



**P.S.53X
THE BASHEER QUSIM SCHOOL**

2009-10

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: DISTRICT 09/ BRONX/053

ADDRESS: 360 EAST 168TH STREET, BRONX, NEW YORK 10456

TELEPHONE: (718) 681- 7276

FAX: (718) 681 -7298

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 53X **SCHOOL NAME:** The Basheer Qusim School

SCHOOL ADDRESS: 360 East 168th Street Bronx, New York 10456

SCHOOL TELEPHONE: (718) 681 - 7276 **FAX:** (718) 681 - 7298

SCHOOL CONTACT PERSON: Collin M. Wolfe, Principal **EMAIL ADDRESS:** CWolfe@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Yezenia Centeno

PRINCIPAL: Collin M. Wolfe

UFT CHAPTER LEADER: Desline Brown

PARENTS' ASSOCIATION PRESIDENT: Delsy Montes de' Oca

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** Integrated Curriculum & instruction (Network 19)

SSO NETWORK LEADER: Marlene Wilks

SUPERINTENDENT: Dolores Esposito

Section II: School Leadership Team Signature Page

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Collin M. Wolfe	*Principal or Designee	
Desline Brown	*UFT Chapter Chairperson or Designee	
Delsy Montes de’ Oca	*PA/PTA President or Designated Co-President	
Bibha Thomas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Gloria Martinez	DC 37 Representative, if applicable	
Marian O’ Garro	CBO Representative, if applicable	
Yezenia Centeno	Teacher/	
Victoria Gill	Teacher/	
Brenda Reid	Teacher/	
Jocelyn Isaac	Teacher/	
Charles Wilson	Teacher/	
Maritza Pena	Teacher/	
Mary Torres	Parent/	
Juana Arnaud	Parent/	
Jenny Frias	Parent/	
Lisette Perez	Parent/	
Candida Rodriguez	Parent/	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* 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's Vision and Mission

Our school vision is anchored in the belief that "every child who is enrolled at PS 53X will read, write and perform mathematically on or above grade level at the completion of each school year." In an effort to accomplish this goal, the entire school community mission is to attain "excellence in teaching and learning".

Our principal has provided a framework based on several correlates that focus on improving school climate, school culture, student achievement and school progress. This framework includes: a clear mission and vision, instructional leadership, frequent monitoring of student progress, maintaining a safe and orderly environment and developing positive home school relations.

Student learning is the most important criteria used in making decisions about the instructional program and curricula maps focus on grade specific performance indicators that are aligned with the state standards. The delivery of instruction occurs within the framework of the workshop model. We have institutionalized an "A-Day/B-Day" model which allows for equity in the allotted instructional time for all core subjects. In furtherance of this, our school schedule has provided 100 minutes within the school day for all grades to become engaged in professional discourse each week and allows for teachers on each grade to meet daily.

There is a climate of high expectations for success: attention is distributed equally between low and high performing students. Our students know what is expected of them and teachers provide opportunities for students to experience success. In support of this our school is structured into cohorts. These instructional cohorts match the academic ranges of students across the grade.

In regards to instructional leadership, the principal, our instructional leader conveys high expectations for students, staff and administrators. Congruently, our instructional leader emphasizes that the purpose of school is teaching and learning. We have established partnerships with AUSSIE, Accelerated Literacy Learning, Santillana and our Learning Support Organization Integrated Curriculum and Instruction to support these efforts. There is continuous collaboration between teachers and administrators to strengthen and monitor students' performance and students' progress. The teachers use the common preparational time to plan units of study based on state standards. The units of study have culminating activities and projects, activity based rubrics and student checklists used for self evaluation. Students' artifacts are memorialized in the form of monthly publications and celebrations; there are benchmark folders for all core subjects, writers' notebooks, math logs, science journals and classroom displays. A variety of assessment procedures are used and the results are analyzed to improve individual student performance and to improve the instructional program.

The daily instructional program is structured to facilitate the teaching of all core subjects. This framework provides opportunities for students to learn content and structures students' time on task. The Flow of the Day/Flow of the Block, which outlines the instructional periods, is posted in all classrooms.

We make all efforts to maintain a safe and orderly environment. Our school climate is conducive to teaching and learning. Good behavior and achievement efforts are rewarded. Teachers and staff are familiar with the citywide standards of discipline and intervention measures.

We have maintained strong home/school partnerships and are steadfast in our efforts in strengthening this collaboration. Our parents understand our school goals and are given information on how to help their children at home. We host an annually Back to School Night and employ multiple means of communicating with parents including designing a parent handbook, newsletters, monthly calendars, town hall meetings, notes home, telephone calls, parent/teacher conferences, open house, home visits, school and class meetings. We have created opportunities for parents to accomplish personal goals and have established several programs such as GED classes, E.S.L instruction and computer technology classes, as part of our extended week program.

Contextual Information about the School's Community and its Unique and Important Characteristics

PS 53X is a school located in the Morrisania neighborhood of the Bronx. Our school is within Congressional District 16, which of the 435 Congressional Districts, is cited as the poorest in the nation. We are a Title I school comprised of a diverse population of students. Our school strives to create an atmosphere where children feel safe and can build self esteem through achievement, cultural pride, appreciation and understanding.

Our unique and important characteristics include: our grade organizational design and the strategic placement of students in classes. This cohort system allows for equity and attention to low and high performing students. Our ELL students are appropriately placed within this cohort system. Our rigorous (K-2) Dual Language Program offers our English students an opportunity to learn Spanish and Spanish dominant students an opportunity to acquire English proficiency. We have gifted and talented classes on grades 1-3 and a vibrant Enrichment Program which is pillared on the theoretical beliefs and philosophies of Joseph Renzulli and Howard Gardner. These students are selected from grades 3 -5 and are engaged in rigorous activities that allow them to explore each of the multiple intelligences. The project based assignments and field experiences gives students the opportunities to synthesize their learning and develop authentic projects.

The Arts serves as an integral part of our school-wide curriculum, which includes a band, a visual arts program and onsite collaboration with Harlem School of the Arts and Revels-Bey. Our arts program allows students the opportunity to explore creative media while enhancing cognitive abilities. We have a Science Lab where students engage in hands on investigations through laboratory experimentation. Inquiry study, the process of asking questions and conducting experiments is part of the lab study model that students use to make connections in understanding the natural world

We celebrate our students' academic achievement through our biannual "STARS Honor Society" assembly. We also recognize and celebrate students' accomplishments in various curricula areas by hosting annual Literary Fair, Math Expo, Science Expo, and a School Wide Challenge Competition that span across all grades.

To ensure that our students receive a strong foundation, we have established a Reading Recovery Program in collaboration with New York University. The Reading Recovery Program opens doors to a literate future by targeting children in the lowest quartile who are at risk of not meeting the state standards and providing them with intervention in reading and writing. The program model is structured one to one for the duration of 15-20 weeks for each student. Daily assessments, individual educational student plans and high parental involvement are some factors that contribute to the program success.

We have structured an open access early childhood computer lab and a state of the art upper grade computer lab. In addition, all classroom teachers have access to computer carts that store laptops for student's use.

Our fifth grade is departmentalized to prepare our students for the social and academic challenges that await them in middle school. The instructional program offers academic specialization in a self contained classroom, and provides students with an opportunity to become familiar with a middle school environment and the transition of moving from class to class.

Strategic Collaboration/Partnerships

PS 53X has partnered with Integrated Curriculum and Instruction (ICI), our Learning Support Organization (LSO) in Network 19, who which support in the usage of data and the monitoring of quality instruction to improve the students' outcomes. We participate in various professional development opportunities as part of our work with the LSO. We have developed strong partnerships with several affiliations and organizations. For example, as part of our instructional program and focus on strengthening teacher's instructional practices we have partnered with AUSSIE, Accelerated Literacy Learning and Santillana. Our partnership with Boy Scouts of New York supports our students in the further development of moral values that is perpetuated through positive behavior relating to community service, respect and tolerance.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 053 Basheer Quisim							
District:		9	DBN:		09X053	School BEDS Code:		320900010053	
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 :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		55	65	54			89.9	91.8	TBD
Kindergarten		184	192	214					
Grade 1		208	210	222					
Grade 2		203	216	203					
Grade 3		207	204	213					
Grade 4		237	246	237					
Grade 5		238	208	221					
Grade 6		0	0	0					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		0	1	4					
Total		1332	1342	1368					
					Student Stability - % of Enrollment :				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10					
		88.3	87.3	TBD					
					Poverty Rate - % of Enrollment :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
		83.2	80.6	TBD					
					Students in Temporary Housing - Total Number :				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10					
		70	180	TBD					
					Recent Immigrants - Total Number :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
		18	11	16					
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		31	43	44	Principal Suspensions		1	0	TBD
# in Collaborative Team Teaching (CTT) Classes		11	4	6	Superintendent Suspensions		1	0	TBD
Number all others		43	92	79					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		0	0	0	Early College HS Program Participants		0	0	0
Early College HS Program Participants		0	0	0					
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		212	142	227	Number of Teachers		100	97	TBD
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		207	136	171					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	8	45	Number of Administrators and Other Professionals	19	19	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	66.0	66.0	TBD
				% more than 5 years teaching anywhere	46.0	47.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	82.0	84.0	TBD
American Indian or Alaska Native	0.2	0.3	0.1		90.9	97.7	TBD
Black or African American	38.1	35.0	35.2				
Hispanic or Latino	61.1	62.8	61.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.4	1.0				
White			0.2				
Male	50.4	50.6	49.9				
Female	49.6	49.4	50.1				
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:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	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**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	83.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	8.6	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:	18.2	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	47		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	9.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

What student performance trends can you identify?

In the School Restructuring Plan submitted in 2004, the New York State Department of Education (NYSED) identified the following areas as in need of improvement: Grade 4 English Language Arts (ELA) Hispanics and Grade 4 Mathematics Limited English Proficiency (LEP). In 2007-2008 the overall accountability status was Restructuring Year 3; the NYSED report has identified all subgroups as meeting the adequate yearly progress targets. The students with disabilities subgroup met AYP using safe harbor targets. In 2008-2009 the overall accountability status was In Good Standing. To ensure that this Comprehensive Educational Plan is in alignment with previous and current data, we have employed various mechanisms to continuously assess and evaluate the instructional program. Emerging from these broad based analyses we observed the following trends:

Literacy:

K-3

We utilized the ECLAS-2 as a formative and summative assessment in grades K-3. This assessment served as a diagnosis of the students' strengths and weaknesses in these five dimensions of reading with phonemic awareness, phonics, fluency and expressiveness, vocabulary and comprehension. The data was used to group students based on their individual needs. In review of the ECLAS-2 data from 2007-2008, we observed that 90% of our students in grades K -3 are demonstrating mastery in phonemic awareness, phonics, fluency and expression, reading and comprehension. The data also indicates that the same population of students is approaching mastery in the areas of listening, vocabulary and spelling. In review of the ECLAS-2 data from 2008-2009, we observed a similar trend, students have demonstrated mastery in the areas of phonemic awareness, phonics, sight words, decoding, comprehension and reading accuracy. The data also indicates that the same population of students are approaching mastery in vocabulary and spelling.

3-5

In reviewing data from 2007-2008, the New York State School Report Card identified all subgroups as meeting adequate yearly progress targets in ELA with the special education subgroup meeting adequate yearly progress using safe harbor targets. The New York City Progress report for 2007-2008 indicated that 48.1% of students performed on levels 3 and 4.

The data from the 2008-2009, New York City Progress Report indicated that 61.3% of our student population performed at levels 3 and 4.

In reviewing data derived the New York City Department of Education Progress Report for 2008 -2009 the exemplary proficiency gains for the following subgroups is listed in the table below.

NYC Department of Education Progress Report 2008 – 2009 Exemplary Proficiency Gains
English Language Arts

Exemplary Proficiency Gains	Student Group
31.4%	English Language Learners
58.5%	Special Education Students
50.5%	Hispanic Students in Lowest Third Citywide
56.6%	Black Students in Lowest Third Citywide

Based on these results, we will continue to focus on the systemic and instructional practices that have proven to be effective as well as providing professional development to our pedagogical staff that supports the instructional program.

The Reading Recovery program targets the needs of at-risk students in grade one. The Academic Intervention Program on grades two through five provide literacy support to identified “at risk” students. These teachers and paraprofessionals utilize a variety of strategies to help students acquire the skills in which they demonstrate deficiency. Additional resources and materials utilized: Wilson Foundations, Early Success, and the Passport Voyager program. Our English Language Learners receive additional instruction to improve literacy skills. Teachers servicing these students are trained in research based strategies that support language acquisition. Our ELL students are strategically placed in classes. We further support our Ell’s by offering early morning, after school programs as well as Saturday and holiday academies.

Low performing students are mandated to participate in our Extended Day Program. During this program, students receive small group instruction to support reading and writing skills. To further address the needs of these students, we offer Early Morning, After School programs, Saturday and holiday academies.

Our Academic Enrichment Program engages students in grades three through five in rigorous activities that allow them to explore each of the multiple intelligences. The project based assignments and field experiences give students the opportunities to synthesize their learning and develop authentic projects.

Mathematics:
PreK – 2

We administer a variety of assessments such as criterion referenced performance assessments, unit tests, student observations, and the Everyday Mathematics Informing Instruction and Recognizing Student Achievement instruments. These assessments include a systemic grade specific mathematics baseline, midline, and end line to assess skills that address the process and content strands with the New York State Mathematics core curriculum. Teachers analyze and utilize data to monitor student progress and develop explicit instructional lessons, small group tasks and differentiated activities.

3-5

In reviewing the 2007-2008 New York State Report Card, all subgroups met their adequate yearly progress targets in mathematics. The 2007-2008 New York City Department of Education Progress report indicated that 78.2% of students performed on levels 3 and 4. The 2008 -2009 New York City Progress report indicates that 88.3% of students performed on levels 3 and 4.

In reviewing data derived the New York City Department of Education Progress Report for 2008 -2009 the exemplary proficiency gains for the following subgroups is listed in the table below.

NYC Department of Education Progress Report 2008-2009 Exemplary Proficiency Gains Mathematics

Exemplary Proficiency Gains	Student Group
22.2%	English Language Learners
56.9%	Special Education Students
38.0%	Hispanic Students in Lowest Third Citywide
35.7%	Black Students in Lowest Third Citywide

Based on these results, we will continue to focus on the systemic and instructional practices that have proven to be effective as well as providing professional development to our pedagogical staff that supports the instructional program

Teachers utilize the MST New York State standards as a guide in planning appropriate lessons. We emphasize student mathematical writing through our use of math learning logs. The purpose of these logs is to facilitate student mathematical thinking via prompts posing content and process questions or problem situations.

Our Academic Enrichment Program engages students in grades three through five in rigorous activities that allow them to explore each of the multiple intelligences. The project based assignments and field experiences gives students the opportunities to synthesize their learning and develop authentic projects. Enrichment is also provided through challenging math projects, our school wide Math Expo and School wide Challenge.

Low performing students are mandated to participate in our Extended Day Program. During this program, students receive small group instruction to reinforce math concepts and build skills. We further support all students by offering early morning, after school programs, as well as Saturday and holiday academies.

Science: K – 5

In grades K – 5, we utilize the MST Standards and the New York City Scope and Sequence to drive our science instructional program. To ensure that students engage in quality based science instruction, we develop units of studies where teachers expose children to inquiry based learning that reflect a student centered problem solving approach to science. These units expose children to a series of discoveries and scientific concepts through investigation, identification, observation, predictions, and problem solving. The application of these skills allow student to investigate important issues in the world around them. Student learning is measured by criterion assessments, end of unit and exit projects.

Teachers utilize a variety of qualitative and quantitative data to assess and monitor student progress. Student outcome is a pivotal point in our assessment, as teachers utilize performance outcomes to plan for differentiated instruction, modify and choose appropriate goals and “next steps” for students as well as “teacher next steps” and instructional planning goals. We utilize the New York State and New York City Science Standards as a guide in developing student performance outcomes based on the Science performance indicators.

In addition, we utilize the Harcourt Brace and Delta FOSS science programs that emphasize a hands-on approach which facilitates scientific investigation leading to the enhancement of problem solving skills. Our science curriculum also provides many opportunities for students to develop and maintain the essential skills that form the basis for scientific inquiry.

The science units which are developed require students to formulate and investigate their own hypotheses, make observations, comparisons, gather, record, display or interpret data. Other skills developed include the ability to plan and conduct simple experiments, identify and contrast variables, predict, infer and draw conclusions.

These inquiry skills are important tools and are essential for investigating the natural world. To address the needs of the students, we offer a Science academy on Saturdays and holidays which provide additional preparation for the NYSPET exam for grade 4 students. In review of the New York State Report Card data from 2007–2008, our fourth grade subgroups met the AYP targeted goals. The New State Report Card data from 2008 – 2009, our fourth grade subgroups met the AYP targeted goals.

Social Studies:

K – 2

In grades K- 2, we utilize the New York City Scope and Sequence and the New York State Core Curriculum to guide our social studies instructional program. The kindergarten curriculum focuses on helping students develop self awareness of themselves as budding youths. In grade one, the development of identity and social interaction are emphasized. The students learn about their roles as members of a family and local community. In grade two, students learn about their own community and explore rural, urban and suburban communities in the United States. The teachers collaborate in order to plan Social Studies units that provide developmentally appropriate learning experiences. The teachers use authentic literature to support the units in the implementation of the Social Studies curriculum.

3 –5

In grades 3-5 the Social Studies curriculum is based on the New York City Scope and Sequence and New York State Core Curriculum. These standards are used as a guide to develop units of study and the student performance outcomes based on the Social Studies performance indicators. We utilize a variety of qualitative and quantitative data to assess and monitor student progress. Student outcomes are pivotal in our assessments, as teachers utilize performance outcomes to plan for differentiated instruction, modify and choose appropriate goals and “next steps” for students as well as “teacher next steps” in instructional planning. Our Social Studies program stimulates students to formulate questions, and utilize resources such as reference books, magazines, and technology. The fourth and fifth grade teachers also utilize the Houghton Mifflin Social Studies program. Classroom libraries in all grades house a variety of literature that supports the social studies curriculum.

Students participate in class discussions, work cooperatively with peers on projects. The program also requires students to research, create products, read a variety of fiction and nonfiction texts for information. Consequently, students question text before, during and after reading and listening. Congruently, students draw conclusions, use writing to express and communicate ideas, cite resources and form opinions about current and past events.

Professional Development

The P.S.53X teaching staff has embraced the school’s vision and has taken considerable steps in creating an environment that is distinguished by collaborative work and a focus on student achievement. Our professional learning plans are aligned with district and school-wide systemic initiatives. They address student learning and quality teaching to improve student achievement which is evidenced by the success rate on state and city assessments. The teachers engage in activities that focus on collaborative work and developing instructional plans for identifying outcomes. Teachers use the Professional Teaching Standards develop professional goals that are measurable and observable. The administrative team supports and assists teachers in meeting these goals. We provide onsite and offsite professional development for all teachers and staff. Our onsite professional development consists of:

- 100 minute grade cohort Professional Development sessions

- Study groups
- Inter visitations
- Differentiated Teacher Professional Development
- Peer Mentoring
- Coach Mentoring
- Santillana
- Support from our LSO
- AUSSIE
- Accelerated Literacy Learning

Our offsite professional development consists of:

- Professional sessions held by our LSO
- Department of Education Professional Development

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

As a school, we have been able to decrease the number of students performing on levels 1 and 2 in ELA, mathematics, and in science. In addition, we have increased the number of students performing on level 3 in ELA, mathematics, and in science. We have been able to do this through strong administrative leadership, which established systemic initiatives focused on creating a rigorous instructional program as well as providing professional development to teachers in order to improve teaching practices. In addition, we have developed an instrumental tool called the “Roadmap to Standard Based Instruction”. This tool is utilized as a framework to help teachers in planning units of studies using the New York State Standards and creating rubrics based on those standards. In addition, we have created another tool called the “Classroom Configuration Matrix”, which places the teachers on a continuum for teacher improvement. Supervisors use this tool to help teachers move along the continuum in order to enhance their teaching practices.

In keeping with accomplishing the mission of the school we have built capacity amongst staff and operational systems within our school organization through our school based mentoring program, peer mentors and coaches. We have a strong parent-school collaboration that includes a vibrant parent engagement program which utilizes our staff in the offering of GED classes, E.S.L. instruction and computer technology classes to interested parents.

What have been significant aids and barriers to the school’s continuous improvement?

Some of the most significant aids in the continuous improvement of our school have been establishing a clear vision and mission. We continue to diversify our professional development program, which focuses on the different needs of our teachers. We have differentiated the instruction for our students in order to meet their diverse needs.

Some of the barriers we face regarding our school's continuous improvement are our large transient student population and our large recent immigrant population with limited English proficiency. There is also a high asthma rate among our students.

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 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR 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.

Based on the findings and implications from the comprehensive needs assessment and various data sources three annual school goals for 2009 -2010 have been identified.

Goal #1:

By June 2010, there will be a 1.5% increase in students' ELA performance at levels 3 and 4 as indicated on the New York State ELA examination.

Measurable Objective:

In 2008-2009, 61.3% of students at P.S. 53X performed at levels 3 and 4. In the 2009-2010 school year, we will increase the number of students performing at levels 3 and 4 by 1.5 %.

The plan for meeting this goal, including staffing and scheduling, is as follows:

- Budget is being used to fund a full-time literacy coach for the 2009-2010.
- Additional budgetary allocation is being used to fund a full-time enrichment teacher.
- There is currently in effect early morning, after-school, Saturday and holiday academies geared at providing additional instructional opportunities for students on the testing grades.
- Teachers use periodic assessments, simulated state tests, and running records to monitor students' progress in ELA.
- Teachers use formative assessments such as DRA to assess students' progress in reading throughout the school year.
- Supervisors utilize the informal and formal observations systems to monitor instruction and provide teachers with professional development in the discipline of literacy.
- Staff receives training on the use of N.Y. State Content and Performance Standards to develop curricula maps, units of study and rubrics.
- Teachers meet with individual, or groups of students periodically, to assess students' progress regarding the achievement of their learning goals and to set new ones where necessary.
- Students will collaborate with teachers in developing activity-based rubrics and will be trained to use such rubrics to evaluate their individual class work and assignments.

- Supervisors will provide training to staff on how to use qualitative and quantitative data to inform planning and instruction. This will include training on accessing and utilizing data housed in ARIS.
- The principal will institute school-wide Inquiry teams aimed at monitoring students' progress in literacy.
- School identifies, recruits, and utilizes the services of staff developers and consultants for the purpose of training teachers on current trends in educational research.
- Funding is allocated in Galaxy to support professional development and provide materials and other resources to staff.
- School works consistently with the LSO Support staff to monitor the quality of instruction and provide next steps. Our Network Leader and her team of Instructional Specialists will conduct regular learning walks throughout the school and will collaborate with supervisors in providing teachers with feedback pertaining to students' learning goals.

Evidence:

- Teachers use the results from formative and summative assessments to plan for instruction.
- Students are placed in differentiated groups for instruction arising from continuous assessment and monitoring of their progress.
- Teachers develop lessons that are based on the state's standards, and accompany these lessons with appropriate performance rubrics and student self assessment tools. These lessons are presented within the context of the "workshop model."
- A weekly 100-minute period will be scheduled throughout the school year to accommodate professional development for teachers and time for common planning and review of students' artifacts in grade-alike cohorts.
- Each student will maintain individual portfolios bearing samples of literary work, which spans various genres and topics. This will be augmented by the systemic use of writers' notebooks and reading logs.
- The staff is engaged in varied forms of professional learning which includes but not are limited to: interclass visitations, lab sites, fish bowls, study groups and "lunch and learns."
- Teachers and students develop professional teaching goals and meaningful performance outcomes, as measured by the contents of students' portfolios.

Goal #2:

By June 2010, the number of teachers participating in inquiry work in the school will increase to 90%.

Measurable Objective:

During the 2008-2009 school year, approximately 65 teachers participated in Inquiry work at P.S. 53X. During the 2009-2010 academic year, 90 % of teachers on this staff will be engaged in Inquiry work, under the guidance of the central Inquiry Team.

The plan for meeting this goal is as follows:

- A central Inquiry Team comprising of teacher representatives from each grade (K-5) along with supervisors, coaches and enrichment teachers will be assembled. The team will meet weekly for the purpose of school-wide planning and goal-setting.
- A monthly 100-minute period will be scheduled throughout the school year to accommodate professional development for teachers and time for engaging in inquiry work in grade-alike cohorts.
- Each grade representative from the central Inquiry Team will spearhead the inquiry work during the monthly 100-minute period.
- The newly refurbished computer lab, along with laptops allocated for each grade, will be available for teachers to access relevant students' data as part in parcel of this Inquiry work.
- Professional literature which supports the inquiry work will be acquired and given to teachers.
- Teachers will identify subgroups of students to target and monitor their progress in both literacy and math for school-wide Inquiry study.
- The Central Inquiry Team, along with all teachers who are involved in inquiry work will periodically publish pamphlets outlining the school-wide Inquiry work. This will be augmented by the bulletin board which is designated for displaying Inquiry work.

Evidence:

- An accumulation of agenda and attendance sheets with respect to weekly meetings.
- Participating teachers will articulate their best ideas and practice, while producing evidence with respect to their work on the Inquiry teams.
- A list is generated reflecting students who are selected for Inquiry study and evidence of their work are examined to determine progress.
- There is a compilation of artifacts generated by the target population of the inquiry work. This, along with case studies, reflects the ongoing monitoring of students who are involved in the research project.
- A collection of professional literature which supports inquiry work is available
- Classroom teacher will use Inquiry work data to shape and fashion their classroom instructional programs and replicate effective strategies in their classrooms.
- 90% of teachers are involved in the collaborative inquiry process.

Goal #3:

By June 2010, school-wide attendance will increase 1.5% as measured against the attendance for the 2008-2009 school year.

Measurable Objective:

Barring mitigating circumstances, such as the H1N1 virus (swine flu), we will improve our current average yearly students' attendance of 91.8% at P.S. 53X.

The plan for meeting this goal is as follows:

- Supervisors present staff and parents with existing school-wide attendance data trends, and discuss the implications of such trends.
- Supervisors collaborate with teachers and staff in developing school-wide vision and mission for students' attendance.
- A committee is formed to work with the principal in analyzing daily attendance trends of students in each classroom on each grade. The committee develops strategies aimed at achieving and sustaining a high average attendance for the school year.
- The committee presents staff and parents with a strategic plan aimed at improving current school-wide attendance trends. This plan outlines class targets, benchmarks, incentives, and intervention strategies aimed at monitoring the efficacy of this plan.
- A monitoring system is instituted, aimed at alerting parents of students who are absent from school for more than two consecutive days. This system will reflect:
 - a) telephone calls
 - b) post cards or letters
 - c) a visit from the school's family worker that alert parents about such absences.
- Where there are chronic patterns among students' attendance and all reasonable interventions are undertaken by the school without positive results, the matter will be reported to the state as education neglect.
- An attendance teacher is assigned to clear registers of "no shows" early in the school year.
- Principal meets with the school's attendance team weekly to monitor school-wide trends in students' attendance.
- An assistant principal is designated to supervise the school-wide attendance program and reports progress directly to the principal.
- The parent coordinator will conduct monthly meetings with parents and will stress the significance of consistent students' attendance.

Evidence:

- Parents receive timely contacts from school regarding absences and lateness of students in their custody.
- Classrooms with perfect attendance receive certificates for posting on their doors.
- Daily announcements of classes with 96%-100% daily attendance.
- Students with perfect attendance records receive awards and incentives for their individual efforts.
- The school hosts regular attendance-related assemblies where students and their parents are invited to join in the celebrations.

- The school publishes weekly and monthly summaries regarding individual grade by grade and school-wide trends in attendance.
- School wide attendance plan is available in the school's General Office for review.
- Teachers take daily attendance of their students and submit attendance records to the attendance office, in keeping with established procedures.
- The school's PAR report shows a high monthly attendance trend.
- The school annual report card depicts an increase in the school-wide attendance over the previous year's record.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts
(High Achieving Students)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #1 By June 2010, there will be a 1.5% increase in students’ ELA performance at levels 3 and 4 as indicated on the New York State ELA examination.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Students in the upper grade cohorts who are performing on or above grade level.</p> <p>Responsible Staff Members: Classroom teachers, Assistant Principals, Enrichment Teacher, Coaches, Consultants and LSO support staff</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • Budget is being used to fund a full-time literacy coach for the 2009-2010. • Additional budgetary allocation is being used to fund a full-time enrichment teacher. • There is currently in effect early morning, after-school, Saturday and holiday academies geared at providing additional instructional opportunities for students on the testing grades. • Teachers use periodic assessments, simulated state tests, and running records to monitor students’ progress in ELA. • Teachers use formative assessments such as DRA to assess students’ progress in

reading throughout the school year.

- Supervisors utilize the informal and formal observations systems to monitor instruction and provide teachers with professional development in the discipline of literacy.
- Staff receives training on the use of N.Y. State Content and Performance Standards to develop curricula maps, units of study and rubrics.
- Teachers meet with individual, or groups of students periodically, to assess students' progress regarding the achievement of their learning goals and to set new ones where necessary.
- Students will collaborate with teachers in developing activity-based rubrics and will be trained to use such rubrics to evaluate their individual class work and assignments.
- Supervisors will provide training to staff on how to use qualitative and quantitative data to inform planning and instruction. This will include training on accessing and utilizing data housed in ARIS.
- The principal will institute school-wide Inquiry teams aimed at monitoring students' progress in literacy.
- School identifies, recruits, and utilizes the services of staff developers and consultants for the purpose of training teachers on current trends in educational research.
- Funding is allocated in Galaxy to support professional development and provide materials and other resources to staff.
- School works consistently with the LSO Support staff to monitor the quality of instruction and provide next steps. Our Network Leader and her team of Instructional Specialists will conduct regular learning walks throughout the school and will collaborate with supervisors in providing teachers with feedback pertaining to students' learning goals.

<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>Funding is allocated in Galaxy to support professional development and provide materials and other resources to staff.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Projected Gains: In 2008-2009, 61.3% of students at P.S. 53X performed at levels 3 and 4. In the 2009-2010 school year, we will increase the number of students performing at levels 3 and 4 by 1.5 %.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Teachers use the results from formative and summative assessments to plan for instruction. • Students are placed in differentiated groups for instruction arising from continuous assessment and monitoring of their progress. • Teachers develop lessons that are based on the state’s standards, and accompany these lessons with appropriate performance rubrics. These lessons are presented within the context of the “workshop model.” • A weekly 100-minute period will be scheduled throughout the school year to accommodate professional development for teachers and time for common planning and review of students’ artifacts in grade-alike cohorts. • Each student will maintain individual portfolios bearing samples of literary work, which spans various genres and topics. This will be augmented by the systemic use of writers’ notebooks and reading logs. • The staff is engaged in varied forms of professional learning which includes but not are limited to: interclass visitations, lab sites, fish bowls, study groups and “lunch and learns.” • Teachers and students develop personal goals and meaningful performance outcomes, as measured by the contents of students’ portfolios.

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 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Increase Inquiry Work School wide

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2 By June 2010, the number of teachers participating in inquiry work in the school will increase to 90%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Teachers in grades Kindergarten through Fifth</p> <p>Responsible Staff Members: Assistant Principals, Classroom Teachers, School Based Support Team and the IEP/SETSS Teachers.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • A central Inquiry Team comprising of teacher representatives from each grade (K-5) along with supervisors, coaches and enrichment teachers will be assembled. The team will meet weekly for the purpose of school-wide planning and goal-setting. • A monthly 100-minute period will be scheduled throughout the school year to accommodate professional development for teachers and time for engaging in inquiry work in grade-alike cohorts. • Each grade representative from the central Inquiry Team will spearhead the inquiry work during the monthly 100-minute period. • The newly refurbished computer lab, along with laptops allocated for each grade, will be available for teachers to access relevant students' data.

	<ul style="list-style-type: none"> • Teachers will identify subgroups of students to target and monitor their progress in both literacy and math for school-wide Inquiry study. • The Central Inquiry Team will periodically publish pamphlets outlining the school-wide Inquiry work. This will be augmented by a bulletin board which is designated for displaying Inquiry work.
<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>Funds will be set aside to provide professional development and other resources.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Projected Gains: During the 2009-2010 academic year, 90% of teachers on this staff will be engaged in Inquiry work, under the guidance of the central Inquiry Team.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • An accumulation of agenda and attendance sheets with respect to weekly meetings. • Participating teachers will articulate their best ideas and practice, while producing evidence with respect to their work on the Inquiry teams. • A list is generated reflecting students who are selected for Inquiry study and evidence of their work are examined to determine progress. • There is a compilation of artifacts generated by the target population of the inquiry work. This, along with case studies, reflects the ongoing monitoring of students who are involved in the research project. • A collection of professional literature which supports inquiry work is available • Classroom teacher will use Inquiry work data to shape and fashion their classroom instructional programs and replicate effective strategies in their classrooms. • 90% of teachers are involved in the collaborative inquiry process.

	<p>current school-wide attendance trends. This plan outlines class targets, benchmarks, incentives, and intervention strategies aimed at monitoring the efficacy of this plan.</p> <ul style="list-style-type: none"> • A monitoring system is instituted, aimed at alerting parents of students who are absent from school for more than two consecutive days. This system will reflect: <ul style="list-style-type: none"> a) telephone calls b) post cards or letters c) a visit from the school’s family worker that alert parents about such absences. • Where there are chronic patterns among students’ attendance and all reasonable interventions are undertaken by the school without positive results, the matter will be reported to the state as education neglect. • An attendance teacher is assigned to clear registers of “no shows” early in the school year. • Principal meets with the school’s attendance team weekly to monitor school-wide trends in students’ attendance. • An assistant principal is designated to supervise the school-wide attendance program and reports progress directly to the principal. • The parent coordinator will conduct monthly meetings with parents and will stress the significance of consistent students’ attendance.
<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>Funding is allocated in Galaxy to support this initiative.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Projected Gains: Barring mitigating circumstances, such as the H1N1 virus (swine flu), we will improve our current average yearly students’ attendance of 91.8% at P.S. 53X.</p> <p>Evidence:</p>

- Parents receive timely contacts from school regarding absences and lateness of students in their custody.
- Classrooms with perfect attendance receive certificates for posting on their doors.
- Daily announcements of classes with 96%-100% daily attendance.
- Students with perfect attendance records receive awards and incentives for their individual efforts.
- The school hosts regular attendance-related assemblies where students and their parents are invited to join in the celebrations.
- The school publishes weekly and monthly summaries regarding individual grade by grade and school-wide trends in attendance.
- School wide attendance plan is available in the school's General Office for review.
- Teachers take daily attendance of their students and submit attendance records to the attendance office, in keeping with established procedures.
- The school's PAR report shows a high monthly attendance trend.
- The school annual report card depicts an increase in the school-wide attendance over the previous year's record.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	30	N/A	N/A	15	2	3	4
1	32	32	N/A	N/A	18	0	2	37
2	29	29	N/A	N/A	19	3	4	27
3	46	32	N/A	N/A	22	3	1	42
4	19		38	N/A	12	2	5	48
5	48			32	11	0	4	40
6								
7								
8								
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>To increase student achievement for students identified “at risk” of not meeting state standards in English Language Arts, AIS services will be provided by trained staff who will use the following programs that are differentiated by grade: (K-3)Voyager Passport, (K-2) Early Success, (3-5) Wilson Reading Series and (K-2) Wilson Foundations. The services will be provided to students in small groups and one to one tutoring. The delivery of instruction will take place during the school day, before and after school, including the extended week program. All classroom teachers will provide differentiated instruction, guided instruction and will conduct conferencing sessions with students and monitor progress in achieving short and long term literacy goals.</p>
<p>Mathematics:</p>	<p>To increase student achievement for students identified “at risk” of not meeting state standards in Mathematics, AIS services will be provided by trained staff utilizing the Everyday Math Program Intervention strategies and games. The Everyday Math Program instructional design is crafted to capitalize on student interest and maximize student learning by teaching students multiple methods and strategies for problem solving. Students will be exposed to concrete modeling as a pathway to abstract understanding, use manipulatives and developmental vocabulary. Additional resources such as Math Steps and New York State Math will be utilized. The services will be provided to students in small groups and one to one tutoring. The delivery of instruction will take place during the school day, before and after school, including the extended week program. All classroom teachers will provide differentiated and guided instruction and will conduct conferencing sessions with students and monitor progress in achieving short and long term math goals. .</p>
<p>Science:</p>	<p>To increase student knowledge of scientific concepts, trained AIS service providers will emphasize a hands-on approach to learning utilizing the FOSS and New York City Scope and Sequence with students identified “at risk” of meeting state standards. Students will be actively engaged in the discovery process with connected experiences to the natural world. Additional resources, such as New York State Measuring Up will also be utilized. Students will practice problem solving skills, improve critical thinking and increase scientific literacy. These services will be provided in small groups before and after school including the extended week program. Classroom teachers will develop plans derived from the core curriculum MST standards that focus on understanding important relationships, processes, mechanisms and application of concepts.</p>
<p>Social Studies:</p>	<p>To increase student achievement for students identified “ at risk” of not meeting state standards AIS services will be provided by trained staff utilizing the core curriculum and New York City Scope and Sequence. Students will engage in activities that foster the development of thinking and process skills that help them to understand and investigate important issues in the world around them and practice research/ writing skills. Classroom teachers will develop inquiry based units of study and plan small group and guided instructional sessions for students. These services will be provided before and after school including the extended week program.</p>

At-risk Services Provided by the Guidance Counselor:	The intervention services provided by the guidance counselor to “at risk” students include immediate crisis intervention sessions, individual counseling and family meetings as needed. The students will be provided with strategies to cope with peer pressure, conflict resolution and anger management. These services will be provided during the regular school day and after school.
At-risk Services Provided by the School Psychologist:	Crisis intervention services will be provided by the school psychologist in small groups and in one to one sessions to target “at risk” students.” The services will provide students with strategies to cope with school stress and home life issues. Students will engage in activities that promote self esteem and self confidence resulting in improved school experiences. Students will receive services during the school day and after school as needed.
At-risk Services Provided by the Social Worker:	Crisis intervention services for students “at risk” will be provided by the social worker in one to one student counseling sessions and family sessions as needed. Immediate intervention and short term counseling will be provided to students referred by the principal and assistant principals. Counseling services and referrals to outside agencies will be recommended and available for families, parents and students.
At-risk Health-related Services:	AIS health related services for students identified “at risk” will be provided in small groups and one to one sessions and family meetings as needed. These informational and instructional sessions will focus on nutrition, asthma, hygiene, obesity and other health related issues. Service providers include school dietician, counselors and the school nurse. These services will be provided during the day and after school.

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 (2009-2010) LAP narrative to this CEP.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District District 9	School PS. 53X
Principal Dr. Collin M. Wolfe	Assistant Principal Lorena Moreno
Coach Yezenia Centeno	Coach Eudona Stewart
Teacher/Subject Area Maritza Pena Second Grade: DL	Guidance Counselor Jenny Rojas
Teacher/Subject Area Evelyn Velez Fourth Grade: TBE	Parent Mary Torres
Teacher/Subject Area	Parent Coordinator N/A
Related Service Provider Ms. Milton (ESL teacher)	SAF Dr. Lena Richardson
Network Leader Marlene Wilks	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	12	Number of Certified NLA/FL Teachers	N/A
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	N/A

C. School Demographics

Total Number of Students in School	1376	Total Number of ELLs	392	ELLs as Share of Total Student Population (%)	28.49%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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].)
- 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.
- 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.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	3	2	1	0	0	0	9
Dual Language (50%:50%)	2	2	2	0	0	0	0	0	0	6
Freestanding ESL										
Self-Contained	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	1	1	1	2	0	0	0	5
Total	3	3	4	4	3	3	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	392	Newcomers (ELLs receiving service 0-3 years)	229	Special Education	21
SIFE	8	ELLs receiving service 4-6 years	120	Long-Term (completed 6 years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	147	6	4	50	0	17	3	0	0	200
Dual Language										0
ESL	82	2	0	70	0	0	11	0	0	163
Total	229	8	4	120	0	17	14	0	0	363

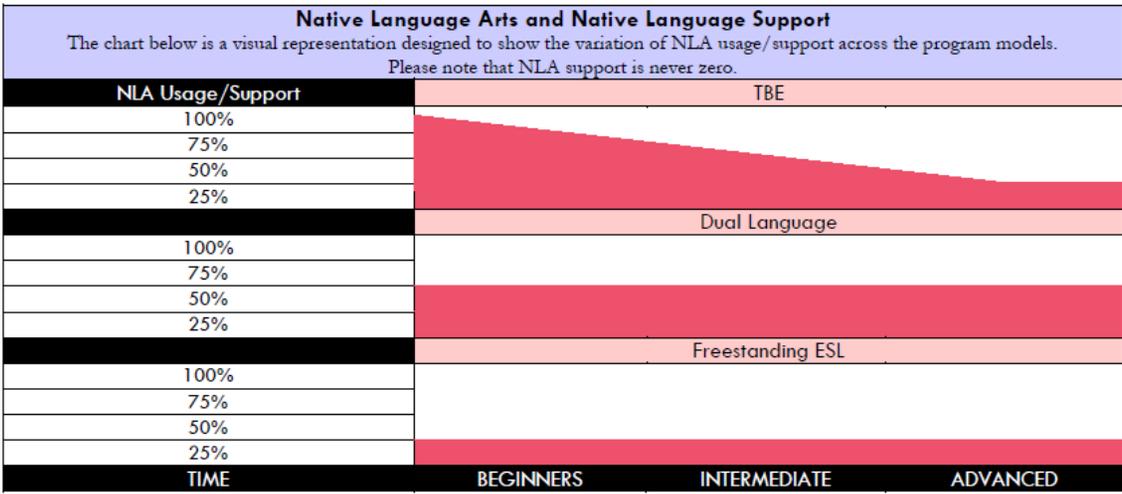
Number of ELLs in a TBE program who are in alternate placement: ____

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	TOTAL
Spanish	29	24	28	68	55	25	0	0	0	229
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0

- Programming and Scheduling Information**
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
 4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
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	N/A		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



Programming and Scheduling Information—Continued

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

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)?

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.

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?

Part IV: Assessment Analysis

A. Assessment Analysis

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	TOTAL
Beginner(B)	0	24	15	12	5	3	0	0	0	59
Intermediate(I)	0	15	31	23	21	11	0	0	0	101
Advanced (A)	0	5	7	15	39	33	0	0	0	99
Total	0	44	53	50	65	47	0	0	0	259

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	0	1	3	1	5	0	0	0	0
	I	0	8	8	4	10	2	0	0	0
	A	0	17	13	31	40	27	0	0	0
	P	0	17	25	17	14	28	0	0	0
READING/ WRITING	B	0	23	18	13	6	4	0	0	0
	I	0	15	27	22	21	14	0	0	0
	A	0	5	4	18	31	34	0	0	0
	P	0	0	0	0	10	5	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	32	29	0	69
4	3	37	40	0	80
5	2	32	38	0	72
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	2	7	25	30	7	6	79
4	4	0	6	4	46	12	12	1	85
5	2	0	8	7	32	14	8	1	72
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	6	6	5	31	3	25	3	82
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	n/a	n/a	n/a	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	14	6	5	3	28	9	3	0	68
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	18	11	4	n/a	n/a	n/a	n/a
Chinese Reading Test	0	0	0	0	0	0	0	0

- 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 does 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.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorena Moreno	Assistant Principal		
N/A	Parent Coordinator		
Ms. Milton	ESL Teacher		
Mary Torres	Parent		
Maritza Pena Second Grade: Dual Language	Teacher/Subject Area		
Evelyn Velez Fourth Grade TBE	Teacher/Subject Area		
Yezenia Centeno	Coach		
Eudona Stewart	Coach		
Jenny Rojas	Guidance Counselor		
Dr. Lena Richardson	School Achievement Facilitator		
Marlene Wilks	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1) (a)

Grade Level(s) K-5 **Number of Students to be Served:** 392 **LEP** _____ **Non-LEP**

Number of Teachers: 18 **Other Staff (Specify)** _____

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.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

We have developed a comprehensive instructional program which includes Self-Contained ESL classes and Transitional Bilingual (TBE) classes. All students in the self contained ESL program primarily receive instruction in English combined with the utilization of intensive ESL methodology. The core content area instruction is provided through a sheltered English approach.

The students in the Transitional-Bilingual Education program primarily receive their content area instruction in Spanish. English is taught as a Second Language. All English Language Learners are expected to build academic skills in their native language and subsequently transfer these skills in the acquisition of the second language.

Form TIII – A (1) (b)

School: P.S. 53X **BEDS Code:** 320900010053

**P.S. 53X
The Basheer Qusim School
360 East 168th Street
Bronx, New York 10456**

Dr. Collin M. Wolfe, Principal

Implementing Recommendation IV

Language Allocation Policy Narrative and Worksheet

**New York City Department of Education
Division Of English Language Learners
Implementing Recommendation IV**

**PS 53X
Dr. Collin M. Wolfe, Principal**

Language Allocation Policy Team Composition

P.S.53X
Dr. Collin M. Wolfe
Principal

Lorena Moreno
Assistant Principal

Eudona Stewart
Math Coach

Yezenia Centeno
Literacy Coach

Jenny Rojas
Guidance Counselor

Gloria Feliciano
Social Worker

Part II. ELL Identification Process

Describe how you identify the ELL students in your school

In order to identify possible ELL students we at PS 53X take the following steps to ensure that the process for the students and parents move smoothly. First, when students are being registered parents must fill out the Home Language Survey, which lets us know what languages are spoken at home. Once the parent has identified a language other than English on that form, the pupil accounting secretary asks the parents whether or not the child speaks, reads, writes and understands English. If the parent indicates that the child does not, the pupil accounting secretary lets the parent know the programs available (TBE, Dual Language, etc.) The student is placed in a class and awaits the LAB-R exam and initial testing, that is administered by an ESL teacher. All children who are considered ELL's after undergoing the process described will take an annual state ESL exam called the NYSESLAT. The classroom teacher assesses each individual student in the speaking strand of the exam if they are a Dual Language or TBE teacher. The students receiving push-in ESL services will get assessed by the ESL teacher for that strand. The students then get tested on the reading, listening and writing strands by their classroom teacher or ESL teacher.

There have been 7 parent orientation meetings in order to inform parents about the choices available to them. At these orientation meetings, parents viewed a video in the community language about program choices and were able to ask questions about the different programs that are available for their children at PS 53X. Additional parent orientation meetings will be held as needed.

Our students receive the entitlement letters as well as a welcome letter from their classroom teacher. Once the letters are distributed the students take the letters home in order to get their parents' or guardians' signatures. The letters are then returned to the school and they are filed.

The students are then placed in the programs that their parents have elected to place them in. We have a Dual Language Program, where our parents know that students will receive a 50/50 instructional program in both the students' Native Language and Language of Acquisition for both the ELL's and EP students. In our TBE program students are placed according to proficiency levels on the NYSESLAT exams. We try to have a class of new arrivals and beginning level students. We then have a second TBE class that includes students in the intermediate and advanced levels of language acquisition. This allows the teacher to tailor their instruction to the needs of these specific students. For students who speak languages other than Spanish, they receive ESL instruction from a push-in/pull-out model.

After reviewing the Parent Survey selection forms for the past few years, the trend in program choices are TBE, ESL and DL Programs.

Yes, all the programs offered at PS 53X are 100% aligned with what parents have requested in the Parent Survey and Program Selection Forms.

Part III: ELL Demographics

Please refer to the attached LAP Worksheet

The table provided below is further disaggregated in the LAP worksheet

Total Number of ELLs **392** Percent of Student Population **28.49%**

Number of Students by Grade in Each Language Group

Grade	PreK	K	1	2	3	4	5
Spanish							
Wolof			1				
Soninke	1		3	3	4	4	
Slovak			1				
Mossi		1					
Mandinka	1	3		1	1	1	
Fulani	1		1				
Twi				1	1	1	
Afrikaans	1	1		4	5		3
Bengali			1		1	1	
French		1		1	2	3	4
Arabic		1	1		2		2
Bambara						1	
Niger						2	
Twi					1	1	1
Punjabi				1			
Seri							1

Programming and Scheduling Information

1. How is instruction delivered?

- A. The organizational models that are currently utilized at PS 53X are the Self-Contained Transitional-Bilingual Classes for students that consider Spanish as their native language. We also have an early childhood Dual Language program for ELLs who are Spanish dominant and are acquiring the English language. Likewise, we have EP students who dominate the English language and through this program are acquiring the Spanish language. As the population of students in the school's neighborhood has changed, we have seen a large population of students who speak languages other than Spanish, therefore, we began to group these students homogenously to meet the needs of these particular group of students.

B. Our students remain in self-contained transitional bilingual classes in each grade starting in kindergarten through fifth grade. We have Dual Language from grades k-2 and students who speak languages other than English are in homogenously grouped classes from grades 2-5.

2. How does the organization of your staff ensure that the number of instructional minutes is provided according to proficiency levels in each program model?

The self-contained teachers who provide instruction to our TBE, Dual Language and ESL students follow a schedule that is aligned to the CR Part 154 guidelines for the amount of language allocated for each proficiency level. In our TBE classes, the teachers teach one period of Native Language Arts (NLA) instruction on a daily basis. Our students receive ESL instruction if they are intermediate and beginning level students, our advanced students receive ELA instruction as per CR Part 154's language allocation. Our content specialty teachers teach extra periods of science, social studies and Art to our ELL students. In our Dual Language classes, the students receive instruction for 50% of the time in English, which is done in the content areas (i.e science, social studies and the Arts).

3. Describe how the content areas are delivered in each program model.

At PS 53X we work diligently to make sure all our students are critical thinkers and creative problem solvers as well as to ensure that they achieve their personal best through exemplar daily instruction, AIS, Saturday and holiday academies and after school instruction. All ELL students that speak languages other than English are either grouped in homogenous classes or are serviced by push in teachers.

These classroom teachers meet on a weekly basis to plan instruction and analyze students' performance. They provide support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in class instructional time.

ELL's on grades two through five are placed in homogenous classes. They use ESL methodology to teach English Language Learners. Teachers modify the delivery of instruction in core subjects (math, science, social studies) in order to ensure that the materials are comprehensible to ELLs as well as to promote learning and second language development. The teacher adjusts the lessons to meet many linguistic needs by modifying speech rate and tone, direct instruction of vocabulary and grammar, repeating key words, phrases, or concept and using context clues. Congruently, teachers make extensive use of modeling strategies, relating instruction to students' background knowledge and experience.

ELL's who are Homogenously grouped receive instruction in English. Instruction is conducted in English using intensive ESL methodology. Core content area instruction is provided through a sheltered English approach. The goals of the program are as follows:

- To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction, early morning and Saturday academies.
- To incorporate ESL strategies and methodologies into literacy, mathematics and content area components of instruction.
- To aid students in attaining "on grade" performance levels for the city and state.

Students in the Transitional-Bilingual Education program receive their content area instruction in Spanish. English is taught as a Second Language. ELLs are expected to build academic skills in their native language and subsequently transfer these skills in the acquisition of the second language. The NYS Commissioner’s Regulation Part 154 determines the language of instruction allocated for each student.

The goals of the programs are as follows:

- To attain English proficiency and meet the expectations held for all students regarding the state academic content achievement standards.
- To incorporate ESL strategies and methodologies into literacy, mathematics and all content area subjects.
- To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction, and after school, holiday and Saturday academies.

Students in the Dual Language program are English proficient students and English Language Learners (ELL) who are Spanish dominant. Students are engaged in a rigorous technology driven curriculum. It is a Side-by-Side-Model in which both EP and ELL students will learn academic content in both English and Spanish.

The goals of the program are as follows:

- Develop proficiency in their first language.
- Develop proficiency in their second language.
- Develop positive cross-cultural attitudes, behaviors and skills that will help them function in a global society.
- Attain higher levels of self-esteem.
- Help each ELL meet or exceed New York State and City Standards.

4. How do you differentiate instruction for ELL subgroups.?

Our Language Allocation Policy accommodates students at all levels of language acquisition by providing students with multiple options and avenues to acquire content area subjects. Students receive instruction in English for all subject areas. Content area subjects are adapted using different language acquisition methodologies for ESL lessons while also adhering to the New York State ESL Standards. Students at beginner and intermediate levels of language acquisition receive 360 minutes of ESL instruction per week, as determined by the NYSESLAT scores. Students at the advanced levels receive 180 minutes of ESL instruction per week. Our ESL model ensures that all instruction is scaffolded and differentiated to meet the diverse needs of all students. The teachers provide support through modeling, questioning, feedback and the use of graphic organizers. The scaffold is gradually removed as the students independently demonstrate strategic behaviors; the core of our Balance Literacy block is comprised of ESL methodologies, which present instruction suited to the needs of all learners. The Workshop Model is a daily routine for all students. It begins with the connection to the prior lessons followed by a 10 to 15 minutes mini lesson. The structure of the mini lesson incorporates a “teaching point” which models the learning objective. Next is the active engagement where students discuss and “try out” the required task. The teachers then tell the students what they will do during independent work, also known as the link.

Each classroom is equipped with numerous selections of literature at levels that are appropriate for each student. Students are encouraged to visit the local library as well as our school library (open during each lunch period). Each classroom shows ample evidence of rigorous work. The bulletin boards are used to display writing pieces. Writing folders contain various writing initiatives. Teachers maintain running records, and

conferencing notes in reading and writing. Also, students are provided with extra instructional time on Saturdays, holidays and after school. The focus of these sessions is to allow extra learning and exploring time. Guided Reading lessons accommodate individual needs as per test data analysis and teacher recommendations. Every lesson includes the four language modalities (reading, writing, listening and speaking) tested in the NYSESLAT. Listening and speaking skills are incorporated into reading and writing lessons. The after school, vacation and Saturday academies include math, reading, and writing lessons that focus on problem solving skills using a holistic approach where the four modalities are integrated into instruction.

As per our CR Part 154 narrative that regulates PS 53X's ESL program to be consistent with Education Law 3204 and CR Part 117, we are intensively working on making certain that all ELL's at our school are being given meaningful access to a rigorous academic program. Our goals are to ensure that each student will achieve language proficiency within three years and exceed requirements as mandated by the State Education Department of New York. The following five points continues to describes other ways we differentiate by providing ample additional opportunities for students to acquire the English language.

- A. **Describe your plan for SIFE students.** Our students who have years of interrupted education receive a differentiated instructional program via their teachers in self-contained ESL classes as well as in TBE classes. The school has structured an Academic Intervention Service program throughout the school day where designated trained teachers and staff provide more instructional support for these students. These teachers utilize a variety of ESL strategies like using realia, scaffolding, questioning and accountable conversations. They utilize instructional resources such as "Passport Voyager and Soar to Success" to assist them in helping the students acquire the English language and to close the deficiency gap in skills and strategies.
- B. **Describe your plan for new arrivals (less than three year)?** For the students who are new arrivals, they are given additional instructional support. They are invited to partake in an ELL intervention program one hour before the regular school day begins. In addition, these students remain for extended day and receive an additional 37.5 minutes four day per week and receive one period of pull out ESL instruction. The instructional support they receive ranges in the different content areas (mathematics, science and social studies). In literacy, they receive additional support in phonics and phonemic awareness. The students also focus on the speaking and listening strands as well. The classroom teacher for these students differentiate instruction by making sure they tailor instruction based on the data gathered by the teacher across the different disciplines. As stated previously, we follow the "Workshop Model", which is anchored on the premise that teachers need to differentiate their instruction. The following are some ways the teachers of new arrivals differentiate instruction for them. They hold conferences and guided reading sessions, as well as engage students in paired-reading, cooperative activities, and hands-on learning.
- C. **Describe your plan for ELL's receiving services 4-6 years.** For students who have been receiving services for 4 to 6 years, we have the Early Morning ESL program which targets these students one hour before the regular school day begins for three days throughout the week. These students are also included in our weekly Saturday institute that focuses on targeted support in literacy and mathematics. These students are engaged in Balanced Literacy and Mathematics approach during school hours, which allows the teacher to individualize instruction on a needs basis. In order to meet the needs of the students, teachers conduct individual and small group conferences, strategy

lessons, guided reading if necessary, book clubs, literature circles, hands-on science activities, mathematical exploration and accountable conversations within the content areas.

- D. **Describe your plan for Long-Term ELLs.** We will continue to include long-term ELLs in all of the support programs, including the Early Morning ESL Academy, the Saturday Academy and the After-school Enrichment program. These students will also be exposed to a rigorous instructional program through the “Workshop Model, which will facilitate these students becoming more self-regulated learners and becoming aware of the routines that will lead to independent activities.
- E. **Describe your plan for students with identified as having special needs.** We have students with IEPs that are also classified as ELLs. These students not only participate in our extended day school activities, they also receive individualized and small group instruction from the SETTS teacher. We have one self-contained special education TBE class. These students receive individualized and small group instruction from the class teacher. These students also partake in the Afterschool academy that targets literacy and mathematics. In addition, these students receive occupational therapy, guidance counseling, physical therapy, etc.

5. Describe your targeted intervention programs for ELL’s in ELA, Math and other content area. (Specify the ELL subgroups)

We have several programs to target the needs of our English Language Learners in Literacy, Mathematics and the content areas. One of the programs is the Early Morning Self-Contained ESL Academy. Our ELL’s from grades 3-5 receive additional instructional support four days per week, prior to the start of the regular school day. This program is conducted in the students’ language of acquisition, which is English. The program focuses on helping students who have been receiving ESL services or who have been in TBE classes for 4-6 years. This program targets their weaknesses in acquiring the second language. Their biggest deficiencies as a group have been in the areas of reading and writing, which is reflected in their NYSESLAT scores. In addition, some of our ELL students in the same subgroup aforementioned also participate in the After-School Enrichment Academy. Although some of these ELL students fall into the intermediate and advanced stages of language acquisition as determined by the annual NYSESLAT test they take, they also scored in levels 3 and 4 in the ELA and Mathematics exams. Therefore, the Enrichment program targets them for literacy and mathematics in order to teach them strategies that will help them demonstrate progress on the ELA and Mathematics exam. Mastery of select skills and strategies will then translate into enhanced performance on the NYSESLAT. Commencing in March of 2010 we will begin the Early Childhood After School Academy and a Spring ESL Academy. This academy will target students instructionally in the four strands, listening, speaking, reading and writing. These students need to strengthen their foundation of literacy, mainly their phonemes, high-frequency words, phonics and the structure of the English Language. This academy will be taught in the students’ language of acquisition as well.

6. Describe your plan for providing continual support transitional support (2 yr) for ELL’s reaching proficiency on the NYSESLAT.

The students who receive proficiency on the NYSESLAT exam usually perform very well on the English Language Arts and the Mathematics exams. Some of these students will remain in a TBE class because the parents opt for them to remain in these class settings. The students whose parent don’t opt for them to remain in these classes will be mainstreamed into regular classes. Students will participate in the Enrichment program. They will work with the Enrichment teacher on project based and technology assisted learning. Additionally, these students will

participate in our band program. The program affords students the opportunity to learn to play a musical instrument. These activities allow students to continue to perform at an enhanced level, which increases the likelihood of increased student performance and better command of the English Language.

- 7. What new programs or improvements will be considered for the upcoming school year?** Our Dual Language Program is only on the early childhood grades (K-2). We are planning to expand this program on the upper grades, beginning with the third grade for the 2010-2011 school year. The other grades will be added with each successive school year. The goal is for our English Language Learners (ELL's) and our English Proficient (EP) students to be bi-literate and bilingual when they graduate from PS 53X.
- 8. What programs/services for ELL's will be discontinued and why?** This question is not applicable to us. At this time our ELL services and programs are working to support our students.
- 9. How are ELL's afforded equal access to all school programs? Describe after school and supplemental services offered to ELL's in your building.**

All our ELL students are given an equal access to all of our programs, whether they occur in the morning, after-school or on Saturday mornings.

- Our after-school program is an enrichment academy that supports students in getting a better grasp of the English language. Students focus on the comprehension skills they are deficient in as well as the structure of the English language.
- Our Early-Morning ESL program focuses on students' acquisition of a second language with a major focus on the reading and writing strands, which the NYSESLAT data demonstrated was a weakness for us.
- Our Saturday academy focuses on students' mastery of reading, writing, mathematics and the content area. Literacy extends through all subject areas and our ELL students need to understand the structure of language and how it to differentiate between the different text formats.

10. What instructional materials, including technology, are used to support ELL's .

- Our new arrivals utilize the "English Now" materials for small group instruction for push-in and pull-out program.
- The new arrivals and students 4-6 years of services utilize "Santillana's Intensive English Program"
- For the early childhood they utilize "Elefonetica, De Canciones, La Cartilla, Ortografia, Pan y Canela, etc." in the students' native language in order to teach emergent literacy in their Native Language.
- The teachers utilize SmartBoards as a technology component for ELL's to promote TPR(Total Physical Response)and the use of realia and make learning more concrete for them.
- The classroom libraries reflect the levels of the students who are homogenously grouped. The TBE classes reflect libraries that have books in both languages and are leveled as well.
- Materials for mathematics, science and social studies are available in English for our ELL's in homogeneous classes and in both languages for TBE and Dual Language Classes.
- The classes are also equipped with listening centers with books on CD and computers to promote further use of technology.

11. How is the native language support delivered in each program? (TBE and Dual Language)

Native Language Instruction for all ELL's in the TBE program

- Highly conceptual and linguistically demanding with a focus on challenging work and high production.
- Introduction and development of academic discourse.
- Assessment of conceptual understanding.
- Native Language Arts instruction is 90 minutes daily.

Beginning Level

50% Spanish language use (content area)

Intermediate Level

60% Spanish language use (content area)

Advanced Level

25% Spanish language use (content area)

Native Language Instruction for all ELL's in the Dual Language program

- Highly conceptual and linguistically demanding with a focus on challenging work and high production.
- Introduction and development of academic discourse.
- Assessment of conceptual understanding.
- Native Language Instruction is 50% of the day.
- The ELL students receive their emergent literacy in the Native Language
- The EP students receive their Native Language Instruction in the content areas (science and social studies)

12. Do required services support, and resources correspond to ELL's ages and grade levels?

Yes, our services support the ELL students in grades K-5 and the resources available to them are grade appropriate.

13. Include a description of activities in your to assist newly enrolled ELL students before the beginning of the school year.

Schools with Dual Language Programs

PS 53X redesigned the previous Dual Language (DL) Program to make it more consistent with CR Part 154 and with Education Law 3204 and CR Part 117; we are intensively working on making certain that all ELLs at our school are being given meaningful access to a rigorous academic program. Our goals are to ensure that each student will achieve language proficiency and exceed requirements as mandated by the State Education Department of New York. As per Commissioner’s Review Part 154, all DL instructors are highly qualified teachers of English Language Learners. Professional development is an on going process. It is embedded in the programs, as evidenced by the goals and objectives. Teachers meet on a weekly basis to plan instruction, teachers talk about how their students are doing, and discuss how to best facilitate learning. Teachers examine performance, in each other’s classrooms and use this information to adjust their instruction. This aids teachers in planning learning experiences to fit students’ needs. This staff development is relevant and hands-on which includes problem-solving activities that address real concerns.

PS 53X’s Dual Language Program enrolls English Proficient (EP) students and English Language Learners (ELL) in a rigorous academically and technology drive curriculum. It is a side-by-side-model in which both EP and ELL students will learn academic content in both English and Spanish implementing the Half Day Instructional Model. Literacy will be developed sequentially so that all students in grades K-2 will learn literacy in their first language before beginning explicit literacy instruction in the second language. EP students will learn literacy in English and ELL's will learn literacy in Spanish through grades K-2. They will follow the Balanced Literacy Model.

Literacy is the only time during the instructional day where classes will be homogenously grouped for language (all EPs in monolingual classes, all ELL’s in bilingual classes). Each class will heterogeneously group EP and ELL students for all other subject areas. Both EP and ELL students will learn academic content in both English and Spanish through the implementation of a Half Day Instructional Model.

The Chart below explains the Half Day Rollercoaster Model:

Monday	Tuesday	Wednesday	Thursday	Friday
Spanish	English	Spanish	English	Spanish
English	Spanish	English	Spanish	English

Monday	Tuesday	Wednesday	Thursday	Friday
English	Spanish	English	Spanish	English
Spanish	English	Spanish	English	Spanish

All DL teachers are fully licensed. They will follow grade level core-curriculum in all subject areas, promoting student centered learning while embedding instructional strategies that promote language development. They will use different strategies such as scaffolding and sheltering language to provide multiple-entry points for students as they learn a second language. Alternating English one day and Spanish the next day throughout the year reaffirms the commitment to develop proficiency in both languages.

Professional Development and Support for School Staff

Our teachers who support our ELL's have a year long professional development plan. The following outlines the workshops and professional development they will participate in during the 2009-2010 school year:

- Monthly LAP meetings that are designed to discuss different issues pertaining to the ELL population of students (i.e new arrivals, long-term ELL's and ELL's who have received services for 4-6 yrs.). These meetings also provide professional development on topics such as data management, types of assessments for our ELL students, strategies to utilize with ELL's, and the utilization of a professional text called "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons.
- In house training provided by Santillana on the topics such as the utilization of the "Intensive English" program and focusing on Wiggin and McTighe's lesson design format (Understanding by Design).
- Individualized support by different consultants, such as AUSSIE, Accelerated Literacy and Santillana
- Learning Support Organizations' ESL workshops
- BETAC workshops and any other professional development opportunities provided by the Dept. of Education

Parental Involvement

We have had a positive long standing relationship with the parents of ELL's within our community. Our principal launched a parental program that has been in effect for the past seven years. The program entails the teaching of English as a Second Language to our parents of English Language Learners. The program is split into two distinct classes. One class is designated for parents of Iberian descent who speak Spanish as their native language; they meet three times per week for two hours on each day. The other class is designated for parents of African descent who speak a variety of different languages. They meet twice a week. In each one of the cases, the teachers who were selected understands the cultural backgrounds and at times the native language of the parents they are teaching. This allows the teacher to make the transition smoother for these parents. The parents not only acquire the English language, but they become assimilated to our society, which is one of our parents' expressed needs.

We have strong parent involvement in our School's Leadership Team, which allows our parents to share the ideas with other parents and bring back new ideas. This allows us as a school community to evaluate the needs of our parents and to create programs based on their expressed needs.

IV. Assessment Analysis:

1. Describe what assessment tool uses to assess the early literacy skills of your ELL's (e.g. E-CLAS 2, EL SOL, DRA TCWRP, etc.) What insights does the data provide about your ELL's? How can this information help inform the school's instructional plan?

At PS 53X we utilize the DRA reading assessment to determine students' strengths and deficiencies in literacy skills of our students in grade K-2. This data lets the administration and teachers know if our students are acquiring language in the different strands, listening, reading, writing and speaking. This data informs us as a school community which student groups are not making sufficient gains in phonemic awareness, vocabulary, phonics, fluency, etc. Our early diagnosis of any deficiencies will allow us to tailor the curriculum to meet the needs of the students as well as create supplemental programs that target the areas of need in a timely manner.

2/3. What is revealed by the data patterns across proficiency levels (on the LAB-R, NYSESLAT) and how will the patterns across the modalities inform instructional decisions?

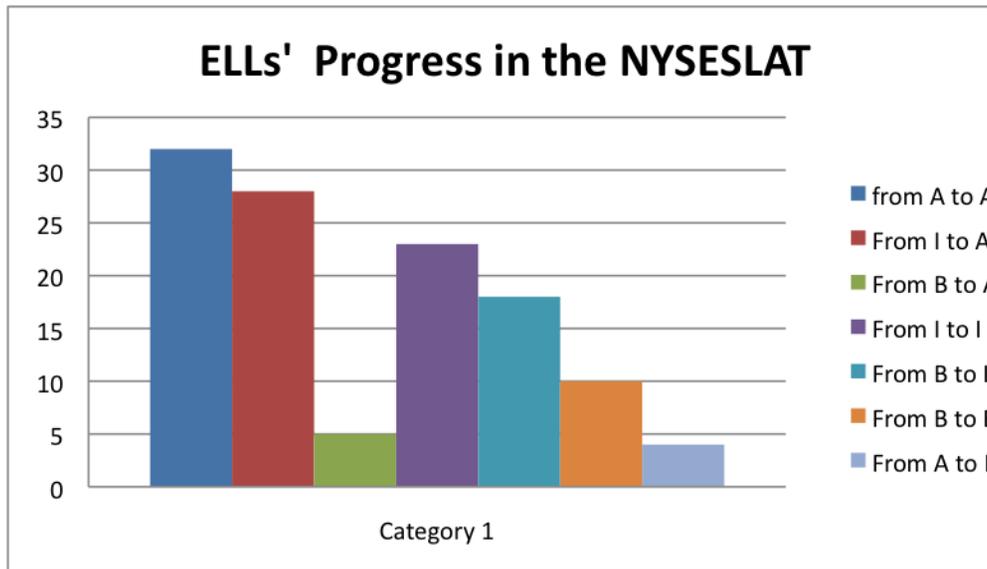
The following table and graph outlines the results of the NYSESLAT exam and the implication for instruction:

Spring 2008-2009 NYSESLAT Results

Level	K	1	2	3	4	5
Beginner	N/A	20	25	17	12	4
Intermediate	N/A	35	32	23	40	18
Advanced	N/A	18	16	15	15	33

After examining the results in the four tested modalities we have noted the following patterns:

- On grades one through five, the highest scores were in the listening and speaking components of the NYSESLAT.
- The ELLs in grades 3 through 5 improved their reading; however, there are deficiencies in their writing performance.
- The chart below indicates the NYSESLAT performance analysis from the 2008 and 2009 tests.



The following trends are derived from the strengths and needs noted in the NYSESLAT and other assessments such as LAB-R, DRA, ACUITY, and New York State English Language Arts test, criterion-referenced assessment, and running records.

- In implementing our Balanced Literacy curriculum, our emphasis is to provide our ELLs with added emphasis on speaking, listening, reading and writing skills to enable these students to make marked achievements on the NYSESLAT and ELA exam.
- We provide Academic Intervention Services (AIS) for those students who show a need, through data analysis, on a daily basis. Specialty teachers push in to individual classes and work in small groups with students that need improvement.
- We provide an intensive 21 weeks Saturday academy as well as, holiday academies to strengthen math, reading, writing and science skills. Students are taught in small group settings using a hands-on approach to enable them to become proficient in reading, writing, math and science.
- We have begun an Early Morning ESL Program to help prepare students to take the NYSESLAT exam in May 2010. Students are given activities that familiarize them with the NYSESLAT format and subject matter.

4. For each program answer the following questions.

a. Examine student results. What are the patterns across the proficiency levels and grades? How are ELL's faring in tests taken in English as opposed to the native language?

Based on the table and graph above, our students increase their proficiency levels as they move from the early childhood grades through to the upper elementary grades. In fact, once our students reach the fourth and fifth grades most of them are in the intermediate and advanced levels of proficiency. The data on our LAP worksheet further demonstrates that our ELL's are demonstrating growth in the NYS ELA exam. On grades 3-5, there is a split with the number of students performing on Level 2 and Level 3; this exam is only taken in English therefore a native language

comparison is not available. In Mathematics our ELL students that take the test in English demonstrate grade level and above grade level mastery. There is a large number of students performing on Levels 3 and 4. There is a minimal number on Levels 1 and 2. In the content areas (science and social studies) students demonstrate grade level understanding of the subject as indicated with the large amount of Levels 3.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The administration has systems and structures in place that focus on the discussion of data. Three times a year the teachers sit with their immediate supervisors to discuss how the students are progressing instructionally. The discussions are anchored in the results of the following Periodic Assessments administered by the DOE, such as the ACUITY ITA's, Predictives, and the ELL periodic assessments. In addition, we administer in-house periodic assessments like the Simulated ELA and Mathematics exams as well as DRA's. These assessments are informing the teachers and administration to make decisions for tailoring the instructional program as well as the need to create intervention and enrichment programs if needed.

c. What is the school learning about the ELL's from the Periodic Assessments? How is the Native Language used?

The school is learning that our ELL's are making steady progress as the year progresses. It is apparent from the data that our ELL's are performing as well or better than their mono-lingual counterparts. The native language is used to assess newly arrived students in the content areas of math, science and social studies. Despite the deficiencies our students come to school with, they are able to overcome them and demonstrate progress on the state exams.

5. For the dual language program answer the following questions.

a. How are the English Proficient (EP) students assessed in the second (target) language?

Students are assessed through the artifacts that are generated in the second (target) language. The writing demonstrated the mastery of the content learned in the target language. Furthermore, teachers assess the students utilizing the DRA reading assessment system in the students' target language. This data demonstrates the students' proficiency in the target language.

b. What is the level of proficiency in the second (target) language for EP's? Our Dual Language Program is currently from K-2, therefore our EP students have not taken the ELE. We assess the student's level of language acquisition through Spanish running records.

c. How are EP's performing on State and City exams?

Not applicable (Our Dual Language program is an early childhood program K-2)

6. Describe how you evaluate the success of your programs for ELL's.

We evaluate the success of our programs that support ELL's through their performance on the state exams, which include the ELA, Mathematics, Science and Social Studies. Once the administration and teachers look at this data, we can make informed decisions as to what is working instructionally within our programs. Additionally, the administration gathers data on the performance of students through samples of student work in these classes to inform them on the progress they have attained in acquiring the English language and standards based content. The students' interim progress is another indicator of the programs' success.

Form TIII-A (1) (b)

School: PS 53X

Beds Code: 320900010053

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,116	Early Morning Academy: 162.68 hrs for ESL and General Ed teachers to support ELL students.
Purchased services - High quality staff and curriculum development contracts.		Santillana
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,058	Leveled books, Guided reading books, Student workbooks ELA, Math
Educational Software (Object Code 199)		
Travel		
Other	\$1,353	Parent involvement
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home Language Surveys indicate that more than 65% of our families consider Spanish as their dominant language, therefore all communication to parents is offered in English and Spanish. All parent letters are translated and parent workshops are facilitated with a Spanish speaking translator.

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.

P.S.53X's pupil accounting registration data indicates that families from Latin America, Caribbean and West African regions have increased. In strengthening our home-school partnership all parent letters and other documents will be translated. Translation will also be provided at parent workshops, back to school night and during parent-teacher conferences. This information will be reported to the school community through written communiqué.

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.

PS 53X will provide parents determined to be in need of language assistance with translated documents regarding critical information about their children's education in a timely manner. These documents will include but not limited to: registration forms, report cards, progress reports, conduct, safety and discipline forms, trip permission slips and consent forms, entitlement to public and special education services. Translations will be provided by qualified bilingual and bi-literate staff members.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

PS 53X will provide parents in need of language assistance with oral interpretation services during the regular and extended school day in order to promote shared accountability and provide access to information about their child's academic progress. These services will be provided by assigned office staff and the parent coordinator.

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>.

Parents will be notified via letter from the school and through postings in conspicuous locations in the school building. The school sign in front of the building will be used as another form of communication to parents. The parents' bill of rights will be posted on a bulletin board in the lobby and copies will be made available upon request.

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 School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,402,482	\$285,931	\$1,688, 413
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$14,025		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,859	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$70,124		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$14,297	
6. Enter the anticipated 10% set-aside for Professional Development:	\$140,248		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$28,593	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:97.7%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Inform staff members teaching in out of license areas. Provide staff with tuition reimbursement for those working on courses or credits to be licensed in current assigned areas. Likewise, staff is encouraged to make appointments to speak with certification officers at the ISC and to apply for certification once all criteria have been met.

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 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

General Expectations

P.S. 53X agrees to implement the following statutory requirements:

- The school has put into operation, programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school is ensuring that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school has incorporated this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school is providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school involves the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school is governed by the following statutory definition of parental involvement, and carries out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their children in the learning process.

- that parents are encouraged to be actively involved in their children’s education at school.
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 53X takes the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. Parents participate on the School Leadership Team, the SPICE program, Partners in Reading, field trip activities, book fairs, bake sales and volunteer in other school activities.
2. P.S. 53X takes the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
Parents participate on the School Leadership Team, PA meetings, meetings with the Principal and cabinet members.
3. P.S. 53X provides the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. P.S. 53X coordinates and integrates Title I parental involvement strategies with parental involvement strategies under the following other programs: Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs and Reading Recovery.
5. P.S. 53X takes the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. P.S. 53X builds the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators. Parents will be involved in workshops, conferences, classes, both onsite and off site the school plant.
 - b. The school provides 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.

- c. The school provides assistance to parents by educating its teachers, pupil services personnel, principal and other staff, on how to reach out to, communicate, and work with parents as equal partners. Likewise, the school values and relishes the contributions of parents, in implementing and coordinating parent programs; thereby building ties between parents and schools.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents' increased participation in the education of their children.
- e. The school takes actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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

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

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

Sample Template for School-Parent Compact:

P.S.53X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008- 2009.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 53X:

1. Provides high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports during parent conferences and individual student progress reports sent home by letter.
4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents during the school day and after school as needed.
5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, participate in field trips and share cultural activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide parents of participating children with information, in a timely manner, about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. Upon the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide each parent with an individual student report about the performance of his or her child on the state assessment in math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television our children watch.
- Volunteering in my children's classrooms.
- Participating, as appropriate, in decisions relating to our children's education.
- Promoting positive use of our children's extracurricular time.
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by our child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult, who is responsible for my welfare, all notices and information received by me from my school every day.

IV. Adoption

This School Parental Involvement Policy and School Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by completed forms. This policy was adopted by P.S.53X on 09/06/08 and will be in effect for the period of September 2009 – June 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2009.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

We begin each school year by utilizing the previous school term's New York State ELA, Mathematics, and Science test score data, along with school wide standards based formative assessments in reading, writing and mathematics. We utilize the data derived from these assessments to inform our instructional decisions and practices in order to meet the needs of the various subgroups, as required by the NCLB.

See Section IV for the '09– '10 Needs Assessment.

2. School wide reform strategies that:

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

We provide opportunities for all our students to meet the State's proficient and advanced levels of students' academic achievement. We have established school-wide systems and structures relative to the achievement of a developmentally appropriate, rigorous instructional program. With regards to the core curriculum, we will continue to implement a standards-based curriculum that is anchored in the belief that every student can attain mastery in learning. The delivery of instruction occurs within the framework of a workshop model. We have institutionalized an "A-Day/B-Day" model, which allows for equity in the allotted instructional time for the teaching in all core subjects.

Our classrooms are child-centered where learning is an active process in which the learning environment encourages students to construct ideas, foster concepts, and to build upon the students' current knowledge. In addition to standardized state and city tests, we also monitor student progress using a variety of ongoing assessments such as, unit tests, criterion referenced assessments, conferencing, student observations and systemic baselines, midlines, and end line assessments. We utilize data derived from these assessments for establishing student goals, grouping of students and to differentiate activities to meet the needs of our students.

Our instructional practices include: providing students with multiple points of entry for problem solving, exploring, cooperative learning activities, and a hands-on approach, to foster students meta cognitive skills.

We have established multimedia centers in our two annexes (pre-kindergarten -grade 1), and our main building (grades 2 -5), which are comprised with a computer lab and a library to provide opportunities for our students to utilize technology to support curriculum initiatives and to enhance skills for academic growth.

See Section IV for additional information.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - a. increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

In order to increase the amount of quality instructional time we at P.S.53X have implemented the following programs:

- Extended Day for students who have not attained mastery of grade level standards
 - Early Morning ELL Program
 - Academic Intervention Services for “at risk” students
 - After School Academic Intervention Programs for grades 3 -5
 - Early Childhood and Upper Grades Saturday Academies
 - ESL Intervention Program
 - Mid-Winter/Spring Recess and other holiday academies
 - Summer School
- Meet the educational needs of historically underserved populations.

To meet the needs of historically underserved population such as English Language Learners (ELL), our ELL students are strategically placed in bilingual or ESL classes, where Bilingual and or ESL teachers implement standards based instruction which includes the use of models, visual aids and provide a print rich environment. Accountable Talk (Lauren Resnick) is emphasized and encouraged among students to facilitate language learning as well as to facilitate academic skills.

See Appendix 2 for services provided for our English Language Learners.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School Wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

To address the needs of our low academic achieving "at risk" students, who are performing on levels 1 and 2, we provide an Extended Day Program where students have the opportunity to receive small group instruction in subjects such as literacy, math, social studies and science. To further address the needs of these students we offer a third grade after school program, which provides children with an opportunity for small group instruction as a continuance in skill building. We further address the needs of such students by providing AIS instruction, after school programs, Saturday and holiday academies in literacy, math, social studies and science. In addition to AIS instruction, our early childhood students are supported with a Reading Recovery program.

See Section IV for additional information.

See appendix 1 for services provided for our “at risk” learners.

See page Action Plan 2 (page 26) for additional emphasis on instruction for our Special Education population

- Help provide an enriched and accelerated curriculum.

P.S. 53X has created an academic enrichment program that targets students in grades three through five in rigorous project-based learning and thematic studies such as: New York State as a Melting Pot, Skyscrapers, Public Transit System in New York, Civic Citizenship, and Government, Ecology and Nature in New York City. In addition, the students in grades one through five have been grouped for the purposes of providing them with an accelerated curriculum, which focuses on inquiry learning, project based learning and research through technology.

3. Instruction by highly qualified staff.

In recognition of the belief that “*nothing is more important to a child’s success in school than finding well prepared teachers*”, as indicated in the *No Child Left Behind Act*, P.S. 53X continues to recruit highly qualified teachers. Our pedagogues are state certified teachers, both permanent and provisional. The instructional program is executed by highly qualified teachers who embrace the school’s vision and take a deliberate approach in creating an environment that is distinguished by collaborative work and a focus on student achievement. Our professional learning plans are aligned with district and building system initiatives. They address student learning and improve student achievement, which is evidenced by the success rate on state and city assessments. They focus on teaching and learning, involve collaborative work and include plans for identifying outcomes.

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 School wide Program to meet the State’s student academic standards.

At P.S. 53X, we provide all pedagogues, with high quality and ongoing professional development aligned with the Professional Teaching Standards. We provide a repertoire of professional learning opportunities that impact on classroom instruction and teacher’s professional growth. We have created opportunities through creative scheduling for teachers per grade to participate in weekly professional planning sessions, peer coaching and mentoring initiatives. In addition, we have established collaborative partnerships with Accelerated Literacy Learning, AUSSIES, Santillana and specialists from our ICILSO (Network 19), in order to provide individual teachers with opportunities to deepen their own knowledge base and instructional practices within the school community and more importantly student achievement. Our clearly defined vision and mission, diversification of professional development and a prevalence of high expectations regarding students and teacher performance will enable children to meet the New York State academic standards. We recognize that professional learning is also a process by which educators move towards mastery in instruction, while broadening their understanding of self and career in an environment that fosters mutual cooperation, emotional support and personal growth.

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

In accordance with the *No Child Left Behind Act*, in conjunction with our vision and district initiatives, P.S.53X is committed to attracting highly qualified teachers. Our pedagogues are state certified teachers, both permanent and provisional. We actively recruit teachers from educational and district job fairs, universities and colleges with teacher certification programs that are known for providing pre –service teachers with an extensive background in curriculum and instruction. All teachers are provided with professional development that impacts student achievement and proven teaching practices.

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

The P.S.53X school community strongly encourages parental involvement and parent participation. We believe in fostering a strong home school partnership and providing opportunities for parents to actively participate in the education of their children. P.S.53X has a long standing Parent’s Association and an active outreach system in place, which is spearheaded by our Parent Coordinator. We have a vibrant parent engagement program and have created opportunities for parents to participate in literacy workshops during the school day. These workshops provide parents with information about our instructional program and strategies that can be used at home to support their children. We utilize our staff and offer daily ESL instruction to parents of Hispanic and African descent. We also have an extended weekday program to support our parent community in obtaining computer technology skills and we also sponsor GED classes.

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.

Our plans in assisting preschool children in the transition from early childhood programs to our elementary school include establishing partnerships with the daycare centers and preschool centers in our local school community. The students attending our pre kindergarten program receive standards based instruction that is aligned with the New York State Pre kindergarten Standards. The teachers utilize the Kindergarten Literacy Program (KLP) and Developmental Learning Materials (DLM) language through a structured flow of the day that mirrors the instructional practices in early childhood classes. We have a vibrant outreach program for parents and families that are attending P.S. 53X. To support students who attend programs outside of our pre-kindergarten program, we provide opportunities and forums for those parents to obtain information about our school through open house and town hall meetings. We have established a system where the local daycares and preschool programs set up visitations with the families of students zoned for our school.

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.

See Contextual Information Page 6

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.

See Description of Academic Services Page 30

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.

All Title I (see appendix 4 for usage of funds), Title III, state and city funds are allocated in Galaxy to procure and provide appropriate resources and services for students and staff.

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 IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

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

Part A: For All Schools Identified for Improvement

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 Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

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

¹ School Under Registration Review (SURR)

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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008 -2009 school year we collected data regarding our English Language Arts curriculum through a variety of data sources: informal and formal observations, instructional walkthroughs, the examination of student work and artifacts, teacher conferences and grade conferences. An assessment of the gathered data revealed that these findings were relevant.

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?

The systemic instructional observations, examination of student work, teacher conferences, grade conferences and analysis of data supported these findings. It was determined that this finding was relevant in regards to the depth of standards based instruction. There was a disparity between what was taught and the depth of instruction, which was evident in the explicit teaching of language arts.

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.

Based on our findings and the analysis of school data we have addressed this academic gap and will launch a new literacy program for the 2009-2010 school year. The new Reading and Language Arts Program is aligned with the National Reading Panel's Components of a comprehensive Reading Program and will include explicit instruction of these key elements: phonemic awareness, phonics, fluency,

vocabulary, text comprehension, independent reading and the strategic teaching of grammar. A committee comprised of teachers from K – 5 have developed September – June curriculum maps that address what students should know and be able to do at the end of the school year. These maps specifically outline grade content, skills to be mastered, strategies to be utilized and student outcomes to be attained. Students engage in literacy computer games to solidify their knowledge. Smart boards are used to support student engagement.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008 -2009 school year we collected data regarding our Mathematics program through a variety of data sources: informal and formal observations, instructional walkthroughs the examination of student work, teacher conferences and grade conferences. An assessment of the gathered data revealed that these findings were not relevant.

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?

Our mathematics program adheres to the New York State (NYS) Mathematics core curriculum. The NYS standards are used as a guide to drive the instruction of our mathematics program. In addition to the New York City Everyday Mathematics pacing guide, we developed a grade specific NYS standards based mathematics curriculum map to ensure that our instructional program is aligned with the NYS content strands. We emphasize that teachers begin lessons with the standard and close the lesson with reflecting and assessing on the focus standard(s) of the lesson.

We use the Piaget's model of facilitating children's mathematical thought processes from concrete to the semi-abstract, to abstract. We provide a model that supports a balanced mathematic framework that develops and builds on concepts, skills, and strategies to enhance high-level thinking. Our instructional practices include: providing students with multiple points of entry for problem solving, the use of manipulatives and cooperative activities. We also provide differentiated activities to address the varied needs of our students.

Our lesson structure provides a workshop model of instruction that engages children in problem solving and fosters mathematical discourse through the use of Accountable Talk. Our students also engage in writing about their mathematical thinking in math learning logs. These logs are effective tools to assess students understanding of process and content strands. As children write, they construct meaning around the concepts and make connections to their base knowledge; it is also a way for teachers to informally assess students.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008 -2009 school year we collected data regarding our instructional program through a variety of data sources: informal and formal observations and instructional walkthroughs, An assessment of the data revealed that these findings were not relevant.

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?

The workshop model is constantly employed in promoting effective instruction in literacy, mathematics, social studies and science. We continue to build and improve the expertise of our teachers in differentiating instruction so as to address the individual needs of all learners. Direct instruction which takes the form of mini-lesson, engages students in guided and independent practices.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008 -2009 school year we collected data regarding our instructional program through a variety of data sources: informal and formal observations, instructional walkthroughs the examination of student work, teacher conferences and grade conferences. An assessment of our Mathematics instructional program revealed that these findings were not relevant.

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?

There are systemic practices in the teaching of mathematics which are embedded in the curriculum. We practice a hands-on-approach to teaching mathematics. Students are encouraged to explore concepts and skills through the use of manipulatives. Our students also use manipulatives as mathematical tools. We adhere to the Workshop Model of instruction, we have established the flow of the block; this block specifically maps out the order, duration, and activities in the math workshop. Our lessons engage students in a variety of activities,

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.

as appropriate for the lesson, such as cooperative tasks, differentiated activities, independent work, partner work, or center work. Students engage in math computer games to solidify their knowledge of specific concepts. Smart boards are used to support student engagement in Mathematics.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In a review of data pertaining to employee turnover/retention rate it was determined that this finding is not relevant.

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

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?

The high rate of teacher retention at P.S. 53X is supported through our professional development program. We provide a repertoire of professional learning opportunities that impacts classroom instruction and teachers' professional growth.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year, our school has made a concerted effort to ensure that all teachers of English Language Learners have received professional development that focus on current research for best practices. In partnering with Santillana, we have provided teachers with professional development and support in the use of language objectives for all content area instruction. The teachers have participated in monthly ELL institutes, and received additional training from our Integrated Curriculum Instruction Learning Support Organization.

Additionally, teachers of ELL students meet for 10 hours over a five-month period in study groups to ensure instructional practices are aligned with the expectations and mandates of the No Child Left Behind Law. At the meetings, they discuss and exchange ideas on how to best implement ESL methodologies into their teaching practices. They also work on outcome-based professional development or lab-sites where they observe teaching strategies in areas directly related to their students' learning needs and collaborate in developing plans to transfer the targeted teaching strategies into their own classrooms.

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?

The evidence that supports our lack of relevance for this finding is the constant professional development the teachers of ELL students receive as well as the continuous progress demonstrated on all New York State Exams, for instance the demonstrated increase in language proficiency measured by the New York State English as a Second Language Exam.

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

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year, the administration of our school made a conscientious effort in informing all teachers of ELL students about their specific language proficiency levels. The progress of these students is continuously monitored throughout the school year by grade supervisors and teachers during specific times which are outlined on the assessment calendar.

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?

Some of the evidence that dispels the relevance of this finding is the continuous monitoring of data by teachers and administrators at specific times throughout the school year. Teachers administer the various assessments, analyze the data and group students into different tiers. This data is shared by the teacher in an instructional conference with the grade supervisor and instructional action plans are developed outlining specific strategies to be used in support of student progress. Teachers access standardized data through the ARIS data management system.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year we conducted an assessment of our special education instructional program as well as the use and alignment of instruction with the student IEP's and it was determined that this finding was relevant.

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?

Based on these findings, we contacted and received support from SETRC and a service provider who conducted professional development sessions for teachers of self-contained and inclusion classes. The professional development sessions focused on aligning instruction with the students' IEPs (Individualized Education Plans), differentiated instruction and data management. The service provider assisted individual teachers and provided support in classroom management strategies.

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.

These initial improvements and alignment of instruction with the student's Individualized Education Plans will result in student achievement as indicated by students attaining IEP goals and the targeted goals set by New York State. We will continue the professional development sessions next year utilizing the support provided by SETRC and our ICILSO. Teachers will continue to receive professional development in differentiated instruction based on the students' IEP's and data management.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year we conducted an assessment of our special education instructional program as well as the use and alignment of instruction with the student IEP's and it was determined that this finding was relevant.

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?

Based on our findings, it has been determined that the student IEP's specifically identify the testing accommodations and modifications, but there is a lack of alignment with the standards to be addressed on state tests, learning goals and student behavioral concerns.

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.

Based on these findings, teachers of special education and inclusion classes received support from SETRC, which included aligning instruction with the student IEP's and content to be tested on the state exams. Teachers were also supported in developing student individual behavioral goals and objectives.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

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.)

Our data indicates that there are 86 students who reside in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

The following describes the academic services that will be provided to students living in temporary housing:

- Extended Day for students who have not attained mastery of grade level standards
- Early Morning ELL Program
- Academic Intervention Services for “at risk” students
- After School Academic Intervention Programs for grades 3 through 5
- Early Childhood and Upper Grades Saturday Academies
- ESL Pull-Out
- Mid-Winter/Spring Recess and other holiday academies
- Summer School

Part B: FOR NON-TITLE I SCHOOLS

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