



[MS582]

**2011-2012
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 14K582

ADDRESS: 207 BUSHWICK AVE. , BROOKLYN , N.Y. 11206

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS582 **SCHOOL NAME:** The Upper Academy

DISTRICT: 14 **SSO NAME/NETWORK #:** CLSO 4

SCHOOL ADDRESS: 207 Bushwick Ave. , Brooklyn, New York , 11206

SCHOOL TELEPHONE: 718-456-8218 **FAX:** 718-456-8220

SCHOOL CONTACT PERSON: Danielle Capuano **EMAIL ADDRESS:** dcapuan@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Nichole Cicileo</u>
PRINCIPAL	<u>Brian Walsh</u>
UFT CHAPTER LEADER	<u>Carlos Garcia</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Carmen Roldan</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u></u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>James Quail</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Brian Walsh	*Principal or Designee	
Nichole Cicileo	*UFT Chapter Chairperson or Designee	
Carmencita Roldan	*PA/PTA President or Designated Co-President	
Rebecca Delgado	<i>DC37 Rep</i>	
Carlos Garcia	UFT Representative	
Danielle Capuano	Assistant Principal	
Kappry Vera	Parent	
Christine G. Cosme	Parent	
Antoinetta Inzerelli	IEP Teacher	
Maria Brunson	Parent	

* 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.

SCHOOL PROFILE

PART A: School vision & mission

Middle School 582~The Upper Academy Vision

At MS 582, everyone – student, teacher, parent – is both learner and teacher. All members of the MS 582 learning community are everyday, as well as, life-long learners. Our focus is on student achievement through academics, attendance, and attitude. The most important part of any day is the learning that occurs in our classrooms. We educate our students to think critically and make what they believe in happen as productive members of a global culture.

The Upper Academy/Middle School 582 Mission Statement

MS 582 students maximize their potential through the production of quality work and their ability to share and reflect on their experience. The MS 582 belief is in excellence for every student in every classroom. Each child is valued as an individual with unique characteristics to be developed and enhanced. We promote high expectations for student success in a safe environment. Our entire learning community celebrates and supports each student.

We will continue to provide a caring and nurturing environment that empowers all children, including English Language Learners and students with special needs, our students experience greater success and confidence in themselves, allowing them to grow socially, emotionally, and academically into well-rounded, productive citizens. Through high quality classroom instruction, before and after school programs, academic intervention services, social activities, clubs and teams, we equip our children with lifelong skills for success.

PART A2: NARRATIVE DESCRIPTION OF THE SCHOOL

Contextual Information:

The Ten Eyck Upper School – MS 582 is a School Wide Project school located in the East Williamsburg section of Brooklyn, New York. As a new middle school which opened in September of 2004, we serve a population of roughly 330 students in the 6th, 7th and 8th grade. Our student population is primarily of Latino descent. We currently share a building with our partner school, Public School 196. Both schools focus on excellence for all students and

share an amicable working relationship. We currently share a well kept 79 year old building. MS582 is housed on the 4th and 5th floor.

Approximately 80.3% of the community members are of Latino descent and approximately 15% are African American with a small percentage from Asian and European cultures. 53.4% of the student population is male and 46.6% is female. Approximately 13% of the students have Individualized Education Programs (IEP's) and receive services including Special Education Teacher Support Services (SETSS), an integrated inclusion (CTT) class on each of the three grades, and related services such as speech and language, and counseling. In addition, .06% are English Language Learners (ELL's) with Spanish as the dominant language. Roughly 98% of the student population is from low income families who are eligible for free lunch.

MS582~The Upper Academy is organized into 12 classes across the 6th, 7th, and 8th grades. There are four (4) 6th grade classes and four (4) 7th grade classes and four (4) 8th grade classes which are heterogeneously grouped. Average class size is 27 students. On each grade, there is one ICT class. On the sixth grade level, there is also a 12:1 class. On the seventh grade level there is a 6/7 Bridge 12:1:1 class. MS582/The Upper Academy is housed on the fourth and fifth floor of a school building that is shared with our lower school, PS 196.

We are fortunate to have a dedicated and involved PTA endeavoring to keep all parents informed about their children's education. They are an integral part of our School Leadership Team that meets regularly on a monthly basis to discuss ways to improve instruction and student performance. In addition to their vital role as co-teachers for their children and fundraisers for our school, PTA members also serve as program coordinators, provide health screening services, and translate for our parents and staff.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 582						
District:	14	DBN:	14K582	School BEDS Code:	331400010582		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		91.4	90.4	91.2
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		93.8	95.1	94.5
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		78.2	78.2	0.0
Grade 6	74	116	104	Students in Temporary Housing - Total Number:			
Grade 7	99	92	109	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	97	98	94		2	4	7
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		6	6	3
Grade 12	0	0	0				
Ungraded	1	0	1				
Total	271	306	308				

Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	16	TBD
# in Collaborative Team Teaching (CTT) Classes	24	32	31	Superintendent Suspensions	5	3	TBD
Number all others	18	30	41	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		26	29	32
# receiving ESL services only	32	36	36	Number of Teachers			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	3	2	Number of Administrators and Other Professionals	3	3	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	1	2	% fully licensed & permanently assigned to this school	100.0	100.0	96.9
				% more than 2 years teaching in this school	19.2	44.8	59.4
				% more than 5 years teaching anywhere	15.4	13.8	18.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	62.0	52.0	59.0
American Indian or Alaska Native	0.0	0.6	0.3		100.0	100.0	97.4
Black or African American	19.9	21.9	20.5				
Hispanic or Latino	78.2	76.1	77.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.0	0.3				
White	0.4	0.3	1.0				
Male	54.2	53.9	54.9				
Female	45.8	46.1	45.1				

2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						

Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10
	√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes, area(s) of SURR identification:			
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Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:

√	In Good Standing (IGS)			
	School in Need of Improvement (SINI) – Year 1			
	School in Need of Improvement (SINI) – Year 2			
	NCLB Corrective Action (CA) – Year 1			
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)			
	NCLB Restructuring – Year ____			
	School Requiring Academic Progress (SRAP) – Year ____			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-				
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√SH	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	3	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		√			
Overall Score:	91.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data		√			
School Environment:	8.5	Quality Statement 2: Plan and Set Goals		√			
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals		√			
School Performance:	18.5	Quality Statement 4: Align Capacity Building to Goals		√			
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise		√			
Student Progress:	55.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		√			
Overall Score:	91.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data		√			
School Environment:	8.5	Quality Statement 2: Plan and Set Goals		√			
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals		√			
School Performance:	18.5	Quality Statement 4: Align Capacity Building to Goals		√			
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise		√			
Student Progress:	55.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights 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?

Middle School 582 's NCLB/SED accountability status is **In Good Standing** and on our **State School Quality Review in 2009, we received a rating of Proficient with Well Developed features**. In 2008-2009 , we received an "A" on our School Report card. In 2009-2010, we received a "B" on our school report card. Unfortunately, in 2010-2011, we received a "D" on our school report card. However, we are optimistic that we will work our way back to an "A" for this school year.

Middle School 582's School Leadership Team used a variety of methods to conduct a comprehensive review and analysis of the school's program and student achievement data for general education, ESL, and special education in the areas of literacy, mathematics, science, social studies, and the integration of technology into curricula areas. We looked at NYS Ela and Math test scores, the School Report card, the results of the **State School Quality Review , which rated 582 as Proficient with Well Developed features** , ARIS, Inquiry data, student and staff attendance rates, and parent, staff and student surveys. We evaluated the effectiveness of professional development, pupil support services, the Robin Hood library, the Inquiry Team, parent involvement, and Academic Intervention Services.

School data from the aforementioned sources was distributed to each parent and staff member of our educational community at a staff conference. Staff (teachers, paraprofessionals, and administrators) were grouped by grade in order to discuss, interpret and disaggregate the data. Each group included a special education teacher. Using all available information, teachers examined their classes and individual student's achievement data and compared it to data for their grade and the school as a whole. Item skills analyses for reading and math NYS Test data were used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services in coordination with all support services staff . Each working group recorded their findings and the staff conference ended with each group sharing its results.

The findings were categorized and reviewed at a School Leadership Team meeting, and reported to the parents at an open and advertised PTA meeting. Upon entry to the meeting,

each parent received a copy of the performance/achievement data for his/her child. The Principal and his support staff reviewed the data and conducted a question and answer session. The Principal, Assistant Principal then explained the needs assessment findings resulting from the staff conference and School Leadership Team review.

Analysis of Student Achievement

ENGLISH LANGUAGE ARTS—6th GRADE ALLTESTED STUDENTS
Grade 6 Student Performance on the NYS ELA Assessment

Year	# Tested	1	2	3	4	(3 & 4)
2007	73	(3) 4.1%	(37) 50.7%	(33) 45.2%	(0) 0.0%	(33) 45.2%
2008	103	(2) 1.8%	(69) 61.1%	(41) 36.3%	(1) 0.9%	(42) 37.2%
2009	104	0	(27) 28.0%	(72) 72.0%	0	(72) 72.0%
2010	95	(14) 14.7%	(47) 49.5	(32) 33.7	(2) 2.1	(34)35.8%
2011	102	20%	48%	32%	0	32%

Summary of Data Analysis/Findings—Grade 6 ELA:
All Tested Students

Based on the Assessment Results of the 2011 NYS ELA Test, we must strive to increase the number of students achieving level 2. We must also significantly decrease our students performing at level 1. We will strive to increase the number of students performing at level 3&4 to 60% in 2012.

Grade 6 ELA Performance Results of Special Education Students

# tested	1	2	3	4	3&4	
2008	19	(2) 10.5%	(16) 84.2%	(1)5.3%	(0) 0.0%	(1)5.3%
2009	10	(3)30.0%	(6) 60.0%	(1)10.0%	(0)0.0%	(1) 10.0%
2010	28	(0) 0.0%	(22) 78.6	(6) 21.4%	(0) 0.0%	(6) 21.4%
2011		0	(11) 50%	(11) 50%	0	(11) 50%

Summary of Data Analysis/Findings—Grade 6 ELA:
Special Education

Based on the Assessment Results of the NYS ELA Test, we have been successful in decreasing our students achieving at level 1 over the last three years but we must work to significantly decrease our

students performing at level 2. We must also strive to increase the number of students performing at level 3&4.

We are quite confident that changing our ELA Program to a combination of Teachers College and the Holt Reading program in 2008-2009, led to an overall improvement of the ELA instructional program at MS582. This coming year, we are confident that our students will make further gains in progress and performance in 2011-2012 due to an even greater focus on differentiated instruction to meet the needs of each student at his/ her place on the learning continuum.

ENGLISH LANGUAGE ARTS—7th GRADE ALL TESTED STUDENTS
Grade 7 Student Performance on the NYS ELA Assessment

<u>ELA Grade 7</u>		1	2	3	4	(3 & 4)
<u># Tested</u>						
2007	93	(5) 5.4%	(52) 55.9%	(34) 36.6%	(2) 2.2%	(36) 38.7%
2008	92	(4) 4.7%	(47) 51.1%	(41) 44.6%	0	(41) 44.6%
2009	109	0	(32) 32.0%	(65) 65%	(3) 3%	(68) 68.5%
2010	106	(10) 9.4%	(68) 64.2%	(25) 23.6%	(3) 2.8%	(28) 26.4%
2011	97	3%	71%	26%	0	26%

Summary of Data Analysis/Findings—Grade 7 ELA:
All Tested Students

Based on the assessment results of the Spring 2011 ELA , we must strive to decrease the number of level 2's and increase the number of level 3's and 4's. Over the last three years, a noticeable trend is that we consistently decrease our level 1's , however we must strive to e increase our level 3's.

Grade 7 ELA Performance Results of Special Education Students

<u># tested</u>	1	2	3	4	3&4	
2009	19	(2)10.5%	(11)57.9%	(6)31.6%	(0)0.0%	(6)31.6%
2010	13	(2)15.4%	(11)84.6	(0)0.0%	(0) 0.0%	(0) 0.0%
2011	19	0	(9) 47.4	(10) 52.6	0	(10) 52.6

Summary of Data Analysis/Findings—Grade 7 ELA:
Special Education

An analysis of the 2011 , Grade 7 NYS ELA-Reading Test results indicates that special education student achievement in grade 7 must improve through a rigorous , intensive academic intervention program that includes targeted small group instruction based on each student's individual needs. We have successfully increased the number of students achieving

level 3 but the percentage of special education students scoring at level 1 & 2 must be decreased over the next year.

Grade 8 ELA Performance Results of ALL TESTED STUDENTS

	# tested	1	2	3	4	3&4
2007	88	(8) 9.1%	(54) 61.4%	(23)26.1%	(3)3.4%	(26) 29.6%
2008	96	(5) 5.2%	(57) 59.4%	(33) 34.4%	(1)1.0%	(34)35.4%
2009	94	(2) 2%	(38) 44%	(48) 53%	(1) 1%	(49) 54%
2010	127	(32) 16.2%	(128)65 %	(36) 18.3%	(1) 0.5 %	(37) 18.8
2011	109	10%	75%	15%	0	15%

Summary of Data Analysis/Findings—Grade 8 ELA

All Tested Students

Based on the assessment results of the Spring 2011 ELA ,we must strive to decrease the number of level 2’s and increase the number of level 3’s and 4’s.

Grade 8 ELA Performance Results of Special Education Students

	# tested	1	2	3	4	3&4
2009	8	(2)25	(5)62.5%	(1)12.5%	(0)0.0%	(1)12.5%
2010	24	(3)12.5%	(17)70.8%	(4)16.7%	(0) 0.0%	(0) 0.0%
2011	17	(2) 11%	(12) 70.6%	(3) 17.6&	0	(3) 17.6%

Summary of Data Analysis/Findings—Grade 8 ELA

Special Education

Based on the ELA Assessment results from 2011, it is evident that we must decrease the number of level 2’s and increase the number of students performing at levels 3 &4 this school year.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our English Language Arts instruction :

- Continuation of instructional strategies including the implementation of a 90-minute literacy block and daily interdisciplinary methods of writing instruction;

- The implementation of a school-wide literacy program with parallel instruction in all classes, including CTT classes;
- Continued provision of intensive Academic Intervention Services to all students who are not meeting City standards;
- Intensive professional development in the understanding and use of differentiated instructional strategies to meet the needs of general and special populations;
- Continuation of Collaborative Team Teaching model of instruction on each grade level.
- Classroom libraries will continue to be a focal point of every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The Principal and the Assistant Principal will provide professional development. It will include the framework for teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- Cluster teachers will reinforce literacy strategies during content area instruction;
- Investigation of best practices for sustaining and accelerating the achievement of English language learners.

All teachers will use the workshop model for reading and writing using the components of an effective workshop: 1) mini-lesson; 2) guided reading; 3) strategy lessons; 4) independent work 5) conferring; 6) teaching; 7) informal assessment

MATHEMATICS GRADE 6

Grade 6 Student Performance on the NYS-Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	Level 3&4
	#	%	#	%	#	%	%	%
2007	11	14.5%	16	21.1%	36	47.4%	17	64.5
2008	12	10.3%	35	30.2%	61	52.6%	6.9	59.5
2009	1	1%	(15)	15%	(78)	76%	9	85
2010	3	3.2	43	45.3	39	41.1	10	29.6
2011		13%		57%		21%	4%	25%

An analysis of the 2011 Grade 6 Math data shows that we must increase the number of students performing at levels 3&4. A noticeable trend in math student performance over the last 3 years is that we consistently increase the number of level 2's but we must increase the number of level 3's.

Grade 6 Student Performance on the NYS-Mathematics Test								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	Level 3&4
	#	%	#	%	%	%	%	%
2009	5	45.5	2	18.2	1	9.1	27.3	36.4
2010	5	23.8	8	38.1	8	38.1	0	38.1
2011	1	4.8	6	28.6	14	66.7	0	66.7

Summary of Data Analysis/Findings – Grade 6 Math:

An analysis of the 2010 Grade 6 Math data shows that we have made significant progress in terms of increasing the number of students performing at level 3&4 over the last year. We must increase the number of students performing at level 3&4 this school year.

MATHEMATICS GRADE 7

Grade 7 Student Performance on the NYS -Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	Level 3&4
	#	%	#	%	%	%	%	%
2007	11	11.3	42	43.3	40	41.2	4.1	45.4
2008	8	8.7	29	31.5	49	53.3	6.5	59.8
2010	1	1	20	19	71	67	13	80
2011		5		48		36	11	47%

Grade 7 Student Performance on the NYS-Mathematics Test								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	Level 3&4
	#	%	#	%	#	%		
2009	1	5.0	15	75	4	20	0	20
2010	4	33.3	5	41.7	3	25.0	0	25
2011		5.9		58.3		32.8	0	32.8

Summary of Data Analysis/Findings – Grade 7 Math:

Based on the findings of the Grade 7 Mathematics Test results in spring 2011, only 47% of students scored at levels 3&4. In the area of special education, 5.9% of our students are performing at level 1, while 58.3% of students are performing at level 2. This year, we will decrease the number of special

education students performing at level 1 &2 and increase the number of students achieving levels 3 and 4 over the next year.

MATH GRADE 8

Grade 8 Student Performance on the NYS -Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	Level 3&4
	#	%	#	%	#	%	%	%
2007	20	9.1	42	46.7	25	27.8	3.3	31.1
2008	5	4.6	36	36.7	49	50.0	8.2	58.2
2009	3	3.0	25	27.0	48	52.0	18	70
2010	14	13.7	49	48	25	24.5	14	38.2
2011		15		66		18	1	19

Grade 8 Student Performance on the NYS-Mathematics Test								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	Level 3&4
	#	%	#	%	#	%	%	%
2009	2	25	6	75	0	0	0	0
2010	5	26.3	9	47.4	5	26.3	0	26.3
2011	1	6.3	6	56.5	9	32.3	0	32.3

Summary of Data Analysis/Findings – Grade 8 Math:

Based on the findings of the Grade 8 Mathematics Test results in spring 2011, 66% of students scored at level 2. In the area of special education, 56.5% of our special needs students performed at level 2. We must decrease the # of level 2 students for all populations. We will continue to decrease the number of special education students performing at level 1 & 2 and increase the number of students achieving levels 3 and 4 over the next year.

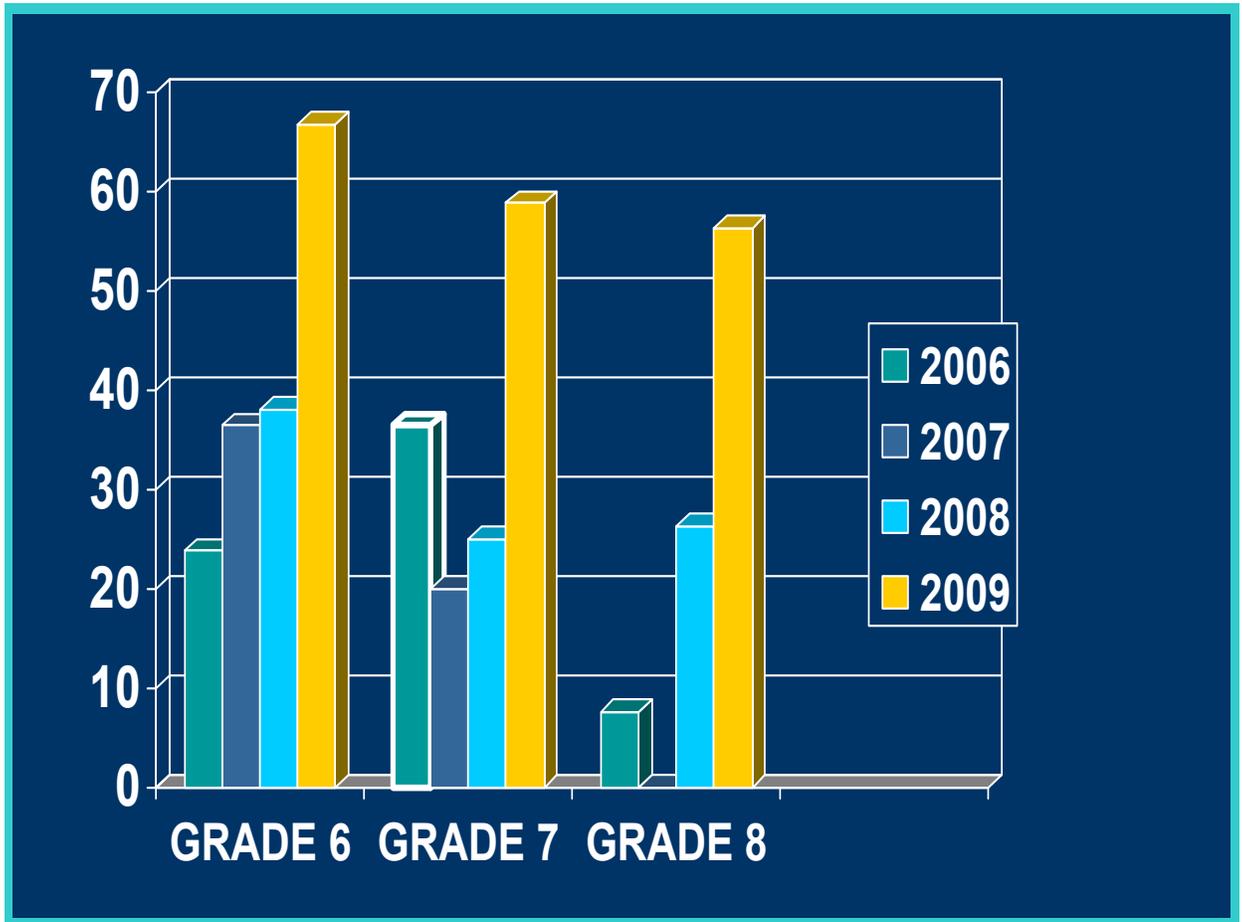
Implications for the Instructional Program:

Based on our analysis of the data, and all relevant finding, the following are implications for our Mathematics instructional program for Grade 8 students:

- Continuation of instructional strategies including the implementation of a 90-minute mathematics block and daily journal writing problem-solving activities;
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards;
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations;
- All teachers will become familiar with and use the mathematics strategies that are based on scientifically based research.
- The mathematics coach will provide professional development. It will include the framework for teacher knowledge, teacher skills and professional development experiences in all the components of mathematics problem-solving;
- Investigation of best practices for sustaining and accelerating the achievement of English language learners;

- Pacing calendars will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards;
- Teachers will use data from the ARIS, Acuity and schoolwide assessments to provide instructional emphasis on students; strengths and weaknesses and to assist in the grouping of students.

MS582 MATH RESULTS- *% of Levels 3&4*
4 YEAR COMPARISON
SPECIAL EDUCATION



SCIENCE

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Summary of Data Analysis/Findings – Science

Science instruction is a concern for MS 582 since both science teachers are new and will need significant ongoing professional development. A further problem is the lack of science lab facilities and equipment. Our focus will be to develop a program based on inquiry and investigation that will give our students the tools they need to become “scientists” who will be able to observe, inquire, hypothesize, and make predictions. For the 2011-2012 school

year, we will need to better prepare our grade 8 students for the NYS Science Assessment. MS 582 will continue our focus on infusing content area literacy strategies and skill development, as well as hands-on activities into Science pedagogy to improve comprehension.

Implications for the Instructional Program:

We will continue to implement a standards driven inquiry based “hands-on” approach to science that will result in satisfactory outcomes. We will continue to use trade books and the Glencoe Science Program to supplement the curriculum. We will continue to integrate the study of science within a literacy block scheduling and would like to provide opportunities for our students to participate in hands-on, minds-on inquiry investigations for scientific study. Our teaching practice will facilitate the workshop model and will increase the use of investigative work, cooperative group work, problem solving and discussion of science for grades 6,7, and 8 in preparation for the NYS Science Assessment and overall scientific achievement. All student exit projects will be standards based and all students will participate in a Science Culminating Activity.

SOCIAL STUDIES

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Summary of Data Analysis/Findings – Social Studies

For the upcoming school year, there is a need for improvement in preparing grade 8 students for the NYS assessment. Teachers will need intensive professional development on utilizing a variety of instructional strategies in their lessons to target all learners and differentiate instruction to meet the needs of their students. Our Team meetings will focus on using instructional strategies that will engage and promote learning for the students. Students in grades 6,7, and 8 will need training in the use of varied learning techniques such as think-pair-share, debate, and peer review in conjunction with cooperative learning groups. Additionally, students in all grades will need training in the use of graphic organizers, outlines, and other organizational tools to hone sequencing and logical thinking skills. Students will need to be taught accountable talk strategies that foster comprehension with a focus on content area literacy techniques and devices.

The social studies program at MS 582 promotes ethical and moral citizenship by using a student centered and inquiry based approach to history. The department uses backward design to develop a curriculum that is engaging, challenging, incorporates best practices and supports the use of technology. Through the use of the workshop model and a move toward more project based assessments, students are asked to use a variety of intellectual skills to demonstrate their understanding of the following New York State social studies standards: The history of the United States and New York, world history, geography, economics, and civics, citizenship & government. Students at

MS 582 are asked to analyze history thematically as opposed to sequentially. The social studies department is also working diligently to incorporate literacy, mathematics, and science into its curriculum by taking a more interdisciplinary approach to teaching and learning.

The eighth grade curriculum focuses on the history of the United States from the 1860's to the present. At MS 582 the eighth grade course utilizes three distinct literary resources that meet the needs of all learners: *A History of US* by Joy Hakim, AGS Publishing's United States History textbook, and the *Our Century* magazine series. The course has also focused its curriculum around a variety of hands-on project based assessments that have included, mock elections, a march on Washington, letters to the west, books on immigration, letters to the president, diaries of soldiers, and the recreation of a women's suffrage march. The course is designed to meet the learning styles of all students through a concerted effort to differentiate all lessons and engage all learners.

Implications for the Instructional Program:

Our **Social Studies** Department has been redesigned in terms of personnel, resources, and support. The Social Studies Curriculum Development Team meets weekly to plan professional development, map curriculum, and inventory textbooks and additional materials. The curriculum is made up of inquiry-based, in-depth studies of history, geography, economics, government, and culture. Units of study are planned around essential questions of large, enduring concepts. Lessons are presented in the workshop model (including a minilesson, independent/group work and share). Students are engaged in active learning through independent inquiry and cooperative group work in order to make the concepts of Social Studies meaningful and real. Students explore inquiries through authentic research and integration of reading, writing, observation, discussion, and debate. They are guided through an examination of multiple perspectives using primary and secondary resources, interviews, and field trips.

Teachers will be trained on methods to engage and challenge their students by showing the complexities of history in ways that promote critical and creative thinking. We will also adapt several units of study focusing on multicultural awareness and social concerns. Social Studies reading and writing projects will be included in the Traveling Literacy portfolio.

Students learn to answer document-based questions (DBQS) in the study of specific Social Studies content. They are also coached in the reading and interpretation of maps, charts, and diagrams.

At the end of 8th grade, students will produce a Portfolio and an Exit Project in Social Studies in which they research a topic in depth and create a product to demonstrate their skills and knowledge. Projects contain a written, visual, and oral component and are presented in class.

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 2010-2011 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Goal Number 1	
Goal	<i>Engage in short, frequent cycles of classroom observation utilizing Danielson’s Framework and provide feedback to increase effectiveness of instruction.</i>
Measurable Objective	<p><i>Set the measurable target that will define whether or not you have met your goal.</i></p> <p><i>3- 6 observations with feedback notes to 100% of teachers on staff.</i></p>
Action Plan	<p><i>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</i></p> <ul style="list-style-type: none"> <i>* In September, will introduce Danielson Framework to staff at a Faculty Meeting.</i> <i>* In October, will lead 4 staff workshops covering each of the 4 Domains in the Framework to develop common vision and alignment to framework.</i> <i>* Use of teacher effectiveness rubric to judge teacher progress.</i> <i>* Starting in October, administration will conduct 15 minute observations in every classroom and provide feedback around a targeted component of the Danielson Framework. Throughout the year will focus on 6 priority components: (3b) Using Questioning and Discussion Techniques; 2d Managing Student Behavior; 2b Establishing a Culture for Learning; 3c Engaging Students in Learning; 1e Designing Coherent Instruction; 3d Using Assessment in Instruction.</i> <i>* Feedback provided to individual teachers in conversation and in written form within one week of their observation.</i> <i>* Professional Development offered aligned to indicators as observation indicate the need.</i> <i>* Work with CFN112 group in the “Teacher Effectiveness” program using Teachscape.</i> <i>* Analysis of observations, patterns, and trends in April.</i>

Evidence	<p><i>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</i></p> <ul style="list-style-type: none"> • <i>Logs of Observations.</i> • <i>Data in Teachscape.</i> • <i>Professional Development Sign In sheets.</i> • <i>Written analysis of observations, patterns, and trends.</i>
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Goal Number 2

Goal	<p><i>Describe your goal.</i></p> <p><i>Engage all students on at least one literacy task aligned to the Common Core Standard that asks them to read and analyze informational texts and write opinions and arguments in response.</i></p>
Measurable Objective	<p><i>Set the measurable target that will define whether or not you have met your goal.</i></p> <p><i>100% of the students will submit a performance task in literacy. Each of these tasks will be scored with an annotated comment as to why.</i></p>
Action Plan	<p><i>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</i></p> <ul style="list-style-type: none"> • <i>In January and February, teacher teams will study the sample literacy “bundle” produced by Central and examine the core components of the unit, as well as become familiar with the demands of the task and student work scoring benchmarks.</i> • <i>In March, each student will engage in a unit of study that culminates in a literacy performance task. This unit will occur in ELA, Science, or Social Studies classes.</i> • <i>Each piece of student work will be examined by a Team of teachers and scored against benchmark student work samples from Central. Each piece of student work will be given a score of 1 – 2 – 3 – 4 and a comment explaining the score will be provided.</i> • <i>In the Spring the student work will be submitted to the Network with scores and annotations.</i>
Evidence	<p><i>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</i></p> <p><i>Student work, scores and annotations.</i> <i>Minutes of teacher team meetings.</i></p>

Goal Number 3	
Goal	<p><i>Describe your goal.</i></p> <p><i>All Math and ELA teachers will participate in weekly department team meetings during which they will engage in structured process of looking at student work, designing performance based tasks and supporting curriculum units aligned with the Common Core Standards, and analyzing student outcomes to inform next steps.</i></p>
Measurable Objective	<p><i>Set the measurable target that will define whether or not you have met your goal.</i></p> <ul style="list-style-type: none"> • <i>100% of ELA/Math/Science/Social Studies staff members – through participation in department staff meetings-- will look at student work produced in response to Common Core Standards.</i> • <i>Students will be graded 1-2-3-4 based on a developed rubric tied to performance based tasks aligned to Common Core Standards.</i> • <i>The staff will provide an analysis of the gap between current work and CCSS demands.</i>
Action Plan	<p><i>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</i></p> <ul style="list-style-type: none"> • <i>Weekly Department Team Meetings will be held in Sept. – December to develop performance tasks aligned to Common Core Standards.</i> • <i>At weekly department meetings, and in Professional Development chaired by the Assistant Principal and CFN112's Ms. M. Tang (leading the CFN effort in the Common Core Standards area) rubrics will be developed that aligned with our curriculum units and can be integrated into the Common Core Standards.</i> • <i>In addition to weekly meetings staff will be encouraged to use, and be given professional development on, the use of ARIS.</i> • <i>By Jan. 1, each teacher will hand in an analysis of the gaps discovered in their students work.</i> • <i>Each staff member will hand in an action plan to close the gaps by the time of the formal performance task which will be administered in March. The action plan will be due Jan. 15.</i>
Evidence	<p><i>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</i></p> <ul style="list-style-type: none"> • <i>Rosters and minutes of weekly department meetings.</i> • <i>Student work analysis by ELA/Math/Social Studies/Science staff member.</i> • <i>CCSS Performance task action plan from every staff member.</i>

Goal Number 4

Goal	<p><i>To raise student attendance from 90.09 % to 91.09% for the 2011-2012 school year.</i></p> <p><i>This represents a 1.00% increase in 2011-2012.</i></p>
Measurable Objective	<p><i>Set the measurable target that will define whether or not you have met your goal.</i></p> <p><i>* Monitoring of the Monthly Attendance from ATS. (PAR)</i></p>
Action Plan	<p><i>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</i></p> <ul style="list-style-type: none"> • <i>Daily outreach for lateness and absence to “582” families via</i>

	<ul style="list-style-type: none"> ■ Parent Coordinator logs daily lateness phone calls. ■ School Aide logs daily absence phone calls. ■ School Messenger makes automated absence phone calls in 2 languages to MS582 families. • Communication to staff in September of school attendance policy. • Communication to students – through homeroom and advisory – of school-wide attendance policy. • Classroom teachers logging class attendance and notifying office of habitual lateness.
Evidence	<p><i>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</i></p> <ul style="list-style-type: none"> • School aide absence logs. • Parent Coordinator lateness log. • Monthly attendance PAR Report.
Goal Number 5	
Goal	<p><i>To decrease the number of 8th graders who failed course work and had to attend summer school from 15 students in 2010-2011 to 8 students in 2011-2012. This represents a decrease of 6% when the 8th grade is viewed as a whole.</i></p>
Measurable Objective	<p><i>Set the measurable target that will define whether or not you have met your goal.</i> * In 2010-2011, (15) 8th grade students did not pass course work and had to attend Summer School. This represents 14% of that year's 8th grade class. I would suggest that we can lower that figure to 8 total students this school year which represents 8% of this year's 8th grade class. This represents a drop of 7 students.</p>
Action Plan	<p><i>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</i></p> <ul style="list-style-type: none"> • Close monitoring of quarterly Report Cards to track student progress. • Involvement of the individual student's advisor to monitor progress in Core Subjects. • Use of "Homework Help" program and the after school remedial ELA/Math Program to offer academic assistance.
Evidence	<p><i>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</i></p> <ul style="list-style-type: none"> • Promotion in Doubt lists in January. • Monitoring of quarterly Report Cards.

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 2011-2012 school year to support

Goal Number 1 ACTION PLAN	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Engage all students on at least one literacy task aligned to the Common Core Standard that asks them to read and analyze informational texts and write opinions and arguments in response.</i></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><i>100% of the students will submit a performance task in literacy. Each of these tasks will be scored with an annotated comment as to why.</i></p> <ul style="list-style-type: none"> • <i>In January and February, teacher teams will study the sample literacy “bundle” produced by Central and examine the core components of the unit, as well as become familiar with the demands of the task and student work scoring benchmarks.</i> • <i>In March, each student will engage in a unit of study that culminates in a literacy performance task. This unit will occur in ELA, Science, or Social Studies classes.</i> • <i>Each piece of student work will be examined by a Team of teachers and scored against benchmark student work samples from Central. Each piece of student work will be given a score of 1 – 2 – 3 – 4 and a comment explaining the score will be provided.</i> <p><i>In the Spring the student work will be submitted to the Network with scores and annotations.</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Tax Levy, Title I Principal, Assistant Principal , AIS teachers , Teacher Leaders, Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p> <p>DRAFT – MAY 12, 2008</p>	<p><i>Student work, scores and annotations. Minutes of teacher team meetings.</i></p>

accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Goal Number 1 ACTION PLAN	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Engage all students on at least one literacy task aligned to the Common Core Standard that asks them to read and analyze informational texts and write opinions and arguments in response.</i></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><i>100% of the students will submit a performance task in literacy. Each of these tasks will be scored with an annotated comment as to why.</i></p> <ul style="list-style-type: none"> • <i>In January and February, teacher teams will study the sample literacy “bundle” produced by Central and examine the core components of the unit, as well as become familiar with the demands of the task and student work scoring benchmarks.</i> • <i>In March, each student will engage in a unit of study that culminates in a literacy performance task. This unit will occur in ELA, Science, or Social Studies classes.</i> • <i>Each piece of student work will be examined by a Team of teachers and scored against benchmark student work samples from Central. Each piece of student work will be given a score of 1 – 2 – 3 – 4 and a comment explaining the score will be provided.</i> <p><i>In the Spring the student work will be submitted to the Network with scores and annotations.</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Tax Levy, Title I Principal, Assistant Principal , AIS teachers , Teacher Leaders, Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p> <p>DRAFT – MAY 12, 2008</p>	<p><i>Student work, scores and annotations. Minutes of teacher team meetings.</i></p>

Goal Number 1 ACTION PLAN

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Engage all students on at least one literacy task aligned to the Common Core Standard that asks them to read and analyze informational texts and write opinions and arguments in response.</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>100% of the students will submit a performance task in literacy. Each of these tasks will be scored with an annotated comment as to why.</p> <ul style="list-style-type: none"> • In January and February, teacher teams will study the sample literacy “bundle” produced by Central and examine the core components of the unit, as well as become familiar with the demands of the task and student work scoring benchmarks. • In March, each student will engage in a unit of study that culminates in a literacy performance task. This unit will occur in ELA, Science, or Social Studies classes. • Each piece of student work will be examined by a Team of teachers and scored against benchmark student work samples from Central. Each piece of student work will be given a score of 1 – 2 – 3 – 4 and a comment explaining the score will be provided. <p>In the Spring the student work will be submitted to the Network with scores and annotations.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Tax Levy, Title I Principal, Assistant Principal , AIS teachers , Teacher Leaders, Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Student work, scores and annotations. Minutes of teacher team meetings.</p>

GOAL #2 ACTION PLAN

Subject/Area (where relevant): All teachers of all subjects & grades

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and

Engage in short, frequent cycles of classroom observation utilizing Danielson's Framework and provide

<i>Time-bound.</i>	<i>feedback to increase effectiveness of instruction.</i>
<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>	<ul style="list-style-type: none"> <i>* In September, will introduce Danielson Framework to staff at a Faculty Meeting.</i> <i>* In October, will lead 4 staff workshops covering each of the 4 Domains in the Framework to develop common vision and alignment to framework.</i> <i>* Use of teacher effectiveness rubric to judge teacher progress.</i> <i>* Starting in October, administration will conduct 15 minute observations in every classroom and provide feedback around a targeted component of the Danielson Framework. Throughout the year will focus on 6 priority components: (3b) Using Questioning and Discussion Techniques; 2d Managing Student Behavior; 2b Establishing a Culture for Learning; 3c Engaging Students in Learning; 1e Designing Coherent Instruction; 3d Using Assessment in Instruction.</i> <i>* Feedback provided to individual teachers in conversation and in written form within one week of their observation.</i> <i>* Professional Development offered aligned to indicators as observation indicate the need.</i> <i>* Work with CFN112 group in the "Teacher Effectiveness" program using Teachscape.</i> <i>* Analysis of observations, patterns, and trends in April.</i> <i>* Literacy, Math, Science, S.S. instructional checklists will be used as guides for teacher evaluations.</i> <i>* 3- 6 observations with feedback notes to 100% of teachers on staff</i>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Tax Levy, Title I Principal, Assistant Principal, AIS teachers, Teacher Leaders, Teachers</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- *Logs of Observations.*
- *Data in Teachscape.*
- *Professional Development Sign In sheets.*
- *Written analysis of observations, patterns, and trends.*

GOAL #3 ACTION PLAN

Subject/Area (where relevant): All teachers of all subjects & grades

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All Math and ELA teachers will participate in weekly department team meetings during which they will engage in structured process of looking at student work, designing performance based tasks and supporting curriculum units aligned with the Common Core Standards, and analyzing student outcomes to inform next steps.</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>	<ul style="list-style-type: none"> • 100% of ELA/Math/Science/Social Studies staff members – through participation in department staff meetings-- will look at student work produced in response to Common Core Standards. • Students will be graded 1-2-3-4 based on a developed rubric tied to performance based tasks aligned to Common Core Standards. <p>The staff will provide an analysis of the gap between current work and CCSS demands.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Tax Levy, Title I Principal, Assistant Principal , AIS teachers , Teacher Leaders, All Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Weekly Department Team Meetings will be held in Sept. – December to develop performance tasks aligned to Common Core Standards. • At weekly department meetings, and in Professional Development chaired by the Assistant Principal and CFN112's Ms. M. Tang (leading the CFN effort in the Common Core Standards area) rubrics will be developed that aligned with our curriculum units and can be integrated into the Common Core Standards. • In addition to weekly meetings staff will be encouraged to use, and be given professional development on, the use of ARIS. • By Jan. 1, each teacher will hand in an analysis of the gaps discovered in their students work. Each staff member will hand in an action plan to close the gaps by the time of the formal performance task which will be administered in March. The action plan will be due Jan. 15. • Rosters and minutes of weekly department meetings. • Student work analysis by ELA/Math/Social Studies/Science staff member. • CCSS Performance task action plan from every staff member.

GOAL #4 ACTION PLAN

Subject/Area (where relevant): All teachers of all subjects & grades

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise student attendance from 90.09 % to 91.09% for the 2011-2012 school year. This represents a 1.00% increase in 2011-2012.</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>* Monitoring of the Monthly Attendance from ATS. (PAR)</p> <ul style="list-style-type: none"> • Daily outreach for lateness and absence to “582” families via <ul style="list-style-type: none"> ■ Parent Coordinator logs daily lateness phone calls. ■ School Aide logs daily absence phone calls. ■ School Messenger makes automated absence phone calls in 2 languages to MS582 families. • Communication to staff in September of school attendance policy. • Communication to students – through homeroom and advisory – of school-wide attendance policy. <p>Classroom teachers logging class attendance and notifying office of habitual lateness.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Tax Levy, Title I Principal, Assistant Principal , AIS teachers , Teacher Leaders, All Teachers, Parent Coordinator, School Aide</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- School aide absence logs.
- Parent Coordinator lateness log.
- Monthly attendance PAR Report.

GOAL #5 ACTION PLAN

Subject/Area (where relevant): All teachers of all subjects & grades

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To decrease the number of 8th graders who failed course work and had to attend summer school from 15 students in 2010-2011 to 8 students in 2011-2012. This represents a decrease of 6% when the 8th grade is viewed as a whole.</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>* In 2010-2011, (15) 8th grade students did not pass course work and had to attend Summer School. This represents 14% of that year’s 8th grade class. I would suggest that we can lower that figure to 8 total students this school year which represents 8% of this year’s 8th grade class. This represents a drop of 7 students.</p> <ul style="list-style-type: none"> • Close monitoring of quarterly Report Cards to track student progress. • Involvement of the individual student’s advisor to monitor progress in Core Subjects. <p>Use of “Homework Help” program and the after school remedial ELA/Math Program to offer academic assistance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Tax Levy, Title I Principal, Assistant Principal , AIS teachers , Teacher Leaders, All Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Promotion in Doubt lists in January. • Monitoring of quarterly Report Cards.

GOAL: MS 582 will provide a rigorous Literacy instructional program to enable all ELL students to achieve high academic standards.

<p><i>WHAT</i> - Objective</p>	<p>English Language Learners should meet the Adequate Yearly Progress pursuant to NCLB on the NYSESLAT.</p>
<p><i>WHO</i> - Target Population</p>	<p>ELL students (grades 6-8) in ESL</p>
<p><i>HOW</i> - Major Tasks/Activities*</p>	<ul style="list-style-type: none"> - Ensure that our ESL instruction supports the corresponding grade curriculum so that English language learning is consistent with classroom instruction for our ESL students. - Have our ESL teacher work with our staff to incorporate ESL strategies into the classroom. - Effective practices for English language learners such as brainstorming, role-play, graphic organizers, K-W-L, and shared reading should be evident in our classrooms. - Each classroom should be equipped to provide high interest, leveled books to all English language learners. - Ensure that English language learners are part of the school’s AIS program. -To continue to provide appropriate materials to enhance native language arts instruction as a vehicle to improving English skills acquisition in alignment with the performance standards in Spanish Language Arts. -To continue to align the standards for Spanish Language Arts instruction with English Language Arts instruction. -Utilize a push in & pull-out method with students in need of ESL services -Follow the writer’s workshop model to engage students in writing
<p><i>WHEN</i> - Beginning Date, Frequency, and Duration</p>	<p>Intervention Services: 3:00-4:30 P.M., two days/week (Afterschool Program) Literacy Activities: Sept. 2011-June 2012 Independent reading—20 minutes/day, Independent writing—30 minutes 3 times a week, Word study—45 minutes 2 times a week, Guided reading—30 minutes four times a week</p>
<p><i>SUPPORT</i> - Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</p>	<p>Resources: Literacy Activities—Tax Levy, Title I; After School Programs, Title III</p>

<p><i>INDICATORS OF SUCCESS</i></p> <ul style="list-style-type: none"> - Interval of Periodic Review - Instrument(s)/Projected Gains 	<ul style="list-style-type: none"> • Show Annual Yearly Progress on NYSESLAT • Student portfolios • Ongoing teacher assessment
<p><i>ACCOUNTABILITY</i></p> <ul style="list-style-type: none"> - Person(s) or Positions(s) Responsible 	<p>Assistant Principal in chare of ESL, ESL teacher, content area teachers trained in ESL methodology</p>

MATHEMATICS

ACTION PLAN:

<p>WHAT Objective</p>	<p>To implement a comprehensive program in mathematics that will enable all grade 6,7 &8 students, in all student subgroups to perform at or exceed a proficiency level of 3 or 4 in alignment with the NYS Performance Standards <i>from 58.7% to 68% and increase the proficiency rating median score from 3.38 to 3.55.</i></p>
<p>WHO Target Population</p>	<p>All students in grades 6, 7 &8</p>
<p>HOW Major Tasks/Activities</p>	<ol style="list-style-type: none"> 1. Revise Glencoe Pacing Calendars for the math curriculum. 2. Math instruction will focus on strategies for problem solving through a variety of differentiated instructional approaches for B.D.S groups using differentiated instruction. 3. Teachers will assess baseline achievement levels for all students and target students below proficiency level 3. Instruction will be driven by data provided by the NYSTART, ACUITY, ARIS and teacher made tests. Portfolios, math

	journals and school wide Practice tests. 4. AIS Teacher will provide small group targeted instruction to level 1&2 students.
WHEN Beginning Date, Frequency and Duration	Start Date: Week beginning September 9, 2011. Daily during a Math block of 90 minutes. September 2011 - June 2012.
SUPPORT Resources/Cost/Funding Source	1 administrator, math coach, cluster teacher Cost: \$120,0000.00 Tax Levy
INDICATORS OF SUCCESS Interval of Periodic Review Instrument(s) Projected Gains	-Glencoe materials received and in place -schedule of day posted in room and program cards -workshop model for mathematics in place -student notebooks and math journals -increase in mathematical ability demonstrated in classroom conversations and assessments. -Achievement will be measured using results of teacher-made tests, portfolios and benchmark assessments achievement on the NYS Mathematics exam
ACCOUNTABILITY Person(s) Or Position(s) Responsible	Assistant Principal Mathematics Coach SETSS Teacher AIS Teachers Math Teachers

ACTION PLAN

WHAT Objective	To further extend the use of data to inform planning so that differentiated instruction meets the needs of all students.
WHO Target Population	All Teachers
HOW Major Tasks/Activities	-Administration will provide Professional development for teachers on how to differentiate lessons for Beginner (B) , Developing (D) and Secure (S) groups within each of their classes. -Team meetings will be devoted to creating lessons that include various instructional strategies for B,D,S groups . Teachers will differentiate learning activities , homework and writing activities and rubrics.

WHEN Beginning Date, Frequency and Duration	Start Date: Week beginning September 9, 2011 Weekly Team meetings ; one period per week during subject team meeting September 2011 - June 2012.
SUPPORT Resources/Cost/Funding Source	1 administrator, teacher leader Cost: \$120,0000.00 Tax Levy
INDICATORS OF SUCCESS Interval of Periodic Review Instrument(s) Projected Gains	- weekly PD Team Meetings; the implementation of our B, D, S differentiated student groups that are reviewed and evaluated every 6 weeks, - school-wide use of ARIS - continual staff PD that includes every teacher maintaining an individual DATA binders that include ARIS and Acuity information; assessment results, writing samples, reading inventory results, and lesson plans, pd data on learning styles, differentiation , the Gains Report - student growth as shown in assessment results every 4-6 weeks. -student portfolios with the process and rubric attached including teacher feedback throughout the process, rubric score and revisions.
ACCOUNTABILITY Person(s) Or Position(s) Responsible	Assistant Principal, all teachers

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note:** Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

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 SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2010-2011 REQUIREMENT FOR ALL SCHOOLS

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: Social worker	At-risk Services: Speech	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	37	28	18	10	9			
7	38	38	25	15	5			
8	42	35	48	30	6			
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Small group instruction provided during and after school that enhances literacy among students who did not score above level 2 in ELA or who scored a level 3 but did not make progress as indicated by negative gains. Areas of concentration are figurative language, sounds of language, poetry, facts/opinions, main idea, author’s purpose, inference, summarizing, recalling facts and details, understanding sequence, predicting, context clues, cause and effect, and comparing and contrasting. Shared, paired, and guided readings are used as learning modalities.</p>
<p>Mathematics:</p>	<p>Small group instruction provided during and after school that enhances literacy among students who did not score above level 2 in Math or who scored a level 3 but did not make progress as indicated by negative gains. Areas of concentration are using drill and practice, manipulatives, cooperative learning and whole group instruction. Basic skills are reviewed and applied through hands-on work and word problems. Measurement, fractions, decimals, factoring, algebraic expressions, and graphing are the foci.</p>
<p>Science:</p>	<p>Small group instruction provided before, during and after school, that reviews components of the scientific method, measurement skills, and remedial work with grade 6,7 & 8 science curriculum. Teachers are able to provide small group tutoring to selected students at various times during the day-before school, once daily during the AIS preparation period of 50 minutes, or after school. Targeted areas of instruction will be determined by students’ needs based on the science curriculum for their grade.</p>
<p>Social Studies:</p>	<p>Small group instruction provided during and after school that reviews and reinforces main concepts of the 6th, 7th and 8th grade social studies curricula. Emphasis is on short answer techniques, DBQ answering strategies and the proper format of a well-written essay. Areas of concentration are figurative language, sounds of language, poetry, facts/opinions, main idea, author’s purpose, inference, summarizing, recalling facts and details, understanding sequence, predicting, context clues, cause and effect, and comparing and contrasting as it pertains to social studies concepts.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and/ or small group counseling based on teacher referrals, anecdotes, and observations of a student. The guidance counselor works to identify issues, concerns, feelings, of the student that are inhibiting academic, social, or emotional growth.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2011-2012)LAPnarrative to this CEP.

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2011-2012)LAP to the CEP

Language Allocation Policy Team Composition:

Principal: Brian Walsh

ESL Teacher: Maria

Tejeda

*Assistant Principal: Danielle
Capuano*

IEP Teacher:

Antoinetta Inzerelli

*Guidance Counselor: Jamie
Goldstein*

*Content Area Teacher:
Christina Brown(ELA), Tricia
Boland (ELA) Anthony Fiola
(ELA) and Kelly Barrick*

*Content Area Teacher: Nicole
Iannotto (MATH), (MATH),
Vanessa Velez, (MATH), Paul
DeFelice*

Parent Coordinator:

Bibiana Rodriguez

I. Teacher Qualifications

Brian Walsh has an eager staff servicing the ELL population consisting of one permanent ESL teacher and 25 licensed teachers (Math, Sp. Education, Social Studies, Science & ELA), we are committed to ensure that ELLs receive instruction from certified staff in the forthcoming school year 2011-2012.

II. ELL Demographics and School Description:

M.S. 582, The Upper Academy, is located in the community of Williamsburg in Brooklyn, New York. At present, the school shares the same building with P.S. 196. However, each school has developed its own organization, its own entrance and exit. In addition, both schools share the cafeteria and schoolyard. All students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

M.S. 582 has a student population of 310 students from culturally diverse backgrounds whom are mostly from Hispanic background. Our English Language Learner population of 28 students averages 10% of our total population. At Middle School 582, the sixth grade ELL population consists of 13 students. The 7th grade ELL population consists of 6 students; and in the 8th grade we have a total of 9 students.

III. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

IV. Current English Language Learners Instructional Programs

Middle School 582 implements a Push-In English as a Second Language (ESL) Program. The primary goal of this program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

English Program

Push In English as a Second Language Program

In the Push-In ESL component we have 33 students, from 6-8th grade. They range from Beginner to Advanced Proficiency levels. They all receive 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-Out assistance in their classroom. Our teacher in the ESL program is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferring with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to tackling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as an atlas, maps, and illustrations to increase comprehension.

Instructional Materials:

The Push-In ESL program utilizes the ELL Resource kit that supports our ELA Holt Elements of Literature curriculum and leveled texts in Spanish. The ELL classroom libraries include high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- *English, YES! Level 6*
- *English, YES Level 5*
- *English, YES Level 4*
- New York State Coach: ELA
- New York State Coach: Mathematics
- Holt Elements of Literature ELL Resource kits/ supplementary materials

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Afterschool Academy:** Our Afterschool Academy offers both remediation and enrichment in Mathematics and ELA.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Festivals, and International Day Festival. At these events, the school and community can come together to recognize student achievements.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

V. Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new students in the sixth grade.

After review the data from state assessments, acuity predictives and acuity ITA's the patterns revealed were:

- Vast majorities of our 6th grade ELL population is partially meeting learning standards, but have made progress from 07-08.
- Students are approaching language proficiency.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- ELL Students have made more progress this year than in previous years
- MS582 ELL students outperform ELLs in our peer schools

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom. .
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the of State Assessments.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELL's data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporate writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Math coach works closely with teachers to support rigorous instruction

VI. Plan for Incoming ELL students

When a new student is registered in our school, we provide the following resources to facilitate the transition.

An informal student orientation

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the Saturday Program and After School activities.

An informal assessment is provided to identify possible Academic Intervention programs.

Home school communication.

VII. Plan for Long Term Ells

The Long terms Ells are the largest number of ELLs across the three grades. An analysis of their scores on the ELA and Math assessments suggests that their problem is one of reading, writing and problem solving Our action plan for this group involves.

- An after school program, targeting reading and writing two days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Additional small group instruction separated by grade with the ELL specialist

VIII. Plan for Special Needs Students who are also ELLs

For those students who are both Special Needs and ESL our policy includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE students for possible special needs status.
- Inform all subject area teachers of the criteria for each student to be promoted
- Behavior/Academic plans are distributed upon need

- Close advisory work is completed for all the students under this category. A strong commitment from our school is to build personal relationships with these students to ensure success

IX. Professional Development:

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - The ELL teacher was trained in September to use the Glencoe textbook effectively. The ELL teacher will use the online support from Glencoe to tailor lessons specifically for the ELL and Special Needs population. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulative and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - Scaffolding in the content areas
 - Native Language Literacy Development
 - Differentiation in the ESL classroom
 - ESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and ELL teachers

- Social Studies and Technology workshop
 - **Wilson Program for Special Education teachers.**
-

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Both Number of LEP (ELL) Students Served in 2011-2012_28_
 (No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2010-2011)Activities and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.
- VII. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child’s language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child’s identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

Middle School 582 maintains a “push in” ESL program although certain groups are “pulled out” at times. Students receive small group instruction within a classroom environment. Our ESL teacher is a supplemental resource to provide services to the students in need. Instruction covers language, phonics, grammar, and writing) in content areas and culture. Our students are grouped into four classes according to grade to better fit the need of the individual student. All students are serviced in the English language. Students are serviced based on instructional needs as well lessons modified so individual goals can be met. The ESL teacher’s report to the ELA Coach/math Coach and administration for concerns and support, she also attends CLSO Professional Developments.

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs.

Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

All of our students including the ELL population are offered the opportunity to participate in many different after school programs. The academic after school programs consist of the following: The New York State English Language Arts Preparation Course, New York State Math Preparation Course, TACHS Exam Preparation Course, New York City Specialized High School Preparation Course, Homework Assistance, Science Assistance, Social Studies Assistance and Saturday Academy for ELA and Math. The Enrichment ESL students are strongly encouraged to attend all afterschool academic enrichment programs on Tuesday and Thursday as well as participate in our Saturday Test Prep courses.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

All students are exposed to a variety of clubs during the day. In September, students choose a club program for the first half of the year. Some clubs are: cooking, art, sports club, math games, chess, newspaper, yearbook, movie appreciation. Advisory/ Club period was implemented to expose the students to a variety of different activities and to allow the students to grow socially within the school setting. During this period, students meet other students who are not in their homeroom throughout the day. We all get to know one another on a different level during enrichment clubs.

After School program consists of: flag football, basketball, cheerleading, boys wrestling, dance, chorus, art portfolio development, swimming and drama. Our school works closely with The Urban Advantage Program, The Women's Project Theatre, The American Ballroom Theatre, The Penny Harvest, Pascal Dance Studio, The School Settlement House, CHAMPS, Beat the Streets, Progress High School, The Beacon Program, NFL Junior, Sports and Arts, Brooklyn Botanical Gardens, HONK Junior, and Hall of Science. We feel

building community relationships will better serve our students academically as well as socially. We have implemented a full enrichment club period for all students.

All of our academic and athletic programs are available to all students. We offer a wide variety of programs throughout the year for the children to participate in.

- VIII. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parents participate in an *orientation* that describes various programs for the ELL's and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

Our ESL teacher is required to contact all the students parents on a weekly basis to keep them informed of their child's progress. Our parents are informed and invited to have their children participate in homework help that is offered on Wednesdays, as well as our afterschool enrichment programs ranging from chess to music. Parents are also strongly encouraged to attend all PTA meetings and Parent/Teacher conferences.

- IX. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Students that are participating in the program are notified prior to the first day of school of their class and programs for the year. The ESL teacher introduces herself and the requirements for the program.

- X. Staff Development: Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulative and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - Scaffolding in the content areas
 - Differentiation in the ESL classroom
 - ESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers

Our ESI teacher will turn key information to all of our teachers with a focal point of our ELL population. She will discuss the strategies and modification she will be using in the classroom as well go over regulations for NYS Testing procedures.

XI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Parents and students have availability of the following support staff within the school: guidance counselor, social worker, parent coordinator, OT, PT, SETSS staff, family worker, AIS staff and others. Translations are available whenever necessary.

XII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. N/A

Number of Teachers and Support Personnel for 2011-2012

School Building: 14k582 District 14

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
14k582		1		0		0	1
TOTALS							Grand Total 1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2010-2011 ESL

ESL Program Type: ___ Free-Standing ___^{***} Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ 14 _____

School Building: _____ 582 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Extended Day	From:8:00	ED	ED	ED	ED	Morning Assembly/ Line-up
	To:8:38					
Home Room	8:38-8:50	HR	HR	HR	HR	HR
1	From:8:50	Math	Social Studies	Science		ELA
	To:9:30					
2	From: 930	Math	ELA	LUNCH	Math	ELA
	To:10:10					
	From:10:10	ELA	ELA	Math	Math	Spanish

3	To:10:50					
4	From:10:50 To:11:30	ELA	Science	Math	Lunch	Computers
5	From:11:30 To:12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From:12:20 To:1:15	Social Studies	Math	ELA	Social Studies	Art
7	From:1:15 To:2:00	Spanish	Math	ELA	Spanish	Science
8	From: 2:00- 2:45	Science	Advisory/ Clubs	Social Studies	Advisory/ Clubs	Gym
Home Room	2:45-2:55	HR	HR	HR	HR	HR

Part C: For schools that will receive Title III ELL Supplemental Services for 2011-12

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a) N/A

Grade Level(s) _____

Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____

Other Staff (Specify) _____

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

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

Form TIII – A (1)(a)

Grade Level(s) 6-8 **Number of Students to be Served:** 5 **LEP** 27 **Non-LEP**

Number of Teachers 1 Teacher **ESL, AIS** **Other Staff (Specify)** Classroom teachers

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.

-5 LEP students in grade 6,7&8 are in a group together for ESL instruction , they are the Beginner group. The ESL teacher does not push in to their classrooms , she pulls them out for instruction using the Rosetta Stone. LEP students are assessed for reading ability by the ESL teacher using books in Spanish. The AIS teacher also takes the LEP students as a separate group and works on the sounds of the alphabet and other phonemic awareness strategies, fluency, phrasing and decoding. LEP students receive individualized classwork ,homework and reading materials. All ESL students are paired with a buddy in every class to translate for them and help them to get acclimated to our school.

-The afterschool program beginning on October 17, 2009, will include a class of 15 ELL students and one Spanish teacher who will focus on vocabulary , remedial reading and math instruction to prepare our students for the NYS assessments . This program will run from October to May for 1.5 hours every Tuesday, Wednesday and Thursday. We will be using NYS Coach books in Reading and math on the grade 3 level and the teacher will progressively increase the grade level for the students as they master each level.

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.

The ESL teacher provides professional development for the staff at monthly pd meetings to inform the staff on strategies for teaching ELL students and using authentic assessments to evaluate their progress. The ESL teacher will also work with the classroom teachers in order to support them in differentiating instruction for our ELL students.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$11,196.00	Example: After School Program 2teachers x 20 sessions x 2 hours x \$49.73
Supplies	\$3,304 \$500	Describe or list materials purchased for Title III program Rosetta Stone and ESL E Block Software
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL	\$15,000.00	

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.

Middle School 582 uses data from The Home Language Identification Survey (HLIS). Communication is a vital component of the success of M.S. 582 therefore we use a variety of methods to communicate with our parents. All correspondences that are sent home with the students are translated. We also have full-time bi-lingual office personnel used for interpretation for those in need. During our monthly PTA meetings or other school events, translation services are provided upon request.

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.

After analyzing the data through the HLIS report, we have concluded that our school population is comprised of 89.6% Hispanic. Therefore, large majority of accommodations are geared toward the dominant language of our school.

Part B: Strategies and Activities

- 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.

Middle School 582 uses the resources needed to communicate with parents. Office Personnel is used for written translation accommodations. If necessary, community resources are used to further meets the need of our population. The PTA of Middle School 582 also has bi-lingual members to provide the parents with resources in their language.

- 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.

Middle School 582 uses the resources needed to communicate with parents. Office Personnel is used for oral translation accommodations. If necessary, community resources are used to further meets the need of our population. The PTA of Middle School 582 also has bi-lingual members to provide the parents with resources in their language.

- 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>.

Middle School 582 will adhere to Chancellor's Regulation A-663 by communicating with parents through use of the translation services according to their needs.

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

1. Enter the anticipated Title I allocation for the school for 2010-2011 **402,533.00**_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **3,100.00**_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 20,120.00_____
4. Enter the anticipated 10% set-aside for professional development **40,253.00**_____
5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year **100%**_____
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

majority of parents in the school. For additional information, please refer to the 2011-2012 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part A: School Parental Involvement Policy

Title I Parent Involvement Policy

1. MS 582 THE UPPER TEN EYCK SCHOOL will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - HOLD MONTHLY PARENT MEETINGS
 - PROVIDE PARENTS WITH NOTICES, AGENDAS, LETTERS & MEMOS
 - POSTINGS ON PTA AND STAFF BULLETIN BOARDS

2. MS 582 THE UPPER TEN EYCK SCHOOL will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - FORMATION OF SCHOOL LEADERSHIP TEAM WITH EQUAL NUMBER OF STAFF AND PARENTS
 - FORMATION OF PTA
 - VOTING PROCEDURES USED AT ALL MEETINGS

3. MS 582 THE UPPER TEN EYCK SCHOOL will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - COMMUNICATION BETWEEN PARENTS AND STAFF THROUGH MEETINGS
 - PTA MEETINGS
 - SCHOOL LEADERSHIP TEAM

4. 582 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- *ORAL AND WRITTEN PRESENTATIONS*
- *PARENT MEETINGS/DISCUSSIONS*
- *SURVEYS & QUESTIONNAIRES*
- *DISCUSSION AND REVIEW OF DRAFT COMPREHENSIVE EDUCATIONAL PLAN*
- *TOWN HALLS*
- *PARENT INTERVIEWS*
- *PTA MEMBERS AND PARENT COORDINATOR, STAFF MEMBERS & ADMINISTRATION WILL BE RESPONSIBLE FOR CONDUCTING IT*
- *WE WILL FOCUS ON THE PARENTS IN OUR COMMUNITY*

5. MS 582 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.

- *PARENT WORKSHOPS ON LITERACY AND MATH*
- *CONFERENCES*
- *ESL CLASSES FOR PARENTS*

b. MS 582 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- LITERACY TRAINING WORKSHOP FOR PARENTS
- ELA WORKSHOP FOR PARENTS TO HELP STUDENTS PREPARE FOR THE STATE EXAM
- MATH WORKSHOP FOR PARENTS TO HELP STUDENTS PREPARE FOR STATE EXAM

c. MS 582 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- *PROFESSIONAL DEVELOPMENT SESSIONS OUTLINING WAYS TO BUILD COMMUNITY WITH PARENTS
- *WORKSHOPS FOR STAFF ON HOW TO ESTABLISH RELATIONS WITH AND WORK WITH PARENTS

d. MS 582 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- ESTABLISHING A LEARNING LEADERS PROGRAM SO PARENTS CAN WORK IN THE CLASSROOMS WITH THE TEACHERS
- PARENTS COMPLETING READING LOGS WITH CHILDREN
- CARE PACKS OF LITERACY FOR PARENTS TO COMPLETE WITH CHILDREN

e. MS 582 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

***ALL CORRESPONDENCE WILL BE PROVIDED IN ENGLISH AND SPANISH; AS WELL AS ANY OTHER LANGUAGE NECESSARY TO ENSURE INFORMATION IS DISSEMINATED TO ALL PARENTS IN A LANGUAGE THEY CAN UNDERSTAND**

Adoption

This School Parent Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by_____.

This policy will adopted by MS 582 on 06/28/11 and will be in effect for the period of _1 year. The school will distribute this policy to all parents of participating Title I Part A children on or before 9/10/11.

Principal's Signature: _____

Date _____

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

****See SECTION IV:NEEDS ASSESSMENT**

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.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.

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.
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.

ACTIVITIES TO UPGRADE INSTRUCTION

A. To supplement our current efforts to inspire our students to excellence, with a special focus on all students who are not meeting City and State standards, we propose to do the following through a School wide Program:

- use instructional time more effectively (we currently have focused year long on not missing any instructional opportunities) through implementation of longer instructional blocks that will allow for in-depth instruction as well as mini-lessons on skill needs in a flex grouping of students.

- expand intervention services for all students during morning, and after school, hours.
- expand the interdisciplinary approach that focuses on integrating content areas.
- create a school environment -- with support from our parents to improve teaching and learning -- that allows students and faculty to know each other well and adapt instruction to further excellence.
- continue to utilize Grow Reports & Princeton Review data to inform instruction
- allow more time for teachers to plan collegially in both a grade level, and subject specific manner.
- Purchase additional materials (Science Lab) geared for student achievement.

B. We plan to use the School wide Program's flexibility to help ensure the achievement of State and City standards by:

- promoting additional Professional Development to staff to improve teaching and learning.
- designing and implementing instructional programs that meet the needs of all students.

- increasing parent involvement.

Directions: Describe how the school will implement the following components as required under NCLB:

1. Instruction by highly qualified teachers:

Ten Eyck Upper School – MS 582 believes that everyone – student, teacher, and parent – is both learner and teacher. All members of the school community are everyday, as well as, life-long learners. Our focus is on student achievement through academics, attendance, and attitude. The most important part of any day is the learning that occurs in our classrooms. We strive to educate our students to think critically and make what they believe in happen as productive members of a global culture.

2. Strategies to attract highly qualified teachers:

Ten Eyck Upper School- ms 582 offers a rigorous academic program utilizing the Teacher’s College Workshop Model of Instruction across the curriculum. We strive for students to maximize their potential through the production of quality work and their ability to share and reflect on their experience. We promote high expectations for student success in a safe environment. Our entire learning community celebrates and supports each student.

3. High-quality and ongoing professional development, aligned with the State and City standards (see guide):

Our faculty has been specially selected for their skills, ability, and enthusiasm for learning. They continually work to improve craft practice and instruction. Our staff attends professional development at both the school and regional level. All Professional Development designed by the Assistant Principal, Literacy coach, math coach, SBST Team, focuses on school concerns, curriculum and student performance in alignment with the NY State and City Standards for education. MS 582’s participation in the Leadership Academy’s New Principal Vision Institute will help us to ensure future growth and development.

4. List the Federal, State, and local resources and programs that the school will consolidate in the Schoolwide Program. Describe how these resources will be coordinated and integrated to support the Schoolwide Program:

Ten Eyck Upper School- MS 582 has a formative and collegial School Leadership Team and Parent -Teacher Association. Our School Leadership Team is comprised of administration, the UFT Chapter Chairperson, teachers, and parents. The team meets monthly to discuss issues of concern revolving around instruction and student performance. As a new school our PTA has worked diligently to improve parent performance. We, in partnership with our PTA, recently hosted our first ever “Bring Your Parent to School” Day to involve, with great success, our parents. We have also offered Parent Workshops on a variety of topics.

To implement our plans as a School wide Program school, we now have the flexibility to combine Title I funds, funds from a number of other Federal programs, most State PCEN funds, and local tax-levy funds. This funding flexibility enables MS 582 to move away from fragmented programs by developing and implementing a single, coherent instructional plan for the whole school. Federal

legislation requires Title I funds to be supplementary

5. Instruction by highly qualified teachers:

Ten Eyck Upper School – MS 582 believes that everyone – student, teacher, and parent – is both learner and teacher. All members of the school community are everyday, as well as, life-long learners. Our focus is on student achievement through academics, attendance, and attitude. The most important part of any day is the learning that occurs in our classrooms. We strive to educate our students to think critically and make what they believe in happen as productive members of a global culture.

6. Strategies to attract highly qualified teachers:

Ten Eyck Upper School- ms 582 offers a rigorous academic program utilizing a blend of the Holt Reading program and the most effective pieces of the the Teacher’s College Workshop Model of Instruction across the curriculum. We strive for students to maximize their potential through the production of quality work and their ability to share and reflect on their experience. We promote high expectations for student success in a safe environment. Our entire learning community celebrates and supports each staff member and each student.

7. High-quality and ongoing professional development, aligned with the State and City standards (see guide):

Our faculty has been specially selected for their skills, ability, and enthusiasm for learning. They continually work to improve craft practice and instruction. Our staff attends professional development at both the school and regional level. All Professional Development designed by the Assistant Principal, Literacy coach, math coach, SBST Team, focuses on school concerns, curriculum and student performance in alignment with the NY State and City Standards for education. MS 582’s participation in the Leadership Academy’s New Principal Vision Institute will help us to ensure future growth and development.

8. List the Federal, State, and local resources and programs that the school will consolidate in the Schoolwide Program. Describe how these resources will be coordinated and integrated to support the Schoolwide Program:

Ten Eyck Upper School- MS 582 has a formative and collegial School Leadership Team and Parent -Teacher Association. Our School Leadership Team is comprised of administration, the UFT Chapter Chairperson, teachers, and parents. The team meets monthly to discuss issues of concern revolving around instruction and student performance. As a new school our PTA has worked diligently to improve parent performance. We, in partnership with our PTA, recently hosted our first ever “Bring Your Parent to School” Day to involve, with great success, our parents. We have also offered Parent Workshops on a variety of topics.

To implement our plans as a School wide Program school, we now have the flexibility to combine Title I funds, funds from a number of other

Federal programs, most State PCEN funds, and local tax-levy funds. This funding flexibility enables MS 582 to move away from fragmented programs by developing and implementing a single, coherent instructional plan for the whole school. Federal legislation requires Title I funds to be supplementary.

These required components for SWP schools are addressed through the questions in Appendix 3, as well as through additional questions embedded in other sections of the CEP.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

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.
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.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$ _____; 10% of Title I allocation = \$ _____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
UPDATED – OCTOBER 2008

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production,

composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical

connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics

classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

UPDATED – OCTOBER 2008

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP APPENDIX 7

MS582 The Upper Academy: REFLECTION AND RESPONSE TO CURRICULUM AUDITS
Principal : Brian Walsh

Response to the questions for ELA Key Finding 1A &2A:

The process utilized to address whether the findings are relevant to MS 582 's educational program has been a critical analysis of student Standardized assessment results, the gains report, item skill analyses, ELA curriculum, student portfolios, and the NYS Learning standards for each grade. We have instituted communication meetings between all departments and subjects. The administration and staff (including Inquiry Team members) is in constant communication with the ELA Department (June Planning, weekly congruence meetings and grade meetings), revisiting curriculum, analyzing data, analyzing Inquiry Team data spreadsheets and formal observations.

The findings were relevant to our school until the year 2007-2008. In the year 2007-2008, MS 582 was involved with Teacher's College Reading/Writing workshop. Throughout the year, we had weekly meetings to discuss curriculum, assessments and alignment with State Standards. After carefully analyzing our weekly findings and assessments, we noticed many components that are mandated by the State were not being addressed. For example, spelling, grammar, vocabulary, test taking skills, and assessments that provide data that determines the needs for individual students. In addition, the Teachers College curriculum did not address the needs of our ELL students and our students with special needs. Therefore, we created our own program to address these needs. Our program currently consists of the Holt Elements of Literature Comprehensive Textbook across all grades, monthly novels, test prep strategies, assessments,

grammar, spelling, vocabulary and essential elements of the TC Writing Workshop such as conferring, small group instruction, strategy lessons, and guided reading. Each grade receives 7 periods of ELA, double and single periods. In order to correctly address the individual needs of all students, school-wide assessments from the previous 3 years are administered throughout the year and item skills analysis data is created. The students are grouped according to the results within their class. This data informs the development of each class's differentiated groups- B (beginner), D (developing, S (secure). Skill group instruction takes place within the ELA block three times per week . The data created by the Inquiry Team drives our instruction in our ELA, Science, Social Studies, Math. Our interdisciplinary approach to instruction focuses on teaching reading and writing in the content areas and integrating technology into all subject areas. We create a monthly writing piece calendar for each subject that is aligned with the State Standards on each grade level. Our AIS and After School programs provide targeted small group skill instruction that is differentiated for our ELL and students with special needs populations. All curricula are constantly monitored , evaluated and revised as needed based on the needs of our students and the State Standards.

A variety of effective practices and instructional strategies are being implemented this year which is in alignment with the State Learning Standards. We are confident this will lead to overall improved student performance on Standardized Assessments in Grade 6, 7 and 8 in English Language Arts (ELA) during the 2008-2009 school year. Based on the curriculum and instructional reform at MS582, we will provide our students with a seamless instructional program in all subjects and in all grades. Much of our reform can be contributed to a deeper focus on a data-driven approach to improving student performance using assessment results obtained from ARIS, Acuity, NYSTART and school-wide

practice tests (that emulate the NYS ELA), item skills analyses, portfolio assessments, teacher made formal and informal assessments, with an emphasis on Academic Intervention Services for all students.

Increased opportunities for mainstreaming of our general education students in general education settings are provided along with an expansion of our CTT model. Ongoing professional development was developed and coordinated by the administrative team to foster a genuine collaboration between CTT teachers and general education teachers which has lead to differentiated instruction in all subjects and grades.

Instructional Components/Strategies

- **Daily small group guided reading instruction and strategy lessons.**
- **Integration of phonics, word study, curriculum connections and individualized teaching opportunities.**
- **Differentiation of instruction for each class's 3 groups –B (beginner), D (developing), and S (secure) is implemented in all subjects on all grade levels.**
- **The ELA Holt Elements of Literature Reading Program is implemented daily in the workshop model for a 90 minute Balanced Literacy Block.**
- **Writing curriculum is comprised of the Holt Elements of Literature and essential elements of the Teacher's College units of study including mini-lessons, shared writing, interactive writing, and read alouds, small group instruction with an emphasis on maximizing independent writing time and conferring.**
- **NYS Coach , NYS Measuring Up, and Kaplan Programs with a curriculum map that addresses skills to be mastered, strategies to be taught, and student outcomes to be attained , as well as a focus on vocabulary instruction.**

- **Special Education students are mainstreamed into General Education classrooms for skill based literacy instruction.**
- **Implementation of Wilson program for all Special Education students.**
- **Push-in and pull-out models are implemented for the Title I Reading teacher and paraprofessional, the AIS teacher, and the ESL teacher with an emphasis on specific targeted reading instruction based on Reading Level Assessment data.**
- **Continual reinforcement of literacy strategies occurs during content area instruction.**
- **Ongoing teacher made assessments that emulate the NYS assessments and school- wide practice assessment data determine targeted needs for individualized instruction based on item skills analyses.**
- **Intensive Academic Intervention Services (AIS) are provided for all students not meeting State Standards based on assessment results from the previous year as well as teacher referrals.**

Professional Development Components/Strategies

- **Classroom teachers, AIS providers, paraprofessionals, the administrative team attend weekly grade level congruence meetings. Topics are determined by student and teacher needs.**
- **Weekly demonstration lessons of “best practices” by the Assistant Principal and teacher leaders are viewed by teachers during lab site visits.**
- **Formal and Informal classroom observations with immediate feedback are conducted by the administrative team**

- **A professional library with requisite materials, resources and technology is available to teachers.**
- **Professional books were purchased and all staff members participate in study groups to further their professional development and inform their practice.**
- **Administration and Teacher Leaders provide demonstration lessons and training for all teachers.**
- **Intervisitation schedules are in place for new teachers to view veteran teachers.**

Home-School Components/Strategies

- **A school-wide reading log initiative signed by parents increases accountability for students to read at home.**
- **Parents participate in children’s publishing parties as a culminating celebration for each unit of study.**
- **Parents participate in our Care Pack program whereby students bring home a variety of literature and writing journals for parents and their children to share literary experiences.**
- **Both students and parents are recognized and rewarded for their achievements at monthly awards assemblies.**
- **School Leadership Team members participate in the writing of our CEP which is our Comprehensive Educational Program for instruction for MS582.**
- **Parent workshops are conducted in reading, writing, the Acuity website and the NYS ELA and Math assessments to provide them with information on how to work with their child at home.**
- **Staff members and our Parent Coordinator attend all parent workshops to provide translation for non-English speaking parents.**

- Literacy workshops are conducted for parents by teachers and administrators.

Response to the questions for Mathematics Key Finding 1B& 2B:

The process utilized to address whether the findings are relevant to MS 582 's educational program has been a critical analysis of student Standardized assessment results, the gains report, item skill analyses, Math curriculum, student portfolios, and the NYS Learning standards for each grade in mathematics. We have instituted communication meetings between all departments and subjects. The administration and staff (including Inquiry Team members)

is in constant communication with the Math Department (June Planning, weekly congruence meetings and grade meetings), revisiting curriculum, analyzing data, analyzing Inquiry Team data spreadsheets and formal observations.

The findings were not relevant to our school. In the year 2006-2007, MS 582 implemented the Glencoe Math Program. The administration and math teachers created a pacing calendar for each grade level. This Scope and Sequence is in complete alignment with the NYS Learning Standards and the culminating learning activities and assessments are aligned with the performance indicators in Math. Our June Planning in Math consists of revising the Glencoe Curriculum maps so that each map encompasses content topics , skills to be mastered, strategies to be utilized, and student outcomes to be attained , with an emphasis on vocabulary instruction, differentiated instruction and monthly writing pieces from every class that exemplify mastery of content and mathematical concepts. Throughout each year, we have weekly meetings to discuss curriculum, assessments and alignment with State Standards.

The Glencoe Mathematics Program is the primary vehicle for math instruction in grades 6, 7, & 8. A shared time math coach, along with a math teacher leader, and the administration support the effective implementation of the program, through focused, on-site math staff development.

Mathematics will continue to be taught using a workshop model in all grades whereby students are provided the opportunity to collaborate with each other and cooperatively problem solve the various mathematical situations provided to them. The Mathematics curriculum is sequentially developed and assessments are administered periodically in various settings to monitor student progress. As students problem-solve their way through mathematical experiences, interdisciplinary links between all other subjects and mathematics will be encouraged. Based on the success that Kaplan has provided our students and staff, we will continue to use its strategies as part of our instructional program to reinforce and enrich Impact Math concepts and skills. NYS Coach and Measuring Up to the NYS Standards was purchased for our test prep skills period . The Rally Books and EMAP assessments will be used as supplementary resources to acquire data and drive instruction.

The following is a snapshot overview of the Components of the Comprehensive Instructional Approach for Mathematics at MS582:

Grades 6 – 8:

Instructional Materials/Texts: Glencoe Mathematics supplemental by Hot Words, Hot Topics Planning Guide – Scope and Sequence Pacing and Alignment Calendar:

90 Minute Math Block:

- ***Motivation: Explore***
- ***Mini-lesson:***
 - ***Investigate***
 - ***Problem Set A***

- *Think/Discuss*
- *Problem Set B*
- *Share/Summarize*
- *On Your Own*
- *Connect/Extend*
- *Homework, Skills Practice, Test Prep*

Intensive Professional Development, including:

- *School-based Professional Development Team, which includes the Administrators, Math Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.*
- Ongoing PD for teachers, the math coach, and school administrators from the CLSO.*

Response to the questions for Teacher Experience and Stability Key Finding 3:

The process utilized to address whether the findings are relevant to MS 582's educational program has been an analysis of the data from the student and teacher surveys that is reflected on our school report card. We have also administered our own surveys to teachers in order to get anonymous feedback in terms of job satisfaction, teacher efficacy, teacher morale and professional development topics of interest. After a review of the results from the surveys and other relevant feedback from staff meetings and the school report card, we determined that these findings were relevant until the year 2007-2008. This year, we have implemented communication meetings between teachers and the administration. We also instituted a Social Committee for all staff to celebrate each other's personal accomplishments such as graduations, engagements, birthdays, etc. in an effort to build better staff relations at work. The administration also writes commendable letters to individual staff members in recognition of their professional growth and positive contributions to the students and/or staff at MS582. Based on the data from the survey we administered in the early part of November, we have received extremely positive feedback from teachers and our staff morale has improved greatly.

Our staff feels that this is our best year to date and they feel that they are recognized for their individual talents. Most staff members said they feel empowered and are positive that our students will be successful this year as a result of the changes we have made at MS582.

Response to the questions for Professional Development-English Language Learners Key Finding 4 & Data Use and Monitoring-ELL Instruction Key Finding 5:

The process utilized to address whether the findings are relevant to MS 582 's educational program has been a critical analysis of student Standardized assessment results, the gains report, item skill analyses, ELA curriculum, student portfolios, and the NYS Learning standards for each grade. We have instituted communication meetings between all departments and subjects. The administration and staff (including Inquiry Team members) is in constant communication with the ESL teacher and the ELA Department (June Planning, weekly congruence meetings and grade meetings), revisiting curriculum, analyzing data, analyzing Inquiry Team data spreadsheets and formal observations.

The findings were relevant to our school until the year 2007-2008. In the year 2007-2008, MS 582 was involved with Teacher's College Reading/Writing workshop. Throughout the year, we had weekly meetings to discuss curriculum, assessments and alignment with State Standards. After carefully analyzing our weekly findings and assessments, we noticed many components that are mandated by

the State were not being addressed for our ELL students. For example, basic literacy foundational skills (such as phonemic awareness, fluency and phrasing), spelling, grammar, vocabulary, test taking skills, and assessments that provide data that determines the needs for individual students. In addition, the Teachers College curriculum did not address the needs of our ELL students because they did not have any strategies for differentiating instruction for ELL students. In 2006, our teachers, just like most teachers in the NYC school system, did not have a handle on how to differentiate instruction in order to meet each student at his / her place on the learning continuum. In addition, many teachers were not familiar with student learning styles or Gardner's multiple intelligences and even if they understood the theories, they probably were not clear on how to adopt that knowledge into their everyday lessons and apply it to their classroom practice. Therefore, we created our own program to address these needs. Over the last 2 years, we created a rigorous and intense Professional Development Plan for our staff that focused on Using Data to Drive Instruction and How to Differentiate Instruction on all grade levels and in all subjects.

The following is a list of the many ways we support and continue to professionally develop our staff on how to tailor instruction to the needs of our ELL population:

- The ESL teacher, Classroom teachers, AIS providers, paraprofessionals, the administrative team attend weekly grade level congruence meetings where the progress of ELL students is discussed by all who service our ELL students. Practice assessments such as the Acuity results from the Interim ELL assessments are disaggregated by proficiency level of each student.
- Formal and Informal classroom observations with immediate feedback are conducted by the administrative team
- A professional library with requisite materials, resources and technology is available to teachers.
- Professional books were purchased and all staff members participate in study groups to further their professional development and inform their practice.
- Administration and Teacher Leaders provide demonstration lessons and training on how to modify instruction for our ELL students.
- Intervisitation schedules are in place for new teachers to view veteran teachers.

Response to the questions for Professional Development-Special Education Key Finding 6 & Individualized Education Programs key Finding 7:

The process utilized to address whether the findings are relevant to MS 582 's educational program has been a critical analysis of each Special education student's IEP. The administration and the IEP Team reviewed each student's Standardized assessment results, the gains report, item skill analyses, ELA curriculum, student portfolios, and the NYS Learning standards for each grade. We instituted communication meetings between the IEP Team , including the CTT teachers and all departments and subjects. The findings were relevant to our school until the year 2007-2008. In the year

2007-2008, MS 582 began the school year with a new teacher induction program that included a series of workshops on understanding the IEP and the Implications for your Classroom instruction. This year, we continue to provide these workshops and we have weekly CTT meetings where the team discusses the progress of each special education student and teachers provide updates for each student's learning profile to measure progress and set target goals that are attainable based on data on the IEP. In addition, Behavioral plans are included that outline behavioral goals and objectives for our students with special needs. Our special needs students receive accommodations and/or modifications in the classroom environment, instructionally and when they are assessed. Our findings indicated that there is an alignment between the goals, objectives and the modified criteria that are included in each student's IEP and the content on which these students are assessed. Throughout the year, we will continuously have weekly meetings to discuss curriculum, assessments and alignment with State Standards in all areas and for all students at MS582.

Over the last 2 years, we created a rigorous and intense Professional Development Plan for our staff that focused on Using Data to Drive Instruction and How to Differentiate Instruction on all grade levels and in all subjects.

The following is a list of the many ways we support and continue to professionally develop our staff on how to tailor instruction to the needs of our Special Education population:

- **The IEP teacher, CTT teachers , SETSS teacher, ESL teacher, Classroom teachers, AIS providers, paraprofessionals, and the administrative team attend weekly grade level congruence meetings where the progress of special needs students is discussed by all who service our special education students. Practice assessments such as the Acuity results from the Interim ITA's and Predictive assessments are disaggregated by proficiency level of each student.**
- **Formal and Informal classroom observations with immediate feedback are conducted by the administrative team**
- **A professional library with requisite materials, resources and technology is available to teachers.**
- **Professional books were purchased and all staff members participate in study groups to further their professional development and inform their practice.**
- **Administration and Teacher Leaders provide demonstration lessons and training on how to modify instruction for our special education students.**
- **Intervisitation schedules are in place for new teachers to view veteran CTT teachers.**

V

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
- No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes
- No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

B. Lengthened school year (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

C. Dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

APPENDIX 9: 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.)
2. Please describe the services you are planning to provide to the STH population.

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). There are six students currently in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. The services provided to these students are At-risk Counseling, Peer mediation, and Afterschool Ela and Math Remedial Programs.
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 the borough Integrated Service Center (ISC) or Children First Network.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN:14K582 **School Name:** MS582 The Upper Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

According to the 2010-2011 NYS Ela results, MS582 needs to improve in the area of differentiation and grouping for instruction in order to meet the needs of each student. Teachers have only been *skimming the surface* of differentiated instruction in their daily lessons. Many teachers have been relying on the *one size fits all* approach to instruction and therefore, have only differentiated their lessons once a week. It is evident from the hard and soft data, that our student population needs daily lessons across all disciplines that are created to meet each of them at their place on the learning continuum; so that they may achieve success in reading and writing for information and understanding. The process utilized to address whether these findings are relevant to MS582's educational program has been a critical analysis of student Standardized assessment results, the gains report, item skills analyses, ELA curriculum map, daily lesson plans, students portfolios, and the NYS Core Curriculum Learning Standards. We have instituted greater communication meetings between all departments and subjects. The administration and staff are working together to revise our curriculum maps, analyze students data, and create daily lesson plans that include differentiated instruction to ensure that the needs of every student are met in all subjects.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We have implemented many interventions to support student achievement and improve student outcomes on the upcoming 2011-2012 NYS Ela assessment. This year, our ELA program consists of the Holt Elements of Literature Comprehensive Textbook across all grades, monthly novels, test prep strategies, assessments, grammar, spelling, vocabulary and essential elements of the TC Writing Workshop such as conferring, small group instruction, strategy lessons, and guided reading. Each grade receives 7 periods of ELA, double and single periods. In order to correctly address the individual needs of all students, school-wide assessments from the previous 3 years are administered throughout the year and item skills analysis data is created. To differentiate our instruction, the students are grouped according to the assessment results within their class. This data informs the development of each class's differentiated groups- B (beginner), D (developing, S (secure). Skill group instruction takes place within the ELA block three times per week. The data created by the Inquiry Teams drive our instruction in our ELA, Science, Social Studies, Math. Our interdisciplinary approach to instruction focuses on teaching reading and writing in the content areas and integrating technology into all subject areas. We create a monthly writing piece calendar for each subject that is aligned with the State Standards on each grade level. Our AIS and After School programs provide targeted small group skill instruction that is differentiated for our ELL and students with special needs populations. All curricula are constantly monitored, evaluated and revised as needed based on the needs of our students and the State

Standards. A variety of effective practices and instructional strategies are being implemented this year which is in alignment with the State Learning Standards. We are confident this will lead to overall improved student performance on Standardized Assessments in Grade 6, 7 and 8 in English Language Arts (ELA) during the 2011-2012 school year. Based on the curriculum and instructional reform at MS582, we will provide our students with a seamless instructional program in all subjects and in all grades. Much of our reform can be contributed to a deeper focus on a data-driven approach to improving student performance and using skills analyses from various assessment results to differentiate instruction.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10% Title I monies were allocated for ELA resources, teacher professional development books (Wiggins) and replenishment of classroom libraries. The Assistant Principal and the EIA teacher leader attend middle school and special needs workshops and turnkey the information to the staff. The principal and the assistant principal conduct weekly grade level team meetings. Topics are determined by student and teacher needs. Weekly demonstration lessons of "best practices" by the Assistant Principal and teacher leaders are viewed by teachers during lab site visits. Formal and Informal classroom observations with immediate feedback are conducted by the administrative team. A professional library with requisite materials, resources and technology is available to teachers. Professional books were purchased and all staff members participate in study groups to further their professional development and inform their practice.

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

The assistant principal and the Ela teacher Leader will assist and coach staff, along with all Special Education teachers and ELA teachers during Ela blocks. The assistant principal and the teacher leader will provide professional development to staff during weekly teacher team meetings, staff meetings, and Inquiry team meetings. Grade leaders will mentor new teachers.

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

The parents will be notified by the Parent Notification Letter (which will be sent in English and Spanish) by backpack prior to January 31, 2012 and the January PTA Meeting. The school website will also be used to communicate information to parents. The parent coordinator will work on parent outreach to personally call parents who may have questions and/or concerns.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Kathy Pelles	District 14	Borough Brooklyn	School Number 582
School Name MS 582 The Upper Academy			

B. Language Allocation Policy Team Composition

Principal Brian Walsh	Assistant Principal Danielle Capuano
Coach type here	Coach type here
ESL Teacher Maria Tejada	Guidance Counselor Jamie Goldstein
Teacher/Subject Area Antoinette Inzerelli	Parent type here
Teacher/Subject Area Nichole Cicleo	Parent Coordinator Bibiana Rodriguez
Related Service Provider Allison Weiner	Other type here
Network Leader Kathy Pelles	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school		Total Number of ELLs	28	ELLs as share of total student population (%)	%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1-For newly enrolled (ELLs) we follow the NYS LEP identification process.

*When a child enters the NYC Public school system for the first time they are given a Home Language Identification Survey (HILS) in their native language.

*The ESL teacher then reviews the HILS in order to identify if the home language is other than English. If the home language is English the student is not LEP and therefore is not entitled to ESL services. If the home language is a language other than English the student enters the initial assessment stage.

*During the initial assessment stage the ESL teacher administers the Language Assessment Battery-Revised (LAB-R) within the first ten days of admission.

*The Spanish LAB is administered to those Spanish speaking students who fail the LAB-R.

*The LAB-R is hand scored and submitted to the DAA by the ESL teacher. If a child scores a proficient level the child is not LEP and he or she is not entitled to ESL services. If the student scores at the beginner, intermediate or advanced level the student is LEP and will enter the program placement stage. The program placement stage begins with a Parent Orientation Meeting set up by the ESL teacher.

2-Parents are informed about the Parent Orientation Meeting by a letter and a phone call in their native language. At the Parent Orientation Meeting the ESL teacher can interpret in Spanish, French, Italian, and German if needed. At the meeting parents watch a video in their home language that explains the three programs offered in the NYC public schools: ESL, Dual Language and Transitional Bilingual Education. After viewing the Parent Connection Video the parents complete the Program Selection Form/Parent Survey (in their home language) and select one of the three programs that are offered to them. The ESL teacher is present at the meeting to answer any questions and clarify the forms. In October several Parent Orientation Meetings are held. If the parents cannot attend any of the scheduled meetings a phone call is made in their home language to invite them to an individual conference. Throughout the year additional meetings are held as needed for newly admitted ELLs.

3-Entitlement and Continuing Entitlement Letters are sent home with ELLs in their home language. In the same envelope the Parent Survey and Program Selection are sent home for their review. At the Parent Orientation meetings parents are given a second copy to ensure that all forms are returned. After watching the Parent Connection Video, parents fill out the forms with help of the ESL teacher who translates if needed. Through phone calls in their native language every effort is made to make certain that all parents attend these meetings. If a form is not returned, the default program for ELLs is Transitional Bilingual Education.

4- At the Parent Orientation Meetings parents choose to place their children either in a bilingual or ESL Instructional program. Parents are informed about the Orientation Meeting by a letter and a phone call in their native language. At the Parent Orientation Meeting, the ESL teacher can translate in Spanish, French, Italian and German if need be. At the meeting parents watch the Parent Connection Video in their home language that explains the three programs offered in the NYC Public schools: ESL, Dual Language and Transitional

Bilingual Education. After viewing the video the parents complete the Program Selection Form/Parent Survey (in their home language) and select one of three programs that are offered to them. The ESL teacher is present at the meeting to answer any questions and clarify the forms. In October several Parent Orientation meetings are held. If the parents cannot attend any of the scheduled meeting a phone call is made in their home language to invite them to an individual conference. Throughout the year additional meetings are held as needed for new admits.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							13	6	9					28
Total	0	0	0	0	0	0	13	6	9	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	16
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	13

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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							12	5	7					24
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	13	6	9	0	0	0	0	28

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

A- Programming and Scheduling Information

1.

- a) The school has adopted a flexible free standing push-in/pull-out program.
- b) Homogeneous

2.

a) ESL teacher designs her program in line with state mandates to provide ESL & ELA instructional minutes for Beginners and Intermediate (360 minutes) and minutes for Advanced students (180). The proficiency levels are determined by the NYSESLAT & LAB-R. In addition, all ELA teachers are teaching double periods of Balanced Literacy each day.

3.

ESL teacher designs lessons that target content and language objectives in listening, speaking, reading and writing and are keeping with the overall school, grade and class Curriculum maps. Lessons are delivered using a gradual release of responsibility model (strategy based) and teacher is continuously assessing her students to monitor their progress and plan future lessons based on her findings. ESL teacher takes her students on trips to help further their understanding and make the curriculum more comprehensible for our English Language Learners.

4. Having only an ESL program we evaluate the native language ability of our ELL'S by administering the Spanish Language Assessment Battery upon entrance to our school.

5. Our instructional plan for SIFE students includes intensive and focused instruction before, during, and after school to address the specific needs of each student. Students are provided with native language libraries and materials to enhance literacy skills in their home language and as an assist to develop English Language skills . The focus is on phonics and phonemic awareness as well as basic literacy skills. In their ELA class, the Balanced Literacy Approach is used as well as Guiding Reading Strategies and differentiated instruction..

a) To meet the needs of SIFE students the ESL teacher provides additional support in understanding classroom routines so that students are assimilated in the culture of school. Pictures and other visual materials are used to generate language so that students acquire particular words, gestures and intonations that are appropriate in school contexts.

A. Programming and Scheduling Information

b) In addition to all of the above, to help newly enrolled ELLS gain English language phonemic awareness skills, a synthetic phonics approach is adopted for small groups and provided during the school day by the ESL teacher. The Buddy program and the The Jolly Phonics approach is used for all new admits. The program is NCLB approved. Additional instruction is provided to obtain oracy and literacy to ensure that students are fully prepared to fulfill their potential.

c) In addition to all of the above, we analyze the data from all assessments these students receive and attempt to determine the limiting factor impeding their passing the NYSESLAT and target those areas for intensive instruction. In recognition of the fact that academic vocabulary is acquired over many years, a key component of the program for ELLS receiving 4-6 years of service is a focus in Tier 2 vocabulary and word learning strategies.

d) For students who are long term ELLs, the enhancement of their self confidence is of outmost importance so rehearsal and role play activities are provided including, for example, Readers Theater. They also continue acquiring new linguistic structures as well as becoming independent language learners through the use of technology-web sites.

e) Our plan for special needs ELL'S is first to consult the IEP and see what the recommendations are . Then we consult with the classroom teacher and parenst to obtain further information and finally, we look at the data yielded from past assessments. Using all of this, we devise an individualized plan to address the literacy needs of the student.

6. ESL teacher has developed and uses SMART goals, divided into three cycles during the course of the year. These goals include appropriate strategies and scheduled authentic assessments. ESL teacher ensures that the instruction of ELLs-SWD incorporates the use of technology, in line with the CCSS. Our teachers use a variety of instructional strategies and grade level materials in order to make academic content comprehensible and accessible. They include some of the following: We use differentiated instructional strategies as well as putting many scaffolds in place to help students achieve necessary academic goals . We employ a variety of instructional strategies including Tiered questioning, vocabulary games, graphic organizers, etc.. The ESL teacher articulates with the SBST and THE School Psychologist . Delivery of services is tracked through SESIS reports. We have specific small group targeted instruction that addresses different learning styles. When appropriate , we use visual as well as auditory and technological assists.

In addition to other instructional materials the texts used are:

“English at Your Command!” Student handbook and Practice Book for Intermediate Level Students and “Holt Adapted Reader” for Advanced Level Students, Bilingual dictionaries.

7. We use a variety of strategies to meet the diverse needs of our ELL and SWD students. We have targeted push-in as well as pull out small group instruction. Our Reading skills teacher and Special Education teachers in the ICT classes use the Holt Elements of Literature Reading program. Our units of study are aligned with the the Holt Elements of Literature program and the Common Core Standards. Thus, we attempt to focus on the Universal Learning Design. When there is material that has not been adequately comprehended and synthesized, students are given additional intensive instruction during Extended day. Finally, teachers that have one extra free period per week is assigned to work with small group special needs students. Advisory teachers also work with their students during their professional period. In order to maximize time spent with non-disabled peers, students are mainstreamed for the use of flexible scheduling, in gym, technology class and clubs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

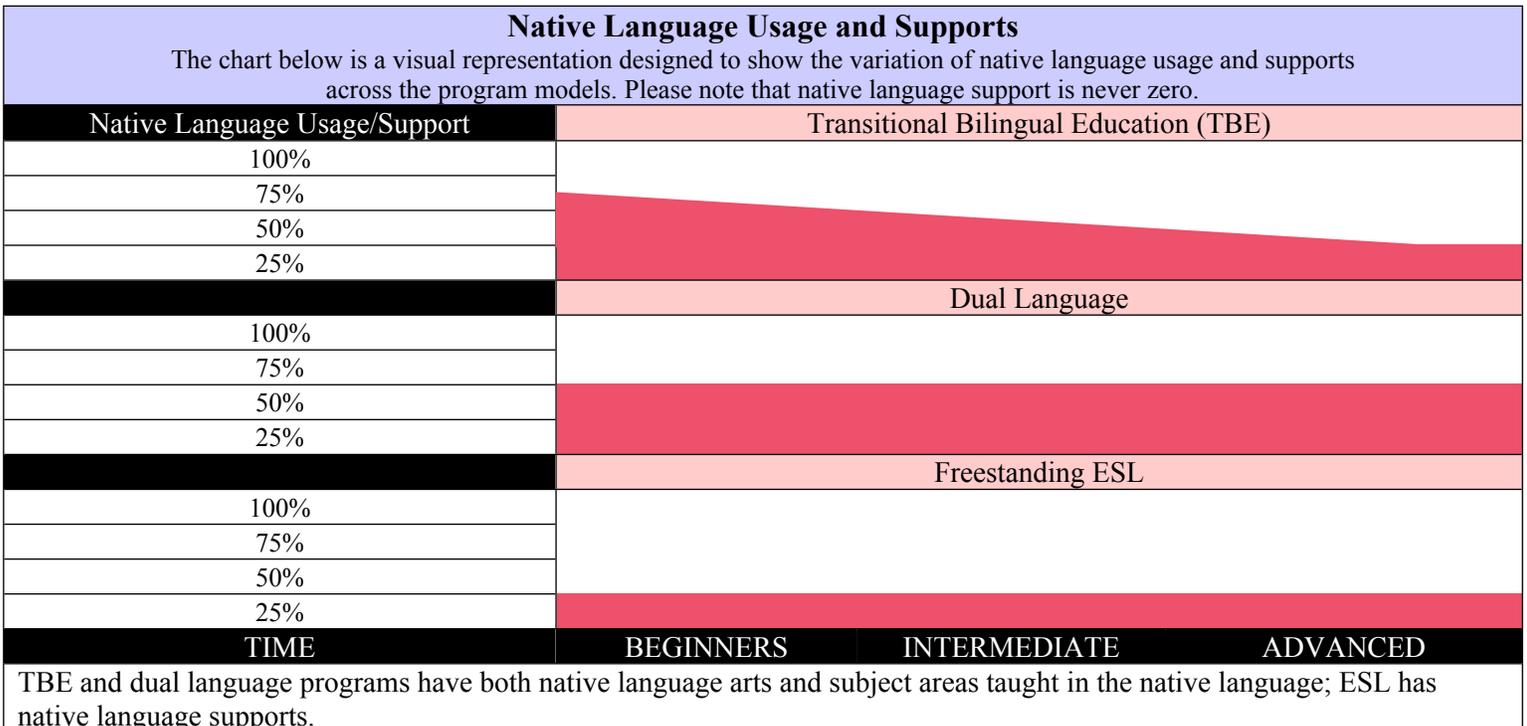
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-1B: Programming and Scheduling Information-Continued

8. Targeted intervention programs

a) All of our programs are taught in English. After reviewing the data from the ELA, Math and NYSESLAT exams, we have found a need for intensive targeted early literacy focus as a result, we have instituted a variety of targeted intervention programs. Some of the targeted intervention programs we have are AIS small group instruction, pull out ELL Inquiry Team small group instruction. SIFE students, newcomers and long term ELL's are assigned to the program that best addresses their needs.

b) Grade common Curriculum Planning periods provide opportunities for ESL teacher to collaborate with classroom teachers and communicate about the individual needs of specific students (New admits).

c) AIS support in the form of the Reading Skills class is provided across grades 6,7,8 (4-6 years ELL students) 2 times per week.

d) ELLs who have completed 6 years of service, at this school, are generally students who also have additional needs such as repeating a grade, or and IEP

In this case specific goals are identified for these students who also receive additional small group instruction from AIS and SETTs service providers.

d) Extended day provides 37.5 minutes of targeted instruction, 4 times a week for students who are at risk of not meeting the reading benchmarks and NYSESLAT performance proficiency levels. These includes ELLs (Newcomers, SIFE, Mid and Long Term and special needs)

9. For ELL's reaching proficiency on the NYSESLAT, we offer continuing transitional support for 2 years by affording them modifications on testing to which ELL's are entitled. In addition, they may be serviced by the ESL teacher depending upon parental wishes and space availability. In addition, students are provided targeted small group instruction based on need, one on one instruction, the use of technology - laptops, electronic translators, etc.. In addition, continuing transitional support for all ELL's includes AIS, Extended Day, classroom differentiation and additional time and a third reading of the listening selection for ELLs in Grades 6-8 who take all State tests.

10. To provide more focused instruction, ESL teacher has developed specific, measurable and within a time frame goals, divided into three cycles during the course of the year. These goals are in alignment with oracy and literacy goals and identify specific skill outcomes for ELLs. The goals include appropriate strategies, and scheduled authentic assessments. This is in alignment with the Common Core State Standards focus on Speaking and Listening which identifies receptive and expressive language competencies. We will also be expanding our Rosetta Stone program and using additional ESL software.

11. We plan to maintain and improve upon all programs and services that we have in place for our ELL's.

12.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-1B: Programming and Scheduling Information-Continued

8. Targeted intervention programs

a) All of our programs are taught in English. After reviewing the data from the ELA, Math and NYSESLAT exams, we have found a need for intensive targeted early literacy focus as a result, we have instituted a variety of targeted intervention programs. Some of the targeted intervention programs we have are AIS small group instruction, pull out ELL Inquiry Team small group instruction. SIFE students, newcomers and long term ELL's are assigned to the program that best addresses their needs.

b) Grade common Curriculum Planning periods provide opportunities for ESL teacher to collaborate with classroom teachers and communicate about the individual needs of specific students (New admits).

c) AIS support in the form of the Reading Skills class is provided across grades 6,7,8 (4-6 years ELL students) 2 times per week.

d) ELLs who have completed 6 years of service, at this school, are generally students who also have additional needs such as repeating a grade, or and IEP

In this case specific goals are identified for these students who also receive additional small group instruction from AIS??? and SETTs service providers.

d) Extended day provides 37.5 minutes of targeted instruction, 4 times a week for students who are at risk of not meeting the reading benchmarks and NYSESLAT performance proficiency levels. These includes ELLs (Newcomers, SIFE, Mid and Long Term and special needs)

9. For ELL's reaching proficiency on the NYSESLAT, we offer continuing transitional support for 2 years by affording them modifications on testing to which ELL's are entitled. In addition, they may be serviced by the ESL teacher depending upon parental wishes and space availability. In addition, students are provided targeted small group instruction based on need, one on one instruction, the use of technology - laptops, electronic translators, etc.. In addition, continuing transitional support for all ELL's includes AIS, Extended Day, classroom differentiation and additional time and a third reading of the listening selection for ELLs in Grades 6-8 who take all State tests.

10. To provide more focused instruction, ESL teacher has developed specific, measurable and within a time frame goals, divided into three cycles during the course of the year. These goals are in alignment with oracy and literacy goals and identify specific skill outcomes for ELLs. The goals include appropriate strategies, and scheduled authentic assessments. This is in alignment with the Common Core State Standards focus on Speaking and Listening which identifies receptive and expressive language competencies. We will also be expanding our Rosetta Stone program and using additional ESL software.

11. We plan to maintain and improve upon all programs and services that we have in place for our ELL's.

12.

Equal access to all school programs is provided for all ELLs through the provision of letters and information in languages other than English.

Parent Orientation Meetings are conducted on an ongoing basis for newly enrolled ELLs, facilitated by the ESL teacher.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-1B: Programming and Scheduling Information-Continued

8. Targeted intervention programs

a) All of our programs are taught in English. After reviewing the data from the ELA, Math and NYSESLAT exams, we have found a need for intensive targeted early literacy focus as a result, we have instituted a variety of targeted intervention programs. Some of the targeted intervention programs we have are AIS small group instruction, pull out ELL Inquiry Team small group instruction. SIFE students, newcomers and long term ELL's are assigned to the program that best addresses their needs.

b) Grade common Curriculum Planning periods provide opportunities for ESL teacher to collaborate with classroom teachers and communicate about the individual needs of specific students (New admits).

c) AIS support in the form of the Reading Skills class is provided across grades 6,7,8 (4-6 years ELL students) 2 times per week.

d) ELLs who have completed 6 years of service, at this school, are generally students who also have additional needs such as repeating a grade, or and IEP

In this case specific goals are identified for these students who also receive additional small group instruction from AIS??? and SETTs service providers.

d) Extended day provides 37.5 minutes of targeted instruction, 4 times a week for students who are at risk of not meeting the reading benchmarks and NYSESLAT performance proficiency levels. These includes ELLs (Newcomers, SIFE, Mid and Long Term and special needs)

9. For ELL's reaching proficiency on the NYSESLAT, we offer continuing transitional support for 2 years by affording them modifications on testing to which ELL's are entitled. In addition, they may be serviced by the ESL teacher depending upon parental wishes and space availability. In addition, students are provided targeted small group instruction based on need, one on one instruction, the use of technology - laptops, electronic translators, etc.. In addition, continuing transitional support for all ELL's includes AIS, Extended Day, classroom differentiation and additional time and a third reading of the listening selection for ELLs in Grades 6-8 who take all State tests.

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11. We plan to maintain and improve upon all programs and services that we have in place for our ELL's.

12.

Equal access to all school programs is provided for all ELLs through the provision of letters and information in languages other than English.

Parent Orientation Meetings are conducted on an ongoing basis for newly enrolled ELLs, facilitated by the ESL teacher.

E. Parental Involvement

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

1. All parents (including parents of ELLs) are invited to volunteer and participate to the various workshops at MS582. Some of the workshops planned for this year are a variety of parent workshops to inform parents of available resources and services within the community pertinent to their needs, and PD provided by the parent coordinator on the NYS Ela and Math exams. In addition we offer parents to be a part of class trips, school events such as International Food Day, etc.. Parents attend Open School Week where they can watch classroom activities throughout the day. Every effort is made to send notifications of such events via mail or by phone.

2. MS 582 partners with a variety of community based organizations and agencies to provide workshops and services to our ELL parents. These include Woodhull hospital, LOVE, an antiviolence program, NY Cares, which offers literacy workshops, and the 90th precinct which offers safety workshops.

Additionally, in house school personnel with specific expertise will be released to plan and deliver workshops which explain curriculum initiatives at school.

3. The needs of parents are evaluated through the use of surveys. The ESL provider and our Parent Coordinator collaborate and articulate the needs that parents have. As a result of this process, we have offered afterschool ESL classes, access to community services, and health and other informational workshops.

4. As a result of our outreach process to ELL parents through the use of surveys and our analysis of the requests contained therein, we have offered ESL classes, as well as workshops on Understanding Curriculum, and Student Expectations on the Standardized Exams. Thus, we attempt to devise parental involvement that directly address needs expressed by the parents themselves.

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development is extended to all constituencies that interact with ELL's. The following is our calendar for PD for the current year: Strategies of Second Language Acquisition for new teachers -10/25/2011, Writing across the Content Areas for ELL's-10/20/2011, Scaffolding Lessons for ELL's-1/24/2012, The Importance of Different Assessments for Ell's - 2/28/2012. Analyzing the NYSESLAT modalities.

2. To assist ELL's as they transition from elementary to middle school, key personnel speak to our students at our Middle school Orientation meeting and bi monthly during Town Halls on topics such as school policy, curriculum, and extra-curricula activities. We also hold our Open House early in the school year to give students an opportunity to tour our building, receive brochures about our school and view our website.

3. The following topics are scheduled for this school year to meet the 7.5 hours of training required for all staff: the identification and placement of ELLs, the Common Core Standards for ELLS AND Bilingual Literacy, and the role of the ESL teacher.

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?
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3. The following topics are scheduled for this school year to meet the 7.5 hours of training required for all staff: the identification and Placement process for ELL'S , the Common Core Curriculum, ELL'S AND Balanced Literacy, and Math and the ESL student. Agendas, sign-in sheets, and handouts of these trainings are maintained in the ESL classroom on file.

E. Parental Involvement

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

1. All parents (including parents of ELLS) are invited to volunteer and participate to the various workshops at MS582. Some of the workshops planned for this year are a variety of parent workshops to inform parents of available resources and services within the community pertinent to their needs , and PD provided by the parent coordinator on the NYS Ela and Math exams. In addition we offer parents to be a part of class trips, school events such as International Food Day, etc.. Parents attend Open School Week where they can watch classroom activities throughout the day. Every effort is made to send notifications of such events via mail or by phone.

2. MS 582 partners with a variety of community based organizations and agencies to provide workshops and services to our ELL parents. These include Woodhull hospital, LOVE, an antiviolence program, NY Cares, which offers literacy workshops, and the 90th precinct which offers safety workshops.

Additionally, in house school personnel with specific expertise will be released to plan and deliver workshops which explain curriculum initiatives at school.

3. The needs of parents are evaluated through the use of surveys. The ESL provider and our Parent Coordinator collaborate and articulate the needs that parents have. As a result of this process, we have offered afterschool ESL classes, access to community services, and health and other informational workshops.

4. As a result of our outreach process to ELL parents through the use of surveys and our analysis of the requests contained therein, we have offered ESL classes, as well as workshops on Understanding Curriculum , and Student Expectations on the Standardized Exams. Thus, we attempt to devise parental involvement that directly address needs expressed by the parents themselves.

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)							1	0	2					3
Intermediate(I)							4	3	1					8
Advanced (A)							8	3	6					17
Total	0	0	0	0	0	0	13	6	9	0	0	0	0	28

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	4	2		11
7	5	2	0	0	7

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

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

1. We use a variety of assessment tools to assess the early literacy skills of our ELL's including Fountas & Pinnell, DRA, TCRWP, Schoolwide assessments that emulate the NYS ELA. This data provides us with insights relevant to how much literacy a student has achieved. This information is then used to determine the level of instruction for that student. Next, we should be able to identify the

Additional Information

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

Paste additional information here

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	2		5		3		1		11
7	4		2		1				7
8	1		4		3				8
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

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

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

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

1. We use a variety of assessment tools to assess the early literacy skills of our ELL's including Fountas & Pinnell, DRA, TCRWP, Schoolwide assessments that emulate the NYS ELA. This data provides us with insights relevant to how much literacy a student has achieved. This information is then used to target areas of deficiency for that student. Next steps are planned based on the data yielded from these assessment tools. Areas of weakness are addressed through targeted strategy lessons based on the data, as well as through the use of technology and learning centers. After reviewing the results of the Benchmark assessments, it was determined that targeted and focused early literacy instruction would be necessary for much of our population, and thus, we instituted the Holt Differentiated Instruction Program and Coach and Kaplan Skills programs.

2. The following is revealed by the data patterns across proficiency levels and grades. As students progress through the grades the total number of ELLs decreases as students become Proficient. Similarly as students progress through the grades the number of beginners decreases. The sixth grade and eighth grade have the most advanced students. This is reflected in the number of students acquiring reading skills and making one year of growth in Grade 6.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: M.S.582

School DBN: 14k582

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brian Walsh	Principal		11/1/11
Danielle Capuano	Assistant Principal		11/1/11
Bibiana Rodriguez	Parent Coordinator		11/1/11
Maria Tejada	ESL Teacher		11/1/11
Carmen Roldan	Parent		11/1/11
Nichole Cicileo	Teacher/Subject Area		11/1/11
Antoinetta Inzerelli	Teacher/Subject Area		11/1/01
	Coach		
	Coach		
Jamie Goldstein	Guidance Counselor		11/1/11
Kathy Pelles	Network Leader		11/1/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14k582 **School Name:** M.S.582

Cluster: _____ **Network:** 112

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

Part A: Needs Assessment Findings

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

M.S.582 primarily uses the Home Language Identification Survey and Parent Survey results from each school year to assess how accessible the parents feel we are in terms of meeting their written translation and oral interpretation needs to ensure that they are provided with timely information in a language they can understand. We work closely with our PTA, School Leadership team and bilingual Parent Coordinator to form partnerships with our parents and keep them informed about all school related data and of course, their child's education. We also administer surveys and hold Q&A's during our September Orientation days and at subsequent (monthly) PTA meetings thereafter, to obtain feedback from parents as to how informative and accessible they feel we are as a school. We continuously review the data we collect from parents to work steadfastly to improve upon any areas our parents feel we are deficient.

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.

The primary Language spoken by each parent is determined by our school through the use of the Home Language Identification Survey as well as by a questionnaire sent to the home in Spanish and English, requesting the same information. The results are tallied and help us determine what translation and interpretation services are needed. All 320 homes of our students were surveyed; of these 92% of our parents speak Spanish, with the balance speaking English as their primary language. We have communicated this information as well as how we provide translation and interpretation services to our school community through our school newsletter, monthly calendar of events and our website.

We provide written translation services to meet the needs identified by the above, by in-house fully bilingual staff as well as outside contractors when necessary. We have provided a translated Bill of Parents Rights and Responsibilities to our parents. We have forms available in the languages that we need Spanish and English, as well as appropriate signage in our school.

The procedure followed to provide written translation in a timely is as follows:

All known school documents and notices are translated in September so that they are readily available, while all others are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of monthly school newsletters, academic vocabulary glossaries for Math and Ela for parental use with their children, and all health notices.

Oral interpretation services are provided in a similar manner at Open House Meetings, Parent Teacher Conferences, PTA meetings, and Parent Workshops.

Part B: Strategies and Activities

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

The primary Language spoken by each parent is determined by our school through the use of the Home Language Identification Survey as well as by a questionnaire sent to the home in Spanish and English , requesting the same information. The results are tallied and help us determine what translation and interpretation services are needed. All 320 homes of our students were surveyed; of these 92% of our parents speak Spanish, with the balance speaking English as their primary language. We have communicated this information as well as how we provide translation and interpretation services to our school community through our school newsletter, monthly calendar of events and our website.

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Oral interpretation services are provided in a similar manner at Open House Meetings, Parent Teacher Conferences, PTA meetings, and Parent Workshops.

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The primary Language spoken by each parent is determined by our school through the use of the Home Language Identification Survey as well as by a questionnaire sent to the home in Spanish and English , requesting the same information. The results are tallied and help us determine what translation and interpretation services are needed. All 320 homes of our students were surveyed; of these 92% of our parents speak Spanish, with the balance speaking English as their primary language. We have communicated this information as well as how we provide translation and interpretation services to our school community through our school newsletter, monthly calendar of events and our website.

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Oral interpretation services are provided in a similar manner at Open House Meetings, Parent Teacher Conferences, PTA meetings, and Parent Workshops.

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>.

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Oral interpretation services are provided in a similar manner at Open House Meetings, Parent Teacher Conferences, PTA meetings, and Parent Workshops.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: M.S.582	DBN: 14k582
Cluster Leader: Corrinne Anselmo	Network Leader: Kathy Pelles
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school ✱After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 ✱7 ✱8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Title III : Language Instruction for Limited English Proficient and Immigrant Students-School Year 2011-2012

Grade Level(s): 6-8 Number of Students Being Served : 28 ELLs :

Number of Teacher(s): 01 Teacher

School Building Instructional Program/ Title III supplemental services for ELLS

Language Instruction Program

There are 28 students in grades 6, 7 and 8 with Beginner, Intermediate and Advance Levels are in a group for ESL Instruction. The ESL schedule reflects the appropriate amount of instructional minutes each student receives as per mandates, based on proficiency level. Beginning and Intermediate ESL students receive 360 instructional minutes per week, while Advanced level students receive 180 instructional minutes per week .There are 4 main groups: The Beginners group with 03 students meets on Mondays from 08:48to 10:23 for 2 periods, on Tuesdays from 01:24to 02:05 for 1 period, on Wednesdays from 09:43 to 10:23 and from 11:07 to 11:49 for 2 periods , on Thursdays from 10:23 to 11:05 for 1 period and on Fridays from 10:23 to 11:05 for 1 period making a total of 8 periods or 360 instructional minutes per week. The Intermediate group consists of 8 students and meets on Mondays from 10:23 to 11:49 for 2 periods, on Tuesdays form 8:48 to 10:23 for 2 periods, on Thursdays from 8:48 to 09:30 and again from 11:07 to 11:49 and on Fridays from 11:07 to 11:49 and from 01:24 to -02:05 making a total of 08 periods or 360 instructional minutes per week.

There are two Advanced groups- Group Advanced 1 consists of 10 students and meets on Tuesdays from 08:05 to 08:47 and from 10:23 to 11:04 for 2 periods and on Wednesdays from 08:48 to 09:30 and from 01:24 to 2:05 for 2 periods totaling 4 periods or 180 instructional periods per week. The second group:-Advanced Group 2 with 07 students meets from 11:51-12:28 from Monday to Thursday, on Thursdays from 8:05 to 8:47 and on Fridays from 11:48 to 12:28 for a total of 180 instructional minutes per week.

The beginners students use Access Building Literacy Through Learning ,. the Intermediate students use English At Your Command and the Advanced Groups use Holt Adapter Reader. All students have access to Rosetta Stone.

Title III Supplemental Services for ELLs

In addition Our Title III Language Instruction Program has been designed to supplement our regular

Part B: Direct Instruction Supplemental Program Information

school ESL program, by providing a high quality program and materials that can further engage and assist our ELL students with reading and writing, their two most critical needs. Students will use Rosetta Stone , and Getting Ready for the NYSESLAT and Beyond Texts which have been lately purchased to support our program. Our program takes place after school twice a week for 1.5 hours each session. The number of ESL students participating is currently 09. The grade levels of these students are 6,7 and 8. The language used for instruction is English .The program runs from December 6, 2011 to April 26, 2012 and is taught by Ms. Tejada, our licensed ESL teacher and is supervised by the school AP Ms. Capuano.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our school engages in a comprehensive process that affords all staff appropriate and compelling opportunities for Professional Development. Information with respect to the many and varied instructional informational seminars, whether offered through the Office of English Language Learners, BETAC, the New York State Department of Education or our own CFN are disseminated to all staff, including teachers , administrators, school psychologist, social worker and others , whose knowledge of and interaction with English Language Learners can make a positive difference in their education and their lives. In addition, we hold regular meetings where the ESL provider and classroom teachers discuss new research trends with a focus on innovative and insightful approaches and solutions that might be engaged by us , with respect to the specific needs of our English Language Learners. In the past school year , our ESL teacher attended a three day workshop and turnkeyed her knowledge to classroom teachers to assist them in effective data based instruction for their ELL students. Tentative dates and topics for our in-house seminars are the following:

- Understanding the needs of LEP and immigrant student learners (October 2011)
- Holt ELL Daily Language activities -decoding phonics and spelling (December 2011)
- Holt Multicultural Reader and Holt Family Connections (January 2012)
- Rosetta Stone-Reading and Writing for second language learners (February 2012)
- Rosetta Stone- Effective use with the ELL student (March 2012)
- The Role of Data Guiding Instruction for ELL's (April 2012)
- Preparing immigrant students and ELL's for summer learning (May/ June 2012)

Professional Development sessions will be provided by Holt Rosetta Stone, and our ESL teacher, Ms. Tejada. Our school engages in a comprehensive process that affords all staff appropriate and compelling opportunities for Professional Development. Information offered through the Office of English Language Learners, the New York State Department of Education or our own CFN are disseminated to all our staff, including teacher, administrators, school psychologist, social worker and others whose knowledge of and interaction with English language Learners can make a positive difference in their education and

Part C: Professional Development

their lives.

In addition our ESL Teacher attended the ELL K-12 Literacy Conference on November 08, 2011. The Theme was From Theory to Practice: English Language Learners and the Common Core Standards.

She will be attending on March 7, 2012 professional development regarding the NYSESLAT and on March 19, 2012 she will receive training on writing the Language Allocation Policy.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The first two parent orientation days, where parents are given information regarding their rights, available programs and other issues of relevance to bilingual and ESL education, and where they are encouraged to express their concerns and ask any questions they wish to are scheduled at M.S.582 on the mornings of September 16 and September 23, 2011. Additionally, our Parent Coordinator and our ESL teacher have a close, mutually supportive working relationship which benefits both parents and students. This facilitates information being transmitted to parents quickly, and any concerns they have being dealt with promptly.

Parents are notified regarding their children eligibility by mail with letters sent in English and Spanish.

They are also contacted by telephone. The parent orientation day, where parents are given information regarding their rights, available programs and other issues of relevance to ESL education and where they are encouraged to express their concerns and ask any questions they wish to is scheduled at MS582 on the morning of September 26. In addition, our ESL teacher and our parent coordinator are both bilingual-English-Spanish which facilitates information quickly and any concerns are being dealt with promptly. Our parents are invited to collaborate with their children on various projects through school funded trips to various neighborhoods and cultural institutions

We also offer ELL parent workshops to support parental efforts to assist and engage with their child's education. These are provided by our ESL teacher and our Parent Coordinator, both of whom are bilingual as well as guest providers. Our tentative topics and schedule for this school year are as follows:

- Supporting first language literacy as a bridge to English (October 2011)
- Helping your child with reading (December 2011)
- Practicing writing in English (February 2011)
- Math and English (April 2012)
- Parent and child summer reading and writing projects (June 2012)

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		