Students will set their own goals and will be constantly monitored by teachers.

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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.)

There are currently 2 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
All students receive counseling upon request, transportation assistance (metro cards) when necessary, family assistance (parent coordinator), and continued support as all other students receive.

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. 399					
District:	10	DBN:	10X399	School		321000010399

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		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		87.7	87.9	85.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.4	89.9	89.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	223	1	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	232	243	17		89.3	94.0	94.0
Grade 8	245	208	234				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		31	62	38
Grade 12	0	0	0				
Ungraded	1	5	0	Recent Immigrants - Total Number:			
Total	701	457	251	(As of October 31)	2007-08	2008-09	2009-10
					43	41	20

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	76	47	28	Principal Suspensions	72	83	135
# in Collaborative Team Teaching (CTT) Classes	6	7	0	Superintendent Suspensions	26	33	57
Number all others	59	42	21				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	61	68	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only	124	104	TBD	Number of Teachers	69	68	44
# ELLs with IEPs	15	40	TBD	Number of Administrators and Other Professionals	18	18	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	5

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
	24	16	69	% fully licensed & permanently assigned to this school	98.6	98.5	100.0
				% more than 2 years teaching in this school	55.1	55.9	86.4
				% more than 5 years teaching anywhere	46.4	47.1	72.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	72.0	90.9
American Indian or Alaska Native	0.4	0.0	0.4	% core classes taught by "highly qualified" teachers	78.3	98.0	100.0
Black or African American	19.1	19.0	18.7				
Hispanic or Latino	79.2	79.9	78.9				
Asian or Native Hawaiian/Other Pacific	0.9	0.7	1.2				
White	0.4	0.4	0.8				
Male	56.1	57.3	58.2				
Female	43.9	42.7	41.8				

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)	Yes	If yes,					EME,
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	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	vsh	v	v	-	-		
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	vsh	v		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	X	v					
Limited English Proficient	X	v		-	-		
Economically Disadvantaged	vsh	v		-	-		
Student groups making	4	6	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 CFN 109	District 10	School Number 399	School Name E.B.B.
Principal Kim Outerbridge		Assistant Principal Angel Fani	
Coach N/A		Coach N/A	
Teacher/Subject Area Yolanda Negron- E.S.L.		Guidance Counselor XIOMARA DIAZ	
Teacher/Subject Area Roberto Rosario, MATH		Parent	
Teacher/Subject Area Luz Mantilla, N.L.A.		Parent Coordinator Tamara Rosado	
Related Service Provider Curtis Lefebvre(E.S.L.)		Other (S.E.T.S.S.) Yesenia Simon	
Network Leader Maria Quail		Other Caterina DiTillio	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	256	Total Number of ELLs	98	ELLs as Share of Total Student Population (%)	38.28%
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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.

An assistant principal has been assigned to supervise our school Data Verification process. Assistant Principal will be responsible for overseeing the registration process from beginning to end primarily to ensure and assist that

- a) Our school does the correct diagnostic of pupils to ensure that all new entrants pupils are screened to determine which pupils are possibly gifted or have a possible handicapping condition and / or are possibly ELL (LEP) students. (We will utilize the term ELL instead of LEP). IDENTIFICATION STEPS ARE BELOW.
 - 1b) Pupils are correctly classified either as 'new' entrant or 'transfer' entrant and that their parents complete the HLIS.
 - 1c) A pupil transferring from within NYC DOE boundaries will be checked via ATS HIBE (BESIS-Student Information), HISE (Exams History-LAB-R administration) and HIAD (Admission / Discharge History-possibility of student be classified as SIFE).
 - 1d) Depending on the HLIS language selection and interview with parents, a pupil categorized as 'new' is properly identified using the Language Assessment Battery-Revised. The ESL/BESIS coordinator, Ms. Negron, ESL certified, conducts the interview in English and student native language as applicable and / or with the help of translator for a language other than Spanish as possible.
 - 1e) If a pupil is identified as ELL parents will watch the NYC DOE video featuring the three options for the ELL language programs. Within 10 days of admission identified students are LAB-R and LAB Spanish tested as applicable.
 - 1f) Parents are informed that our school does not offer the Dual Language Program before completing the Parent ELL Program Selection form.
 - 1g) Parents of ELL are properly notified of their children's placement in a TBE or ESL freestanding program as available in school. Our school does not offer a Dual Language program and if parents share their interest on this particular program they will be referred to the Borough Placement Office. The pupil would remain in the TBE or ESL alternate program chosen by their parents until a resolution from the Placement Office is received by parents and parents communicate to school of results.
 - 1h) Parents of ELLs pupils are properly informed in the language they understand (some times an official translator for language other than Spanish must be contacted but most of the times non-english speaking parents come to school with their own translator).
 - 1i) Parent Survey and Program Selection forms are completed at school and completed forms are placed inside the student's cumulative record folder. Cumulative records are kept in the main office. room 116.
 - 1j) Identified ELL pupils are annually assessed via NYSESLAT and properly placed for future class and services.
 - 1k) Parents receive appropriate notification of their children's progress not less than 5 times during the school year.
 - 1l) Once received the cumulative records from pupil transferring from within the NYC DOE it would be scrutinized and examined for completeness as to specifically locate the HLIS, Parents Selection Form, and /or entitlement/Non-Entitlement letters were properly completed and existent.
 - 1m) Pupil accounting secretary is completing the clerical accurately and on a timely manner.
 - 1n) Periodic weekly reviews with the ESL/BESIS coordinator and with the pupil accounting secretary are conducted via appropriate ATS reports to ensure the quality and accuracy of data. The verification includes printing of ATS reports such as RADP to double check new entrants, and the printing of reports listed above (c) to verify students' status.
 - 1o) All laws and regulations regarding screening and procedures for diagnostic evaluation and placement of ELL students suspected of having a disability are followed.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>									1					1
Dual Language <small>(50%:50%)</small>									0					0
Freestanding ESL														
Self-Contained									1					1
Push-In														0
Total	0	0	0	0	0	0	0	0	2	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	22
SIFE	21	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	30

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	32	13	1	0	0	0	0	0	0	32
Dual Language										0
ESL	9	3	3	25	4	5	29	0	8	63
Total	41	16	4	25	4	5	29	0	8	95

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									32					32
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	32	0	0	0	0	32							

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
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									26					26
Chinese									1					1
Russian														0
Bengali									1					1
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	0	0	28	0	0	0	0	28

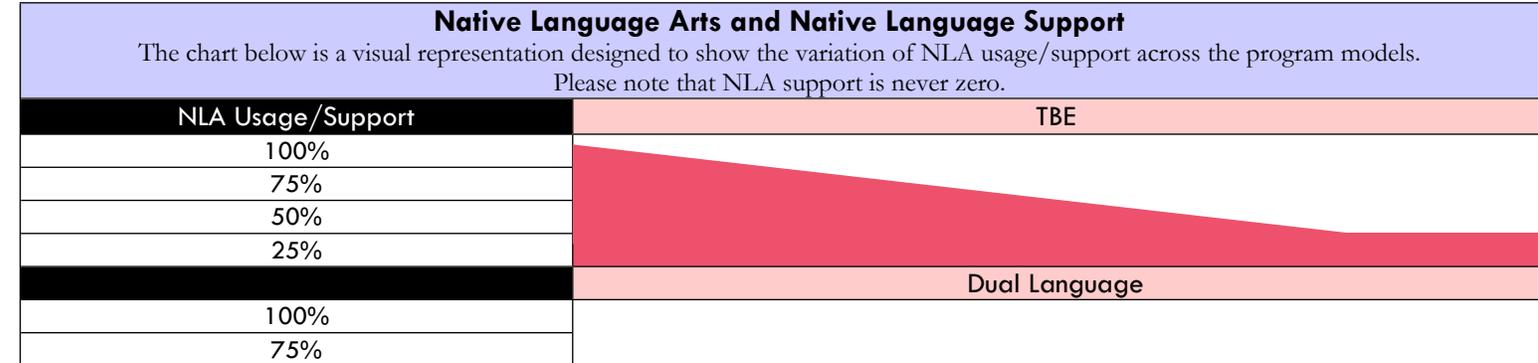
Part IV: ELL Programming

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.
- Answers after charts on page 6 and 7.

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
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?

Part A)1/2/3/4)

Our school offer a T.B.E. and / or a Freestanding E.S.L. program as per parents choices. Students in the TBE receive 420 minutes of ESL instruction a week including 60 minutes of ELA specific reading skills because most fo the students are beginner/intermediate in the Reading/Writing NYSESLAT modalities and according to LAB scores. Advanced students receive 210 minutes of ESL and 210 minutes of ELA instruction. Students receive the mandated units of study in NLA to account for 240 minutes of specifically targetted Spanish language instruction for all TBE. In addition, students receive the mandated core academic subjects as specified in New York State Learning Standards. Content instruction is in Spanish with English support provided by a push-in teacher to facilitate further acquisition of language skills for those students that through assessments have demonstrated they are in a faster track for English language acquisition needed for transitioning and successfully achieving a Proficient score in the NYSESLAT and to achieve a Level 2 or higher on the ELA exam. In addition to regular scheduled NLA and ESL instructional periods advanced T.B.E. students receive push-in assistance from a certified ESL teacher to help these students further advance their English language acquisition skills. ALL students in our Freestanding ESL program receive 420 minutes of ESL instruction broken down in double periods of 84 minutes daily because most of these students are within the beginner/intermediate Reading/Writing NYSESLAT modalities. However we differentiate instruction for more advanced students by creating proficiency grouping within the classroom where advanced students receive 210 minutes of ESL and 210 minutes of ELA instruction. In addition to the 10 periods

of the Literacy Block students receive content area support through a ELA/ESL, Math/ESL, Science/ESL, and Social Studies/ESL push-in program where specific skills based on students language development are targeted through a Tiered Intervention model. Using diagnostic tools such as the Performance Series Assessment, Acuity, Destination Reading, Math ALEKS and Paper and Pencil assessments students are classified as Tier I, II, and/or III, with Tier I students classified as Advanced, Tier II as Intermediate, and Tier I as Beginners. Response to Interventions is assessed every other week and results are utilized to map out content taught. Lessons as planned are constantly observed to assess for lessons as delivered and lessons as learned effectiveness. All ELLs are scheduled for Destination Reading/Science/Social Studies/Math and Math ALEKS to help students fully grasp content while at the same time helping them continuously further the development of their English Language skills needed for successfully mastering state standards in Math and ELA. ALEKS in a computer adaptive program that diagnoses students then map areas of strenghts and weakness to let students progress at their own pace within targeted instructional performance indicators fully aligned to New York State Standards in Mathematics. All ELL students are scheduled in block and travel together for each subject area including Arts, Technology, Physical Education and Health. These subjects are offered in English only and the teachers have received the mandated number of hours of professional development for when teaching ELLs.

4a-4e) For this school year we classified all of our ELLs as a targeted instructional group regardless of their academic status(TBE/ESL/Special Education). That is, the ELL population became an Inquiry Group serviced through a personalize Academic Intervention Service Plan (AISP). All ELLs are classified first by year of service (SIFE, Long Term ELLs, 4-6yr ELLs, 0-1 yr ELL, and +1-4 ELLs) then by Beginner, Intermediate, Advanced and Proficient. Within the latter classification ELLs are further placed in one of our three Tiered Group model. Tiered groups are organized by classroom and content because it is understood that students have different skills levels according to each area of content and our goal is maximizing learning by the concept of a school of one. Dianostic assessment will drive our curriculum pacing wich is fully aligned to State Standards. Tiered intruction derides from research based instructional practice. Tier I student . Benchmark assessments will drive our interventions effectiveness. Programatic changes will be adjusted acording as to how students respond to interventions. Progamatic changes do not refer, within this context, to minimizing hours of instruction but refer to maximizing learning opportunities within the intervention utilized, E.g., differentiated process and enrichment activities for Tier I, differentiated process and academic intervention services for Tier II and more specialized academic intervention services for Tier III students. The programs to be utilized are Destination Reading, Destination Math, Destination Science, Destination Social Studies, Math ALEKS, Acuity, Performance Series Assesments and our own paper and pencil tools. ESL strategies, specifically Q-TEL for ESL/ELA and CALLA for content, will drive lesson planning, lesson delivery and the assessment of lessons as learned. A typical student is diagnosed for areas of strenghts and weakness, interventions are then personalized in Destination Reading and further personalized in Math ALEKS since this is an adaptive computer program that responds to students strenghts utilizing these to target perceived weakness. The AISP include an initial meeting with each student and periodic meetings to discuss progress and / or to make adjustments to benchmark goals. Parents are informed as well of students progress towards meeting annual goal as established in the IEP (if Special Education) and the AISP for all others. Targeted interventions included preparation not only for the NYSESLAT but also for the ELA exam. Although ELLs with less than one year of service are exempted from ELA testing since next year these students will be tested we do not exclude them from all instructional targeted ELA intervention to help these students become familiar with the structure, content and context of exam. 5) All ELLs students receive push-in and pull-out ESL services. All ELLs receive targeted intervention through Destination Reading/Destination Math, Acuity, Performance Series and Math ALEKS. All Ells sub-groups are targeted for intervention according to diagnostic results obtained from our Tiered interventions. Destination Reading is offered only in English because the program objective is to help students acquire the reading skills needed to be successful in the use of academic language. The other programs are available in English only for ELA targeted interventions and on English and Spanish for targetting Math interventions within the Tiered instruction model utilized in our school during this school 2010-2011 year.

6) Students who achieved Proficiency on the last NYSESLAT will receive targeted intervention as to help these continue their progressive development of their English language skills. The targeted intervention include the development of a specific Academic Intervention Service Plan (AISP) for each student where the ESL/BESIS coordinator meets with the student content teachers to help them target specific areas of concern as drawn from our assessment results (formative and summative). These students will continue receiving testing accomodations for the two years after testing out of NYSESLAT.

7) MS 399 is on its last year of its phased-out process.

8) See 7

9) MS 399 has never differentiated between ELLs, Special Needs, and General Ed students when it comes to allocation of resources. All programs developed by the school have always been available to all students. However, our school has created specific programs to serve the ELL population understanding that these students do present differentiated English language acquisition needs than those students who have already exhibited mastery of the language.

- 10) Our school uses paper and pencil programs such as REWARDS but this school year our concentration is the use of adaptive software that targets students specific knowledge and skills needed for successfully meeting all state grade appropriate learning standards.
- 11) ELLs in out TBE(Spanish) receive comprehensive support in their native language on each content area. ELLs in our Freestanding ESL program receive targeted support via dictionaries, glossaries, and classroom library with suitable materials. For testing purposes we make available to students all translated tests editions to students who request so.
- 12) All ELLs classroom libraries have materials age appropriate and classroom libraries with at least 40% of its materials leveled based on Lexile levels and based on Fountas and Pinnell to ensure a wider coverage range of abilities. Running records and D.R.A. results help teachers on the organization and presentation of materials to students. Our media center is fully aligned with suitable materials to serve our ELLs population.
- 13) Our school holds an open-house two weeks before the beginning of the school year. The open-house is organized by the Parents Association in conjunction with the school administration. Although all parents and students are invited we specifically target new comers registered during the last school year because registration for new students is usually after the school year has begun. For ELLs newcomers registered after the school the year has begun we hold a presentation during the registration process to ensure that parents and students have a sense that our school we will be meeting their social, emotional and academic needs during the school year. In addition, teachers to ELLs newcomers are mandated to hold parent-teacher conference within 30 days of registration as to inform parents of progress or lack there of.
- 14) Our school only offers Spanish language elective.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Teachers of ELLs meet formally weekly to discuss student achievement and develop lesson plans that are rich in best pedagogical practices for ELLs. In addition, teachers meet with ELL coach to discuss literature in trade books using book club protocol and consequently turning theory into practice and thus enhancing learning opportunities for students. Using Title III money the following books are expected to assist with book club discussion and subsequent learning: *Scaffolding Language*, *Scaffolding Learning* by Pauline Gibbons, *Authentic Assessment for ELLs* by J. Omalley and Pierce, *Fulfilling the Promise of the the differentiated classroom* by Carol Ann Tomlinson, *Making Content Comprehensible for English Learners Sheltered Content Instruction and Teaching English Language Learner with Diverse Abilities* by Jane Echevarria. Moreover, teachers of ELLs will be offered the opportunity for Office of ELL professional development opportunities throughout the year; such workshops will tailor to the needs of teachers of NLA, Science, Math, and English Language Arts. Teachers, coaches and administrators will also be offered the opportunity to attend Demystifying Data professional development opportunities to help with understanding and subsequent analysis of ELL data. Professional development includes specific ways for teachers to assist students as they transition from middle school to high school. Because our school is phasing out and this is the last year the professional development has concentrated in helping our teachers guide students into completing their high school application guiding them into selecting schools with strong programs geared to ELL progress. The school secretary (personnel) is in charge of keeping personnel files for all staff. Staff who are

mandated to the Jose P. 7.5 hours minimum annual training, attends conferences and record of registration and attendance are submitted to school secretary for filing into each participant's school personnel file, this because personnel files follows staff and faculty to their new assignments. The school secretary(pupil accounting) receives a yearly professional development section at the beginning of the school year to refresh her role as one of the instrumental step into the ELL identification process. The professional development section is conducted by the assitant principal in charge of the ELL department.

School leadership and teachers at M.S. 399 are using the ELL interim assessments to understand students' needs and better guide their teaching practices. For example, teacher awareness to a student's prior school experience and assessment results will allow the teacher to know the amount of years of consecutive schooling or interrupted education of the student in order to provide insight to what specialized services the student may be in need of. Results from the LAB-R are also used to guide instruction. For example, when analyzing students' scores in the four modalities, teachers become more aware of the students' level of proficiency in their second language (i.e., English). NYSESLAT results are also used by school leadership and teachers by providing both with information on student results that are corresponding to the four modalities; therefore leading to individualized tailored instruction that will cater to students' needs and abilities.

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 school works closely with our Parents Coordinator ensuring that the needs of our parents are met and more specifically the parents of our ELLs students being this one of our target population for school improvements. The Parent Coordinator participates on a voluntary basis in our monthly faculty meetings and every Thursday in our collaborative inquiry meetings including the ELL group. In conjunction with the Parents Association with organize workshops that included content areas workshops and workshop where with discuss promotional criteria. In addition with organized this year a specific workshop for 8th grade ELLs parents were we presented all the schools in the Bronx and Manhattan that have ELLs targeted program. This year, because of our phasing status, we were unable to secured a partnership with any CBO because most of the time it involved more than a year commitment, however we continued our partnership with Morris Heigh Health Clinic, Love Gospel, and PRIME Leaders to continue our work with all parents including those of ELLs students.

The needs of parents varies by cultural background and we make a concerted effort to provide all school information in the language of choice of our students' parents. We have shared our concerns with NYC Council Members that not many CBO that addresses the needs of our parents are established in the immediacy of a neighborhood in dire needs of such services and that most of the services offered are through Religious organizations. In a school with over 78% of its students body being of Hispanic descent the latter is unacceptable.

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)									34					34
Intermediate(I)									52					52
Advanced (A)									39					39
Total	0	0	0	0	0	0	0	0	125	0	0	0	0	125

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B									7				
	I									19				
	A									19				
	P									43				
READING/ WRITING	B									24				
	I									33				
	A									20				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	41	24	1	0	66
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	27	7	30	8	4	2	0	0	78
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	8	21	20	12	12	6	1	0	80
NYSAA Bilingual Spe Ed		2							2

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	42	22	9	12	7	6	0	0	98
NYSAA Bilingual Spe Ed		2							2

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>integrated</u>	1		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	6	2	16	0				
Chinese Reading Test								

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

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

M.S. 399's NYSESLAT results are use to guide instruction by providing administration and staff with detailed information on understanding our ELL population. Through the various forms of interim assessments available to administration and staff, it has led to teacher understanding of our ELLs and has provided a rationale for inspiring differentiated instruction. NYSESLAT results are also used to help understand the level of native language proficiency that a student possesses, consequently allowing teachers to use the students' native language proficiency as a scaffolding tool to help acquire proficiency in the second language.

M.S. 399's plan for continuing transitional support for students reaching the "Proficiency" level on the NYSESLAT entails offering support to help such ELLs transition in the mainstream classroom. Students who score at the "Proficiency" level in the NYSESLAT are provided with transitional services to better enable them to understand subject and content area information offered in a mainstream classroom. Transitional services are offered by a Pull-Out teacher who will assist students with their understanding of different subject areas.

The NYSESLAT modalities in the Transitional Bilingual Program reveal that most of the students are in the beginning level of English language acquisition. Our students are more proficient in listening and speaking rather than in their reading and writing skills. Therefore, an emphasis will be placed on enhancing student reading comprehension and writing ability via implementation of Quality Teaching for English Learners (QTEL) strategies by teachers as well as use of differentiation of instruction teaching practices within units of study during language arts and content area classes.

According to results from the NYSESLAT most of our seventh graders have a larger amount of students in the advanced/intermediate level 73%, than in the Beginner level which is an indication that students continue moving forward in their language acquisition process. However most of the gain was on the speaking/listening modalities and not on the reading/writing modalities. 48% vs 16%. The Listening/Speaking modalities show that approximately 6% of students are at the Beginning level, followed by 14% in the Intermediate level, 14% at the Advanced level and 34% at the Proficient level, while only 19%, 26%, 16%, and 0% of students achieved Beginner, Intermediate, Advanced and Proficient status on the Reading/Writing modalities. Our plan is to strategize further our Reading and Writing porgams across all content areas as well as through the utilization of our specific software programs in use for this school year embedded into students programs rather than on a as needed base as before. All students are programmed to receive 80 minutes of Destination Reading and every content teacher have received professional development to integrate writing across the curriculum with specific writing target goals. Our school will be utilizing its own ELL Predictive assessments in addition to the Predictive Assessment scheduled by the NYC DOE to continue analyzing patterns and trends and use the results to further develop each student Academic Intervention Plan. All students are evaluated using the NYSESLAT exam and the success of our program is solely measured on how many students have developed the necessary skills to move across each modality target range. Our success with ELLs in helping them achieve a Proficient status on the NYSESLAT has not been successfull in previous years and even though this is our last year we hope that with the programmatic changes in place we will help 35% of our Advanced ELLs achieve Proficient status, 50% of our Intermediate ELLs to achieve Advanced status, and 75% of our Beginner ELLs to achieve Intermediate status on this 2010-2011 NYSESLAT exam.

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.

Additional Information

Middle School 399 is on its last year of its phased out process.

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

	Other <u>ESL/BESIS</u> <u>coordinato</u>		10/29/10
	Other <u>Pupil Accounting</u>		10/29/10
	Other		
	Other		