



**THE CRESCENT SCHOOL  
12X057**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 12X057**

**ADDRESS: 2111 CROTONA AVENUE BRONX, NEW YORK 10457**

**TELEPHONE: 718-367-9446(7)**

**FAX: 718-584-1937**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR 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 SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

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

**APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 57X      **SCHOOL NAME:** The Crescent School

**SCHOOL ADDRESS:** 2111 Crotona Avenue Bronx, New York 10457

**SCHOOL TELEPHONE:** 718-367-9446(7)      **FAX:** 718-584-1937

**SCHOOL CONTACT PERSON:** Edsel Philip, Principal      **EMAIL ADDRESS:** ephili@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Christina Calabrese

**PRINCIPAL:** Edsel Philip

**UFT CHAPTER LEADER:** Gary Litt

**PARENTS' ASSOCIATION PRESIDENT:** Jessica Navarro

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

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 12      **SSO NAME:** Learning Leadership Support Organization(LLSO)

**SSO NETWORK LEADER:** Petrina Palazzo

**SUPERINTENDENT:** Myrna Rodriguez

## 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
Edsel Philip	*Principal or Designee	
Gary Litt	*UFT Chapter Chairperson or Designee	
Jessica Navarro	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Brenda Torres-Vera	Member/Teacher	
Maria Gutierrez	Member/Parent	
Jessica Sequinot-Maban	Member/Teacher	
Marcela Carrasco	Member/Parent	
Guadalupe Morales	Member/Parent	
Maria Cuautle	Member/Parent	
Christina Calabrese	Member/teacher	

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

- Core (mandatory) SLT members.

Signatures of the member 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.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Community School 57X, is located in the Tremont section of the Bronx, and is comprised of administrators, highly qualified teachers, including a licensed librarian, support staff, and parents who are all dedicated to a common goal of creating a safe, nurturing, and respectful educational environment.

Through collaboration, the CS 57 school community has set a goal for all children to read, write, and compute at or above grade level by the end of third grade. In addition all children who exit CS 57 will be academically and socially prepared to meet or exceed the challenges of middle school.

Instruction of students is planned collaboratively by teachers and administrators using newly revised Curriculum Maps which are guided by New York City and New York State Standards for all curricular areas, including the Blueprint for the Arts, extracurricular activities, and ESL methodologies. Eleven years ago, CS57X sat at the bottom of the list of all New York City Elementary Schools. We have climbed steadily to the top of the list, making slow and steady progress over the years from a 2006-2007 Progress Report score of "C", a 2007-2008 score of "B", to currently achieving an "A".

All children in Grades K-3 are assessed twice a year with Early Childhood Literacy Assessment System (ECLAS2) for literacy, and Everyday Math Unit tests as required by the program. All teachers administer bi-weekly Math assessments in order to keep the focus on data and differentiating instruction. An Early Childhood Assessment Calendar has been created to inform staff of all assessment initiatives. This year, all Grades 1-2 students will be assessed with a Math and ELA Predictive (OPTIONS) exam and a subsequent post test. Early Childhood teachers have developed Standards-based Pre and Post Unit checklists for Social Studies and Science. All teachers administer running records in order to determine guided reading instructional groupings.

Data is analyzed and discussed on a regular basis at Professional Learning Team meetings with teachers, staff developers and supervisors, and appropriate curricular accommodations are made to support struggling students. The Data Inquiry Team meets regularly with grade leaders, after school staff, cluster teachers and out of classroom personnel in order to analyze data, conduct an item analysis from Interim Assessments and Predictive tests, Kaplan assessments, AQUIY teacher-created assessments, and Performance Series, and address any progress and achievement issues.

All students in Grades K and 1 receive additional literacy support with Read Well, an Early Childhood Intervention Program. F-status teachers provides support for students at risk of academic failure two-three times a week, as well as providing push in support for struggling students during hands-on Science activities, in order to ensure that children have the knowledge base necessary to pass the New York State Grade 4 Science Assessment.

Children in Grades K-2 have the opportunity to attend a community-based after school program, PHIPPS, every afternoon from dismissal until 5:15. PHIPPS staff provides homework support as well as, enrichment activities. This year, PHIPPS has initiated a Literacy Program, and in consultation with Early Childhood Assistant Principal, has determined a literacy focus based upon monthly grade-specific curricular mandates.

All children in grades 3-5 are assessed regularly with ITA and predictive assessments in Math and Literacy. Data is used to drive instruction by tracking progress as well as identifying students in need of academic intervention. Students in Grades 3-5, including Special Needs and English

Language Learners (ELLs) have the opportunity to attend an after school program twice a week from October until May.

CS 57x has created school wide expected behaviors under the Positive Behavioral Intervention and Support (PBIS) program. Students and classes displaying expected or exceptional behavior are celebrated as individuals and as a group.

Parents are invited to attend workshops during the school day in order to develop skills for personal growth, as well as supporting the growth of their children, and are included in school wide decision-making through participation on the School Leadership Team.

## 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.

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 057 Crescent						
<b>District:</b>	12	<b>DBN:</b>	12X057	<b>School BEDS Code:</b>	321200010057		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	18	18	18		91.1	90.9	91.5
Kindergarten	64	94	83				
Grade 1	78	78	80	Student Stability - % of Enrollment:			
Grade 2	71	81	71	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	84	81	62		89.9	90.7	86.7
Grade 4	101	81	62	Poverty Rate - % of Enrollment:			
Grade 5	75	92	83	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		90.0	92.8	91.5
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		18	11	29
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		9	6	2
Ungraded	0	2	0	Special Education Enrollment:			
Total	491	510	455	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	34	24	8	Principal Suspensions	9	11	10
# in Collaborative Team Teaching (CTT) Classes	31	31	28	Superintendent Suspensions	2	0	0
Number all others	14	22	23				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	41	44	46
# receiving ESL services only	113	109	92				

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	18	0	3	Number of Administrators and Other Professionals	7	12	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	78.0	68.2	63.0
				% more than 5 years teaching anywhere	51.2	43.2	45.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	73.0	68.0	83.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.0	100.0	97.2
American Indian or Alaska Native	0.2	0.4	0.2				
Black or African American	29.1	31.2	27.3				
Hispanic or Latino	69.2	67.2	70.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0.2				
White	1.2	1.0	1.3				
<b>Male</b>	48.5	51.4	48.4				
<b>Female</b>	51.5	48.6	51.6				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
√	School Requiring Academic Progress (SRAP) – Year 6						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White		-	-				
<b>Other Groups</b>							
Students with Disabilities		-	-	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		5	5	3	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	98.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	10.1			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:	19.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	60						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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
	NR = No Review Required

\* = 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.

## 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?
- 

### **Performance Trends:**

#### **English Language Learners:**

Seventeen (17) English Language Learners (ELLs) are distributed between three (3) kindergarten classes, and one (1) self-contained Kindergarten 12:1:1. Two (2) kindergarten ELLs currently have an Individualized Education Plan (IEP). Five (5) kindergarten children are in the Beginning Stage of Language Acquisition and ten (10) are in the Intermediate Stage. Two (2) ELLs passed the LAB-R exam. According to a baseline assessment, ten (10) kindergarten ELLs have not demonstrated the ability to identify more than ten(10) capital and lowercase letters or to count past ten (10).

There are four (4) first grade classes of which one is an Integrated Co-Teaching (ICT) with eighteen (18) ELLs distributed between two (2) classes. One (1) class is equipped with an Audio Enhancement system to ensure all children hear the teacher speaking clearly, and to provide multiple opportunities for children to overcome shyness about speaking English in the classroom setting and to be heard by peers. This system also enables teachers to provide a forum in which to celebrate students' successes. Fall 2009 ECLAS2 data for first grade reveals that only one (1) of the twenty (20) ELLs in first grade mastered Level 3 benchmarks. Thirteen (13) children are in the Beginning Stage of Language Acquisition and six (6) are in the Intermediate Stage. One (1) child passed the LAB-R.

Seventeen (17) ELLs are in attendance in four (4) second grade classes with most distributed between two rooms, one of which is equipped with Audio Enhancement. One class is an Integrated Co-Teaching (ICT) class. Fall 2009 ECLAS2 data for second grade reveals that only one (1) ELLs in second grade mastered Level 5 benchmarks. Three (3) children are in the Beginning Stage of Language Acquisition and three (3) are at the Intermediate Stage, and seven (7) are in the Advanced Stage.

Third grade is organized into four (4) classes, with twenty (20) ELLs. Four (4) students are in the Beginning Stage of Language Acquisition, six (6) are at the Intermediate Stage, and ten (10) are in the Advanced Stage. Fall 2009 ECLAS2 data for third grade reveals that three (3) ELLs in third grade reached Level 7 benchmark.

In Grade 4 there are currently nine (9) ELL students. The nine students are dispersed within the different stages of Language Acquisition. There are three (3) in the beginning stage, two (2) in the intermediate stage and four (4) in the advanced stage.

In terms of the Grade 4 ELL students' performance on the NYS exams, the results range. Within the NYS ELA Exam, there were four (4) Level 2s and three (3) Level 1s. With the NYS Math Exam there were six (6) Level 3s, one (1) Level 2 and one (1) Level 1.

In Grade 5 there are currently ten (10) ELL students. The ten (10) students are dispersed within the different stages of Language Acquisition. There are four (4) in the beginning stage, three (3) in the intermediate stage, and three (3) in the advanced stage.

In terms of the Grade 5 NYS Assessments the data was as follows. Within the NYS ELA Exam there were four (4) Level 2s, two (2) Level 1s, and four (4) students were first year exemptions. Within the NYS Math Exam there were three (3) Level 3, five (5) Level 2, and two (2) students who did not reside in New York State at the time of the Math assessment. Within the NYS Grade 4 Science Exam there were two (2) Level 3s, five (5) Level 2s, one (1) Level 1 and two students who did not reside in the state at the time of the assessment.

According to our New York City Report Card, our ELL population showed 56.0% exemplary proficiency gains in the ELA exam. Within the area of Math the ELL students made 22.2% exemplary proficiency gains.

In all, twenty-two (22) students passed the 2009 NYSESLAT.

### **Early Childhood:**

#### **ECLAS 2 Analysis for grades 1-3**

Based on fall 2009 ECLAS 2 data for the first grade, 22% of the students assessed were able to meet the spelling benchmark of level 3. 27% of the students assessed were able to decode on grade level. 40% of the students assessed in the first grade were able to read with comprehension and accuracy. 51% of the first grade students were able to master the writing development strand. In addition of the 81 students assessed, 26% were able to meet the targeted fall benchmark for Guided Reading.

According to Fall, 2009 ECLAS 2 data for grade two, 26% of the students assessed were able to meet the spelling benchmark of level 5, 43% of the students assessed were able to decode on grade level. 48% of students in the second grade were able to read and comprehend text on grade level. 77% of the second grade students were able to master the writing development strand on grade level. 65% of the 81 students assessed were able to meet the fall benchmark for guided reading.

Fall, 2009 ECLAS 2 data for grade three indicates that only 9% of students assessed were able to meet the targeted benchmark of level seven for spelling. 85% of students assessed were able to master decoding. 57% of students assessed were able to read and comprehend on grade level. 56% of students assessed were able to master the writing development strand on grade level. Of the 73 students assessed in grade three, 79% were able to meet the targeted benchmark for guided reading for grade three.

Teachers will meet in grade-level cohorts to further analyze the data and plan differentiated instruction to address these deficiencies.

### **Greatest Accomplishments:**

**DATA:** School administrators and staff developers collect and analyze data from each teacher every month. The Data Inquiry Team meets monthly after school, teachers meet weekly during Professional Learning Teams periods, and Cabinet and Executive Cabinet members meet weekly in order to analyze and discuss student progress and/or slippage. Administrators and staff review the data and display it publicly throughout the school with graphs, charts and on an LCD monitor in the main hallway. Our findings then determine student placement in various programs, such as tutoring groups, AIS groups, inquiry groups, after school classes and Saturday programs, guided reading groups, IEP teacher groups, and SETSS intervention groups, as well as enrichment groups.

**Closing the Achievement Gap:**

We have closed the achievement gap as measured by our Progress Report. We have increased the percentage of students at proficiency to 63.8% in ELA and 86.5 % in Mathematics.

In addition, 79.4% of our students made at least one year of progress in ELA, while 95.9% of our lowest third made one year of progress in ELA.

In Mathematics, 73.1% of our students made at least one year of progress, while 73.3% of the students in the lowest third made at least one year of progress.

**Barriers to Progress:**

Our greatest barrier at this point appears to be maintaining the high level of achievement, but the administration has made decisions to include all teachers in curricular conversations during Professional Learning Team (PLT) Meetings, at monthly staff conferences, and through scheduled PLT meeting, facilitated by an AUSSIE Data Specialist.

Early Childhood ECLAS2 data reveals that kindergarten children are not meeting appropriate grade-level benchmarks. There appears to be a need to address the individual areas of concern for each child and teachers have begun to develop personalized goals for each student.

There needs to be more parental involvement in school wide activities, including parent workshops on assessments and curriculum. A series of workshops on familiarizing parents with ECLAS2 and DRA data, Math/Reading Connection, writing, and raising the level of academic expectations for students has commenced.

**PARENT OUTREACH:** Learning outcomes, needs, and expectations are discussed, presented, and addressed during Parent-Teacher Conferences, workshops, and teacher outreach. Monthly calendars, books and materials are sent home in order to provide parents with additional instructional information and resources to better aid the child in making progress. 87% of our parents responded to the Learning Environment Survey last year and 93% of parents appear to feel satisfied or very satisfied with academic expectations, communication between the school and home, and their child's engagement in educational opportunities at school. We began a series of Parent Workshops for SY 2009-2010 and we will continue providing parents with the tools necessary for the academic growth of each and every child. A new Parent Computer Center provides parents with the opportunity to access ARIS Parent Link, and monitor the progress of their child.

## **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.

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### **1. Early Childhood :**

- A. By spring, 2010, there will be a 10% increase in the number of students, including English Language Learners, meeting Grade I benchmark Level 4 on ECLAS2. This would translate into 41 Grade 1 students meeting grade-level benchmarks
- B. 40% of all Kindergarten students, including English Language Learners, will meet Kindergarten benchmark Level 2 on ECLAS2 in spring, 2010. This would translate into 31 kindergarten students meeting grade-level benchmarks

### **2. English Language Learners:**

By June 2010, there will be a 5% increase in the number of English Language Learners passing the 2010 NYSESLAT exam.

There will be a 3% increase in the number of students moving from Level 2 to level 3 and from Level 3 to Level 4 on the spring 2010 New York State ELA exam.

### **3. Parent Outreach and Involvement:**

By spring, 2010, there will be a 1% (from 93% to 94%) increase in the numbers of parents participating in the Learning Environment Survey.

### **4. Student Progress**

By June 2010, there will be a 3% increase in the number of students in Grades 4 and 5 attaining Levels 3 and 4 on the Spring New York State ELA assessment.

**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):** 1. Early Childhood GOAL A

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By Spring, 2010, there will be a 10% increase in the number of students, including English Language Learners, meeting Grade 1 benchmark Level 4 on ECLAS2. This would translate into 41 Grade 1 students meeting grade-level benchmarks</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Administrative Team meets regularly with AUSSIE Data consultant in order to address the Progress Report and Quality Review.</li> <li>• Assistant Principal collects monthly reading benchmark data and submits to Tech specialist for school wide display.</li> <li>• Assistant Principal has met and will continue to meet with classroom teachers at grade-level Professional Learning Team meetings during the first week of each month in order to review assessment data.</li> <li>• Assistant Principal has met and will continue to meet with teachers in Grade1 monthly in order review and analyze Read Well assessment data, ECLAS2 data, and guided reading levels each month.</li> <li>• All teachers have submitted personalized goals for each student in the area of literacy. Copies of each child’s goals were given to parents at Parent Teacher Conferences.</li> <li>• Assistant Principal reviews and collects teachers’ goals.</li> <li>• Assistant Principal oversees the development of class data binders and reviews data binders regularly.</li> <li>• Assistant Principal ensures that all components of Balanced Literacy ( Readers’ Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers’ Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in Grades K-1.             <ul style="list-style-type: none"> <li>•Assistant Principal ensures that all teachers plan Balanced Literacy lessons utilizing a variety of resources from the Literacy Resource Lab.</li> <li>•Assistant Principal ensures that all classes implement the Point of Entry Lesson Plan Model in order to create literacy lessons that meet the personalized needs of all students in grade 1, including students with Special Needs and English Language Learners.</li> </ul> </li> </ul>

- Assistant Principal ensures that children in Grade 1 receive additional small group instruction in Read Well for forty-five (45) minutes daily.
- Assistant Principal ensures that AIS/ F-status providers provide additional small group instruction for children at risk of academic failure. Those groups are reviewed on a regular basis and reorganized when appropriate.
- Assistant Principal ensures that ESL teachers provide additional support for English Language Learners.
- Assistant Principal ensures that differentiated Holiday Homework Packets address literacy.
- Assistant Principal conducts Formal and Informal Observations to ensure all curricular mandates are being met.
- Assistant Principal monitors students' arrival at Community-based organization, PHIPPS, which provides the opportunity for children in Grade 1 to receive homework and tutoring support daily.
- Assistant Principal ensures that all students in Grade 1 have homework and PHIPPS providers have copies of grade-specific, differentiated homework packets.
- Assistant Principal ensures that AUSSIE and MONDO consultants provide in class modeling and demonstration lessons, and facilitate inter-visitations to model classrooms.
- AUSSIE data consultant and Assistant Principal meet with Grade 1 Professional Learning Teams in order to analyze data and plan differentiated lessons in order to address the needs of all learners.
- Assistant Principal attends Grade 1 Professional Learning Team meetings in order to address reading data.
- Assistant Principal addresses data and any related literacy issues and concerns with all supervisors at weekly Executive Cabinet meetings.
- Assistant Principal attends School Leadership Team Meetings in order to address student progress and school data.
- Assistant Principal schedules and oversees all Read Well activities and addresses all teacher needs.
- Assistant Principal monitors all Second Literacy Block Read Well 1 assessments and groupings.
- Assistant Principal facilitates training of all teachers in Grade 1 in the use of ARIS data information bank and ACUITY for Grade 1 to create assessments.
- Assistant principal collaborates with the Testing Coordinator to create a K-2 Yearly Assessment Calendar and makes it public.
- All classroom computers are equipped with Rosetta Stone software in order to provide additional ESL support for English Language Learners.
- All classroom computers have access to appropriate Early Learning Literacy software and websites.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- Per session for Inquiry Group/Professional Learning Team Meetings: Tax Levy Children First
- Contracted AUSSIE and MONDO consultants: Fair Student Funding/Title I
- Parent Workshops: Title I

**Indicators of Interim Progress and/or Accomplishment**

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

- Administrative formal and informal observations will ensure adherence to all curricular mandates as evidenced in the Curriculum Maps.
- All teachers will receive both hard and digital copies of the Curriculum Maps, as well as access to the NY LEARNS website for internet communication with colleagues.
- All parents will be apprised of all curricular mandates via the Parent Coordinator and Parent Workshops, and agendas and attendance logs will serve as documentation of these meetings.
- Plan books will be reviewed by supervisors in order to ensure adherence to all curricular mandates.
- All teachers will engage in professional discussions about the data and student learning at vertical and horizontal Professional Learning Team Meetings, and complete reflections. All reflections sheets are monitored. Assistant Principal attends at least one (1) Professional Learning Team Meeting monthly in order to oversee curricular mandates and to ensure conversations about data, curriculum, and student progress are occurring during this professional period.
- Teachers administer running records for all children at least once a month and all data is submitted to supervisors for review, analysis and public display throughout the school.
- Teachers conduct Read Well assessments every three (3)- six (6) days in order to chart progress throughout the program. Supervisor collects data and reorganizes groups according to recent data.
- Teachers in Grade 1 administer ELA Predictive Pre and Post tests. Supervisor, teachers, and Testing Coordinator conduct item analysis in order to plan differentiated instruction in literacy and to chart student progress.
- Reading Runny Records are collected monthly in order to analyze student progress and to inform instruction.
- Spring 2010 ECLAS2

**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):** 1. Early Childhood GOAL B

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p align="center"><b>40% of all Kindergarten students, including English Language Learners, will meet Kindergarten benchmark Level 2 on ECLAS2 in Spring, 2010. This would translate into 31 kindergarten students meeting grade-level benchmarks</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Administrative Team meets regularly with AUSSIE Data consultant in order to address the Progress Report and Quality Review.</b></li> <li>• <b>Assistant Principal collects monthly reading benchmark data and submits to Tech specialist for school wide display.</b></li> <li>• <b>Assistant Principal has met and will continue to meet with classroom teachers at grade-level Professional Learning Team meetings during the first week of each month in order to review assessment data.</b></li> <li>• <b>Assistant Principal has met and will continue to meet with teachers in Kindergarten monthly in order review and analyze Read Well assessment data, ECLAS2 data, and guided reading levels each month.</b></li> <li>• <b>All teachers have submitted personalized goals for each student in the area of literacy. Copies of each child’s goals were given to parents at Parent Teacher Conferences.</b></li> <li>• <b>Assistant Principal reviews and collects teachers’ goals.</b></li> <li>• <b>Assistant Principal oversees the development of class data binders and reviews data binders regularly.</b></li> <li>• <b>Assistant Principal ensures that all components of Balanced Literacy ( Readers’ Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers’ Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in Kindergarten.</b></li> <li>• <b>Assistant Principal ensures that all teachers plan Balanced Literacy lessons utilizing a variety of resources from the Literacy Resource Lab.</b></li> </ul>

- Assistant Principal ensures that all classes implement the Point of Entry Lesson Plan Model in order to create literacy lessons that meet the personalized needs of all students in Kindergarten, including students with Special Needs and English Language Learners.
- Assistant Principal ensures that Read Well reading intervention program has been scheduled for an hour daily in Kindergarten. Assistant Principal ensures that students are assessed on a regular basis and Read Well groups are reorganized according to the needs of each child.
- Assistant Principal ensures that AIS/ F-status providers provide additional small group instruction for children at risk of academic failure. Those groups are reviewed on a regular basis and reorganized when appropriate.
- Assistant Principal ensures that ESL teachers provide additional support for English Language Learners.
- Assistant Principal ensures that differentiated Holiday Homework Packets address literacy.
- Assistant Principal conducts Formal and Informal Observations to ensure all curricular mandates are being met.
- Assistant Principal monitors students' arrival at Community-based organization, PHIPPS, which provides the opportunity for children in Kindergarten to receive homework and tutoring support daily.
- Assistant Principal ensures that all students in Kindergarten have homework and PHIPPS providers have copies of grade-specific, differentiated homework packets.
- Assistant Principal ensures that AUSSIE and MONDO consultants provide in class modeling and demonstration lessons, and facilitate inter-visitations to model classrooms.
- AUSSIE data consultant and Assistant Principal meet with Kindergarten Professional Learning Teams in order to analyze data and plan differentiated lessons in order to address the needs of all learners.
- Assistant Principal attends Professional Learning Team meetings in order to address reading data.
- Assistant Principal addresses data and any related literacy issues and concerns with all supervisors at weekly Executive Cabinet meetings.
- Assistant Principal attends School Leadership Team Meetings in order to address student progress and school data.
- Assistant Principal schedules and oversees all Read Well activities and addresses all teacher needs.
- Assistant Principal monitors all Second Literacy Block Read Well K assessments and groupings.
- Assistant Principal facilitates training of all teachers in Kindergarten in the use of ARIS data information bank.
- Assistant principal collaborates with the Testing Coordinator to create a K-2 Yearly Assessment Calendar and makes it public.
- All classroom computers are equipped with Rosetta Stone software in order to provide

	<p>additional ESL support for English Language Learners.</p> <ul style="list-style-type: none"> <li>• All classroom computers have access to appropriate Early Learning Literacy software and websites.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Per session for Inquiry Group/Professional Learning Team Meetings: Tax Levy Children First Inquiry</li> <li>• Contracted AUSSIE and MONDO consultants: Title I School Wide Programs, Title I ARRA School Wide Programs, Title I Fair Student Funding, Title I One-Time Allocation</li> <li>• Parent Workshops: Title I</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Administrative formal and informal observations will ensure adherence to all curricular mandates as evidenced in the Curriculum Maps.</li> <li>• All teachers will receive both hard and digital copies of the Curriculum Maps, as well as access to the NY LEARNS website for internet communication with colleagues.</li> <li>• All parents will be apprised of all curricular mandates via the Parent Coordinator and Parent Workshops, and agendas and attendance logs will serve as documentation of these meetings.</li> <li>• Plan books will be reviewed by supervisors in order to ensure adherence to all curricular mandates.</li> <li>• All teachers will engage in professional discussions about the data and student learning at vertical and horizontal Professional Learning Team Meetings, and complete reflections. All reflections sheets are monitored. Assistant Principal attends at least one (1) Professional Learning Team Meeting monthly in order to oversee curricular mandates and to ensure conversations about data, curriculum, and student progress are occurring during this professional period.</li> <li>• Teachers administer running records for all children at least once a month and all data is submitted to supervisors for review, analysis and public display throughout the school.</li> <li>• Teachers conduct Read Well assessments every three (3)-six (6) days in order to chart progress throughout the program. Supervisor collects data and reorganizes groups according to recent data.</li> <li>• Teachers in Kindergarten administer ELA Predictive Pre and Post tests. Supervisor, teachers, and Testing Coordinator conduct item analysis in order to plan differentiated instruction in literacy and to chart student progress.</li> <li>• Reading Runny Records are collected monthly in order to analyze student progress and to inform instruction.</li> <li>• Spring 2010 ECLAS2</li> </ul>

**SECTION VI: ACTION PLAN**

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

**2. English Language Learners**

**Subject/Area (where relevant):** GOAL A

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 5% increase in the number of English Language Learners passing the 2010 NYSESLAT exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All students in grades 2-5, including Special Needs students and English Language Learners (ELLs) receive tutoring in English Language Arts, Math, and /or Social Studies and Science in a 10:1 group ratio on Tuesdays, Wednesdays, and Thursdays from 2:20-3:10PM.</li> <li>• All students in Grades 3-5, including Special Needs children and English Language learners, are invited to participate in an after school Literacy and Math Program from October 2009 – May 2010 from 3:10 to 5:10 PM Tuesdays and Wednesdays.</li> <li>• All English Language Learners receive English as a Second Language ( ESL) instruction with a push in model from certified ESL instructors.</li> <li>• All teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations in order to confer with peers on Best Practices.</li> <li>• Teachers will be given the opportunity to discuss best practices with colleagues during vertical and horizontal Professional Learning Team meetings.</li> <li>• Alignment of budget to reflect to hire AUSSIE Data consultant to facilitate Professional Learning Team meetings.</li> <li>• Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation</li> <li>• Assistant Principals will meet with teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more support.</li> <li>• Assistant Principals ensure that all components of Balanced Literacy ( Readers’ Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers’ Workshop: Shared Writing, Interactive Writing, Guided Writing, and</li> </ul>

Independent Writing and Conferencing) are addressed daily in all grades.

•Assistant Principals conduct Formal and Informal Observations to ensure all curricular mandates are being met.

- The focus of the F-Status teacher is on Math and Reading- based literature for ELLs based upon analysis of sub-group data.
- Reduced class size contributes to a smaller student to teacher ratio for ELLs
- Special Needs English Language learners are mainstreamed part of the day, according to IEP mandates.
- Grade 5 class with English Language Learners receives additional small group guided reading and math group support daily.
- Grade 4 class with predominance of ELLs has been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating lessons in all curricular areas.
- Rosetta Stone software has been installed in all classroom computers, as well as the tech Lab and the Library Media Center.
- Additional classroom library books and picture dictionaries have been purchased for all classroom libraries.
- Three (3) classrooms have been equipped with an Audio Enhancement System in order to encourage oral language development for ELLs in t he Early Grades.
- The focus of a Grade 1 Inquiry Group is at risk English Language Learners. Push in support twice weekly includes an ESL teacher, classroom teacher, F-status teacher and the Early Childhood Assistant principal.
- All ESL teachers implement the MONDO Oral Language Program which includes an assessment piece.
- Staff has been trained in the analysis of NYSESLAT data and the implications for instruction.
- All teachers create customized Holiday and Vacation Packets and assessments in Reading and Math on the ACUITY website.
- Community-based Organization (CBO) PHIPPS provides at risk counseling for students with high lateness and absenteeism, as well as, additional tutoring support through projects-based collaborative learning experiences in Math.
- Attendance Worker conducts home visits in order to address high lateness and absenteeism.
- Fordham University *America Reads Challenge* interns provide additional small group instruction in all curricular areas with a focus on literacy.
- Neighborhood volunteers provide additional small group classroom instructional support.
- Special Needs ELLs are invited and included in small group Extended Time and after school groups.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- **Math Coach: Title I**
- **F status: Title I Fair Student Funding, Title I School Wide Programs**
- **SMART BOARDS: Tax Levy Fair Student Funding**
- **Reduced class size: Early Grade Class Size Reduction ( EGCSR) State Program, Contract for Excellence, EGCSR Federal Program, Tax Levy ORA Stabilization**
- **After school inquiry team meetings: Tax Levy Children First Initiative**
- **MONDO Consultant owed us twenty (20) days from last year due to illness. New sessions: Fair Student Funding**

**Indicators of Interim Progress and/or Accomplishment**

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

- **ITA and Predictive exams are administered twice yearly and an item analysis of the data is conducted.**
- **School Achievement Facilitator (SAF) schedules and conducts Core Inquiry Team, Grade Leaders Professional Learning Team, , and Cluster Professional Learning Team meetings monthly in order to analyze data**
- **Reading Runny Records are collected monthly in order to analyze student progress and to inform instruction.**
- **Everyday Math unit and mid-unit assessment data is collected biweekly in order to analyze student progress and to inform instruction.**
- **Scantron Performance series, computer-administered ELA and Math assessment, is computer customized based upon student's ability level, and are administered on a monthly basis per grade.**
- **Acuity customized assessments for ELA and Math are teacher-generated packets based upon ITA and Predictive data twice yearly.**
- **After school KAPLAN assessments provide information for item analysis which subsequently informs instruction. This data is discussed by an Inquiry Professional Learning Team once a month on Thursday afternoons.**
- **Attendance is monitored daily.**
- **Our school has enrolled in the NYSESLAT Periodic Assessment provided by New York City Department of Education Office of Assessment and Accountability three times a year.**
- **Spring 2010 NYSESLAT exam.**

**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.

**2. English Language Learners**

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

**GOAL B**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 3% increase in the number of English Language Learners moving from Level 2 to level 3 and from Level 3 to level 4 on the Spring 2010 New York State ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All students in grades 3-5, including Special Needs students and English Language Learners (ELLs) receive tutoring in English Language Arts, Math, and /or Social Studies and Science in a 10:1 group ratio on Tuesdays, Wednesdays, and Thursdays from 2:20-3:10PM.</li> <li>• All students in Grades 3-5, including Special Needs children and English Language learners, are invited to participate in an after school Literacy and Math Program from October 2009 – May 2010 from 3:10 to 5:10 PM Tuesdays and Wednesdays.</li> <li>• All English Language Learners receive English as a Second Language (ESL) instruction with a push in model from certified ESL instructors.</li> <li>• All teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations in order to confer with peers on Best Practices.</li> <li>• Teachers will be given the opportunity to discuss best practices with colleagues during vertical and horizontal Professional Learning Team meetings.</li> <li>• Alignment of budget to reflect to hire AUSSIE Data consultant to facilitate Professional Learning Team meetings.</li> <li>• Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation</li> <li>• Assistant Principals will meet with teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more support.</li> </ul>

•Assistant Principals ensure that all components of Balanced Literacy ( Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in all grades.

•Assistant Principals conduct Formal and Informal Observations to ensure all curricular mandates are being met.

- The focus of the F-Status teacher is on Math and Reading- based literature for ELLs based upon analysis of sub-group data.
- Reduced class size contributes to a smaller student to teacher ratio for ELLs
- Special Needs English Language learners are mainstreamed part of the day, according to IEP mandates.
- Grade 5 class with English Language Learners receives additional small group guided reading and math group support daily.
- Grade 4 class with a predominance of ELLs has been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating lessons in all curricular areas.
- Rosetta Stone software has been installed in all classroom computers, as well as the tech Lab and the Library Media Center.
- Additional classroom library books and picture dictionaries have been purchased for all classroom libraries.
- All ESL teachers implement the MONDO Oral Language Program which includes an assessment piece.
- Staff has been trained in the analysis of NYSESLAT data and the implications for instruction.
- All teachers create customized Holiday and Vacation Packets and assessments in Reading and Math on the ACUITY website.
- Community-based Organization (CBO) PHIPPS provides at risk counseling for students with high lateness and absenteeism, as well as, additional tutoring support through projects-based collaborative learning experiences in Math.
- Attendance Worker conducts home visits in order to address high lateness and absenteeism.
- Fordham University *America Reads Challenge* interns provide additional small group instruction in all curricular areas with a focus on literacy.
- Neighborhood volunteers provide additional small group classroom instructional support.
- Special Needs ELLs are invited and included in small group Extended Time and after school groups.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- **Math Coach: Title I**
- **F status: Title I Fair Student Funding, Title I School Wide Programs**
- **SMART BOARDS: Tax Levy Fair Student Funding**
- **Reduced class size: Early Grade Class Size Reduction ( EGCSR) State Program, Contract for Excellence, EGCSR Federal Program, Tax Levy ORA Stabilization**
- **After school inquiry team meetings: Tax Levy Children First Initiative**
- **MONDO Consultant owed us twenty (20) days from last year due to illness. New sessions: Fair Student Funding**

**Indicators of Interim Progress and/or Accomplishment**

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

- **ITA and Predictive exams are administered twice yearly and an item analysis of the data is conducted.**
- **School Achievement Facilitator (SAF) schedules and conducts Core Inquiry Team, Grade Leaders Professional Learning Team, , and Cluster Professional Learning Team meetings monthly in order to analyze data**
- **Reading Runny Records are collected monthly in order to analyze student progress and to inform instruction.**
- **Everyday Math unit and mid-unit assessment data is collected biweekly in order to analyze student progress and to inform instruction.**
- **Scantron Performance series, computer-administered ELA and Math assessment, is computer customized based upon student's ability level, and are administered on a monthly basis per grade.**
- **Acuity customized assessments for ELA and Math are teacher-generated packets based upon ITA and Predictive data twice yearly.**
- **After school KAPLAN assessments provide information for item analysis which subsequently informs instruction. This data is discussed by an Inquiry Professional Learning Team once a month on Thursday afternoons.**
- **Attendance is monitored daily.**
- **Our school has enrolled in the NYSESLAT Periodic Assessment provided by New York City Department of Education Office of Assessment and Accountability three times a year.**
- **Spring 2010 New York State ELA exam**

**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):** 3. Parent Outreach and Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By Spring, 2010, there will be a 1% (from 93% to 94%) increase in the numbers of parents participating in the Learning Environment Survey.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Parent Workshop on the “Literacy –Math Connection” was specifically aligned to Inquiry F-Status Focus.</li> <li>• Outreach by Upper grade Assistant Principal and Bilingual Guidance Counselor provides support and articulation for parents in completing Middle School applications and making school choice decisions.</li> <li>• Administration addresses any issues, concerns or questions about Progress Reports with parents.</li> <li>• Parents are informed by Assistant Principal at dismissal and morning line up that Parent Teacher Conferences provide the opportunity to complete the Learning Environment Parent Survey with support in the home language.</li> <li>• Assistant Principal attends all Parent Literacy/Math/Assessment/Data Workshops which provide the opportunity and forum for parents to be apprised of all New York City DOE Children First initiatives, Teachers’ College Writing Workshop Model, Curriculum Maps, and New York State Standards in order to have parents support their child(ren) with academics twice monthly.</li> <li>• Assistant Principal articulates with the Parent Coordinator and members of the Parents’ Association in order to inform Parents of English Language Learners that they have been afforded and will continue to be afforded the opportunity to learn English in order to better support their child(ren) academically through knowledge gained during ESL classes and Literacy Workshops.</li> <li>• Assistant Principals ensures that parents are aware that children receive Holiday Homework Packets that address Literacy, Math, and Content Area knowledge.</li> <li>• Assistant Principal will poll parents who speak African dialects, French, and Spanish to ask if they would be available to facilitate completion of Learning Environment Parent</li> </ul>

Surveys during the week of Parent Teacher Conferences.

- Bilingual Parent Coordinator and staff members who speak languages other than English will also support parents in the completion of Learning Environment Parent Surveys.
- Assistant Principals support and will continue to support Scholastic Book Fairs and Scholastic Reading is Fundamental Initiatives and review materials that might be relevant to parental interests and needs. These materials and resources have been given and will continue to be given as incentives for attending parent workshops.
- Principal ensures that monthly calendars are distributed in a timely manner.
- Weekly ESL Workshops conducted by the ESL Coordinator provides parents with the necessary speaking skills to provide support for children.
- Assistant Principals meet with teachers during Professional Learning Team Meetings in order to determine if any parental outreach/intervention is needed.
- Pupil Personnel Team/AIS meetings have addressed and will continue to address any familial problems and issues that impact the child's social-emotional and academic development, and the ability of the parent to participate in their child's academic experiences.
- Principal has discussed and will continue to discuss parent outreach, issues and concerns at weekly Executive Cabinet Meetings with the Assistant Principals.
- Assistant Principal articulates and will continue to articulate with Parent Coordinator and Parents' Association members on a regular basis.
- Early Childhood Assistant Principal attends community Pre-kindergarten information sessions in order to inform community members of all aspects and expectations in Kindergarten at C.S. 57X.
- Early Childhood Assistant Principal greets and will continue to greet all Pre-K-2 parents and caregivers at morning line up and dismissal each day.
- Early Childhood Assistant Principal greets parents who are late picking up children and informs them of the importance of prompt pick up and arrival at school.
- Early Childhood Assistant Principal writes all pertinent letters to parents in English and translates into Spanish.
- Assistant Principals are available outside classrooms during Parent-Teacher conferences.
- Parents will be given multiple opportunities at regular intervals to discuss their child(ren)'s learning needs and to access ARIS in the Parent Technology Center with support from a Bilingual Parent Coordinator and a Bilingual Testing Coordinator.
- Positive Behavior Interventions and Supports (PBIS) and Pupil Personnel Team(PPT) Team meetings afford teachers and team members to discuss student behavioral anecdotes and parental/familial issues on a regular basis.
- A translation device has been purchased and provides support in Spanish for parents who may have difficulty understanding key concepts at School leadership Team Meetings and Parent Workshops and meetings.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>PBIS Incentives: Fair Student Funding</b></li> <li>• <b>Parent Workshops: Title I</b></li> <li>• <b>Parent Coordinator: Parent Coordinator money</b></li> <li>• <b>Translation Device: Title I Translation Services</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Attendance logs at Parent Workshops and ESL classes</b></li> <li>• <b>Attendance at Parent Association meetings and events.</b></li> <li>• <b>Number of parents attending Parent Teacher Conferences will be measured by attendance forms and collected by the Assistant Principal.</b></li> <li>• <b>Increased parental involvement in student assemblies, field trips, and other school activities</b></li> <li>• <b>Charts and lists reflecting student improvement will be displayed in the hallways and classrooms and will be updated regularly and discussed with parents at School Leadership Team meetings.</b></li> <li>• <b>Spring 2010 Learning Environment Survey</b></li> </ul>

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** 4. Student Progress

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By Spring 2010, there will be a 3% increase in the number of students in Grades 4 and 5 achieving Levels 3 and 4 on the New York State ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All students in grades 4-5, including Special Needs students and English Language Learners (ELLs) receive tutoring in English Language Arts, Math, and /or Social Studies and Science in a 10:1 group ratio on Tuesdays, Wednesdays, and Thursdays from 2:20-3:10PM.</li> <li>• All students in Grades 4-5, including Special Needs children and English Language learners, are invited to participate in an after school Literacy and Math Program from October 2009 – May 2010 from 3:10 to 5:10 PM Tuesdays and Wednesdays.</li> <li>• All teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations in order to confer with peers on Best Practices.</li> <li>• Teachers will be given the opportunity to discuss best practices with colleagues during vertical and horizontal Professional Learning Team meetings.</li> <li>• Alignment of budget to reflect to hire AUSSIE Data consultant to facilitate Professional Learning Team meetings.</li> <li>• Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation</li> <li>• Assistant Principals will meet with teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more support.             <ul style="list-style-type: none"> <li>•Assistant Principals ensure that all components of Balanced Literacy ( Readers’ Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers’ Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in all grades.</li> <li>•Assistant Principals conduct Formal and Informal Observations to ensure all curricular</li> </ul> </li> </ul>

	<p>mandates are being met.</p> <ul style="list-style-type: none"> <li>• The focus of the F-Status teacher is on Math and Reading- based literature for ELLs based upon analysis of sub-group data.</li> <li>• Reduced class size contributes to a smaller student to teacher ratio for ELLs</li> <li>• Special Needs English Language learners are mainstreamed part of the day, according to IEP mandates.</li> <li>• Two (2) classrooms in Grades 4 and 5 have been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating lessons in all curricular areas.</li> <li>• All teachers create customized Holiday and Vacation Packets and assessments in Reading and Math on the ACUITY website.</li> <li>• Community-based Organization (CBO) PHIPPS provides at risk counseling for students with high lateness and absenteeism, as well as, additional tutoring support through projects-based collaborative learning experiences in Math.</li> <li>• Attendance Worker conducts home visits in order to address high lateness and absenteeism.</li> <li>• Fordham University <i>America Reads Counts Challenge</i> interns provide additional small group instruction in all curricular areas with a focus on literacy.</li> <li>• All Grade leaders meet once a month after school in Professional Learning Team Inquiry Groups in order to analyze data.</li> <li>• F-Status Inquiry Group provides small group supplemental instruction for students in Grade 4 and 5 who have not demonstrated one year of progress as stated on the School Progress Report.</li> <li>• Support is also provided for students in Grade 5 in order to prevent “slippage” in achievement in ELA and Math. The focus of this group is “Math, Literacy, and Writing”.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Math Coach: Title I</li> <li>• F status: Title I Fair Student Funding, Title I School Wide Programs</li> <li>• SMART BOARDS: Tax Levy Fair Student Funding</li> <li>• Reduced class size: Early Grade Class Size Reduction ( EGCSR) State Program, Contract for Excellence, EGCSR Federal Program, Tax Levy ORA Stabilization</li> <li>• After school inquiry team meetings: Tax Levy Children First Initiative</li> <li>• MONDO Consultant owed us twenty (20) days from last year due to illness. New sessions: Fair Student Funding</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- ITA and Predictive exams are administered twice yearly and an item analysis of the data is conducted.
- School Achievement Facilitator (SAF) schedules and conducts Core Inquiry Team, Grade Leaders Professional Learning Team, , and Cluster Professional Learning Team meetings monthly in order to analyze data.
- Reading Runny Records are collected monthly in order to analyze student progress and to inform instruction.
- Everyday Math unit and mid unit assessment data is collected biweekly in order to analyze student progress and to inform instruction.
- Scantron Performance series, computer-administered ELA and Math assessment, is computer customized based upon student's ability level, and are administered on a monthly basis per grade.
- Acuity customized assessments for ELA and Math are teacher-generated packets based upon ITA and Predictive data twice yearly.
- After school KAPLAN assessments provide information for item analysis which subsequently informs instruction. This data is discussed by an Inquiry Professional Learning Team once a month on Thursday afternoons.
- Attendance is monitored daily.
- Our school has enrolled in the NYSESLAT Periodic Assessment provided by New York City Department of Education Office of Assessment and Accountability three times a year.

## **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	74	74	N/A	N/A	-	2	4	5
1	85	85	N/A	N/A	2	5	4	5
2	27	27	N/A	N/A	3	-		4
3	40	40	N/A	N/A	3	2	3	1
4	14	8	5	5	4	-	3	3
5	19	12	8	13		3	1	2
6								
7								
8								See note below in "Description" for explanation of additional Health- related services and interventions.
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b><u>During the school day:</u></b>  <b>Grades 2-5:</b> AIS teachers and F status teachers work with students in small group sessions, providing direct instruction in phonemic awareness, fluency, guided reading and writing, and Voyager.  <b>Grades K-1</b> classroom teachers have completed the second year of implementation of a <b>Second Literacy Intervention Reading Block</b> each morning for sixty (60) minutes in Kindergarten and forty-five (45) minutes for Grade 1. Grade 1 children are grouped according to ability levels based upon one to one assessments and groups are no larger than six (6) or eight (8) to one. AIS and ESL teachers provides small group push in and pull out support with Read Well intervention reading program.  <b>F-Status</b> teachers provide small group (no greater than 6:1) for selected students at risk of academic failure, at risk of not making adequate progress on New York State assessment, or may not make one year of progress. Each group session is “personalized to the specific instructional needs of each child two – three times each week.”</p> <p><b><u>Extended Time:</u></b> Tuesdays, Wednesdays, Thursdays 2:20-3:10 PM  <b>ESL and AIS</b> support staff provide small group and one to one tutoring using selected materials appropriate to each child’s “personalized instructional needs”.</p> <p><b>Grades 3-5:</b> AIS support staff, F-Status teachers, cluster teachers, classroom teachers and Related Service Providers provided individual and small groups support with Kaplan Keys, Keep On Reading!, Steps to Success, Wilson, Literature Circles, Comprehension Connections, and Mastering the New York State ELA.</p> <p><b>Grade 2:</b> ESL and classroom teachers, as well as AIS teacher provide push in small group support for phonemic awareness activities, phonics, fluency, vocabulary development and comprehension. Best Practices in Reading, Reading Options for Achievement, Best practices in Reading, Strategies for Successful reading and Writing, Selected students in Grade 2 receive Read Well interventions for reading in a 10:1 setting, as determined by data.</p> <p><b><u>After School:</u></b> Tuesdays, Wednesdays 3:10-5:10PM:  <b>Grades 3-5:</b> Data –driven instruction for selected students: Kaplan Advantage and Test Companion</p>

<b>Mathematics:</b>	<p><b><u>During the school day:</u></b>  Grades 4-5 AIS teacher works with students in small group and one to one sessions, providing direct instruction using EDM extensions and manipulatives, as well Guided reading books with a focus on informational text that addresses math concepts, skills, strategies, and study skills)  <b><u>Extended Time:</u></b> Tuesdays, Wednesdays, Thursdays 2:20-3:10 PM  Kaplan Key and Math Literature Connection  <b><u>After School:</u></b> Tuesdays, Wednesdays 3:10-5:10PM  Grades 3-5: Kaplan Advantage and Test Companion</p>
<b>Science:</b>	<p><b><u>During the School Day:</u></b>  Integration of Content Area Literature into the Balanced Literacy Block and two (2) complete forty-five (45) minute science periods a week Science Cluster Sessions using manipulatives and hands-on science experiences. Grade 4 Science Assessment /Science Glossary  Grades K-5 Harcourt Science Program  <b><u>After School:</u></b> Tuesdays, Wednesdays 3:10 -5:10  Grade 4 Science Coach</p>
<b>Social Studies:</b>	<p><b><u>During the School Day:</u></b>  Integration of Content Area Literature into the Balanced Literacy Block, use of Primary Sources and National Geographic Geo Kits. Grade 5 Mastering New York’s Grade 5 Social Studies Test Learning About New York State. Grade 4 McGraw Hill New York State textbook  <b><u>Grade 5 after school</u></b>  New York State Coach: Social Studies</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Provide counseling, conflict resolution, grief counseling in small group and one to one settings during the school day, also provides counseling on an “as needed “ basis as determined by articulation with the Pupil Personnel Committee and supervisors</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>At risk counseling which consists of social skills training, pushing into classrooms to assist teachers in focusing the child or dealing with behavior issues. Provides community outreach services to parents, as well as one to one conversations with parents about psycho-social development. participates in Pupil Personnel Committee to set up at risk services for students in General Education</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>At risk counseling which consists of social skills training, parent outreach ( opportunities for tutoring for GED, ESL classes, linking parents to social service agencies for assistance, family therapy, court-related issues( ie: foster care, housing, custody issues), participates in Pupil Personnel Committee to set up at risk services for students in General Education.</p>

	<b>Provides push in support for students at risk because of academic or social issues</b>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• <b>Public Health Nurse conducts “Open Airways” program for groups of students with asthma.</b></li> <li>• <b>Kress Vision Center at New York University provides free eyeglasses for students in Grades K-1 and Special Education, dependent upon New York City vision screening in January 2010.</b></li> <li>• <b>NYU Dental Van, a fully-equipped dental office on wheels, was available for three full days (8:00AM-8:00PM) and ten (10) additional days (8:00AM-2:00PM) in order to address matters of oral hygiene. This service was provided through the funding of Councilman Joel Rivera.</b></li> <li>• <b>Outside health agency, Health Plus, provides asthma training for students in Grades 3-5, with a focus on Asthma symptoms, triggers, and management of the disease.</b></li> <li>• <b>All students were afforded the opportunity to receive H1N1 flu vaccines in school.</b></li> </ul>

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

**PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

**CS 57X-The Crescent School  
2111 Crotona Avenue, Bronx, NY 10457  
Mr. Edsel Philip, Principal  
Language Allocation Policy (LAP)  
2009-2010**

**Team Members:**

SSO/District <b>District 12</b>	School <b>CS 57X</b>
Principal <b>Edsel Philip</b>	Assistant Principal <b>Gretta Gallas &amp; Maureen Howard</b>
Coach <b>Brenda Vera -Literacy/Math</b>	Coach <b>Rolando Perez -ESL Coordinator</b>
Teacher/Subject Area <b>G. Johnson/Special Education</b>	Guidance Counselor <b>Linda Egefeld</b>
Teacher/Subject Area <b>J. Maban/General Education</b>	Parent <b>Jessica Navarro</b>
Teacher/Subject Area <b>S. Tierney/General Education</b>	Parent Coordinator <b>Lina Giumarra</b>
Related Service Provider <b>A. Scasso/Speech</b>	SAF
Network Leader	Other <b>Lucy Alicea</b>

**Program Description and Goals:**

The Crescent School-CS 57X presently enrolls 475 students in grades Pre-K through 5. The student majority consists of native Spanish and English speakers. A growth of native speakers of Twi and Soninke has noticeably become apparent in recent years.

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

The greater part of the student population resides in the Crotona neighborhood of the Bronx. The community supports students’ cultural, recreational, and educational interests with parks, churches, public libraries, and landmarks such as The Bronx Zoo and The New York Botanical Garden.

In order to provide optimum services to each of our 93 English Language Learners (ELLs), our school has adopted a coherent theoretically, data-based Language Allocation Policy (LAP) that is redesigned on a twice-yearly basis with preparation beginning toward the end of the school year and includes an additional mid-year re-visit. It is during this process that our committee is granted with reflective opportunities to evaluate and modify the school’s LAP.

The LAP is established on the eight basic principles: a coherent LAP; academic rigor; use of two languages; explicit data-driven instruction in English Language Arts (ELA) and content area instruction that employs English as a Second Language methodologies; assessment in two languages; and high quality teachers of ESL. Its fundamental goals are:

- a) ELLs will attain English proficiency;
- b) ELLs will develop high levels of academic attainment in core academic subjects and meet the same challenging standards all children at CS 57X are expected to meet by means of a high-quality, scientifically-based language instructional educational programs that are data driven and include: social and academic language development; linguistic objectives; spiraling academic coursework; scaffolding; academic rigor; Second Language Strategies and ESL methodologies.

Our school adheres to this system-wide language principle that promotes data driven differentiated instruction with ongoing intervention strategies that provide language acquisition and vocabulary support through push-in instruction.

**Teacher Qualifications**

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

## **School Demographics**

Total Number of Students in School	475	Total Number of ELLs	93	ELLs as Share of Total Student Population (%)	19.58%
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### **ELL Identification Process**

Upon enrollment all students are screened in accordance with mandates. A New York State licensed ESL coordinator routinely conducts initial oral interviews, oversees Home Language Identification Surveys, and manages computerized system-wide reports to identify current or potential ELLs. This process entails administering the Language Assessment Battery-R (LAB-R) test within ten days of initial placement, parental orientations, as well program selection procedures. In addition, computerized reports are frequently generated in order to identify entitled ELLs who have taken the New York State English as Second Language Achievement Test (NYSESLAT). The reports also indicate students who may have tested and may benefit from services such as counseling.

Parent orientations are conducted in English and Spanish by the ESL coordinator in the school library and thereafter on an as-needed basis. Sessions consist of a viewing of the parent orientation video (available in other languages) that provides information on the types of ELL programs available for their children. Parents are also provided with literature that explains program choices (Transitional Bilingual, Education, Dual Language, Freestanding ESL). A question and answer session follows the video presentation after which parents will be asked to complete a program selection form, indicating their choice of ELL programs. Moreover, the school’s Parent Coordinator attends the sessions to provide information as to the services available to parents at our school and to provide general support for the parents.

Additional orientations, counseling and support services are offered to parents by staff members of the regional division of Youth and Family Support. We ensure that adequate information is distributed to the extent possible in various languages at all parent activities and meetings.

Across all grades, parent/guardian selection letters show evidence of a vast trend toward placing students in ESL only programs. Parents opting for other settings are offered the choice of placing their child in the requested setting at CS 57X if a definite mandated numbers of requests are evident. Otherwise if unavailable, efforts will be made to place the child at a site that contains the parental choice setting.

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

**ELL Demographics**

<b>ELL Program Breakdown</b>									
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>									
<b>I. Self-Contained</b>	0	0	0	0	0	0	0	0	0
• <b>Push-In</b>	17	22	15	22	7	10	0	0	93
<b>Total</b>	<b>17</b>	<b>22</b>	<b>15</b>	<b>22</b>	<b>7</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>93</b>

**Programs and ELLs by Subgroup**

<b>Number of ELLs by Subgroups</b>					
<b>All ELLs</b>	<b>93</b>	<b>Newcomers (ELLs receiving service 0-3 years)</b>	<b>68</b>	<b>Special Education</b>	<b>19</b>
<b>SIFE</b>	<b>0</b>	<b>ELLs receiving service 4-6 years</b>	<b>21</b>	<b>Long-Term (completed 6 years)</b>	<b>4</b>

	<b>ELLs (0-3 years)</b>			<b>ELLs (4-6 years)</b>			<b>Long-Term ELLs (completed 6 years)</b>		
	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>
TBE	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0
ESL	60	0	3	20	0	4	4	0	2
<b>Total</b>	<b>60</b>	<b>0</b>	<b>3</b>	<b>20</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>2</b>

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

**Home Language & Programs**

<b>Freestanding English as a Second Language</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>TOTAL</b>
Spanish	13	20	13	18	7	8				79
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic	1					1				2
Haitian Creole										0
French	1									1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	1	2	2	4	1	1				10
<b>TOTAL</b>	<b>16</b>	<b>22</b>	<b>15</b>	<b>22</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>93</b>

**Programming and Scheduling**

The Crescent School retains instructional time and ensures comprehensive growth in the curricula areas by endorsing its data-driven Inclusion ESL/Sheltered Instruction push-in program model for ELLs, that is in accordance with CR Part 154 mandates. Based on student proficiency levels, weekly time instruction is allotted as follows: a minimum of 360 ESL minutes for Beginning and Intermediate

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

levels; 180 weekly ESL minutes/180 ELA minutes for Advanced level students. Teaching schedules are adhered to in order to ensure that all LEP students receive the mandated minutes of service.

Three New York State ESL certified teachers ensure ELLs are prepared not only for state grade assessments but also for future educational achievements by means of homogeneous push-in instruction. ELLs' instruction employs the same materials as our non-ELL programs as well as supplemental guided reading ESL level libraries. Moreover, ELLs are provided with optional English and native language versions of formal assessments.

English as a Second Language educators make use of The Point of Entry Model (POEM) whereupon it provides the lens through which instruction is planned and implemented to ensure student engagement, student productivity, real world connection, and multiple assessments. POEM components include reading, writing, academic discourse, academic language, academic rigor, contextualization and accountable talk. Instruction is planned and implemented to ensure student engagement and productivity, real world connection, and multiple assessments. All learning activities take place within the context of the Principles of Learning, which include among others: setting clear instructional goals and high expectations; stipulate standards for all students and develop an effective means of assessing student progress in meeting standards, through differentiated ESL instruction.

The curriculum at CS 57X includes a daily 90 minute Balanced Literacy Block in all classes Grades K-5. Teachers implement the Lucy Calkins Teachers College Writing Units of Study in Grade K-5, a 45-60 minute Everyday Math Block, including Math Steps daily every morning. All teachers are held to the New York City mandated Science and Social Studies Units of Study. Cluster periods include Art, Music, Technology, Physical Education, and Science. Our school-specific curriculum maps have been infused with ESL activities to support our ELLs.

To ensure success ELLs are taught using an array of instructional materials that comprise of and provide ESL foundations, theories, and methodologies. ESL-based materials include: Rigby on Our Way to English, Santillana Intensive English, Houghton Mifflin Leveled Readers, Getting Ready for the NYSESLAT, Rosetta Stone Language Learning Success (Software), and Shutterbug. ELLs are also exposed to mainstream classroom math (Everyday Math) and science texts that take ELLs language development needs into consideration. Charts, realia, manipulatives, and other approaches or tools such as field trips are employed in order to support language development.

Collaborative planning access is arranged and available to ESL teachers and their pertinent grade level team members. School-wide curriculum guides and math pacing calendars are adhered to and offer a structure or lens for instruction. Moreover, teachers are encouraged to keep articulation logs.

To ensure success, all English Language Learners are held to the same standards as the general education population. This is accomplished using an array of instructional materials that are comprised of and provide ESL foundations, theories, and methodologies. ESL-based materials include: Rigby on Our Way to English, Santillana Intensive English, Houghton Mifflin Leveled Readers, Getting

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

Ready for the NYSESLAT, Rosetta Stone Language Learning Success (Software), and Shutterbug. ELLs are also exposed to mainstream classroom math (Everyday Math) and science texts that take ELLs language development needs into consideration. Charts, realia, manipulatives, and other approaches or tools such as field trips are employed in order to support language development. The principal and assistant principals provide ongoing supervisory support for the ESL program.

A forty-five (45) minute block has been scheduled first period each morning in every kindergarten class to provide additional oral language support. All kindergarten teachers utilize the Rigby *On Our Way to English* reading strategy cards, with pictorial support during guided reading activities. Additional F-status AIS small group instruction is provided for children determined to be at-risk of academic failure. All children in Grades K-1 are provided and additional forty-five minute Read Well Intervention block, which includes whole group and small group reading support. Students in Grade 2 are instructed in Reading Streets, a literacy based program that contains a large vocabulary development component.

While delivering content area instruction, our teachers use a constructivist model of teaching where scaffolding is used to support learners and facilitate the construction of meaning and knowledge. Content area instruction is individualized and consists of small-group, large-group, and independent learning. We use all available resources to support learning activities. Learning tasks and materials are differentiated through scaffolding and thus provide a variety of verbal and academic supports, from the teacher and more proficient peers. As a result, students are able to engage in meaningful content area learning and acquire the necessary language and academic skills necessary for independent learning. Furthermore, we emphasize that our teachers provide continuity in the classroom, provide support from context and comprehensible input, and create learning contexts where learners increase their autonomy as their skills and confidence increase.

Plans and efforts are made to secure achievement for long term ELLs, newcomers, Students with Interrupted Formal Education (SIFE) and for those deemed “at risk.” In addition to observations and data collection, students falling in the indicated categories are discussed at length by the Academic Intervention Services (AIS) Team, upon where alternative services such as: Extended Day School, AIS ELA/Math support services, peer tutoring, one-to-one tutoring, weekly ESL parental literacy coaching sessions, counseling, Intensive ESL, and support or focus on weak linguistic modalities are considered and assigned to targeted ELLs. In addition, ELLs who have been designated to receive at least five alternative Special Education placement interventions may be given a Special Education referral if interventions appear unsuccessful. Lastly, support plans are in effect for ELLs who have reached proficiency on the NYSESLAT. Services such as counseling, ESL push-in instructional visits, student “briefings/next steps” orientations about the exit out process, and parental outreach are carried out in order to facilitate this transition.

All students in Grades 3-5, inclusive of ELLs are invited to join Chorus. Most students in early childhood classes and upper grade classes receive a period of art and music at least once a week. All children participate in at least one auditorium presentation per year which showcases the art of students, musical theatre, songs, and appropriate speaking roles.

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

We encourage native language support in order to assist our ELLs construct meaning from academic materials and experiences in English. Our school makes certain that we:

- determine student language strengths and limitations to establish academic needs;
- make use of native language support for content teaching in first and succeeding years through available content instructional materials;
- pair teachers who are familiar with the entitled student’s first language;
- encourage native language support from student’s peer;
- make native language books and software or other media resources available to students;
- create multicultural activities that value ELLs first language;
- provide bilingual glossaries;
- teach skills and strategies that assist second language acquisition (recognizing cognates).

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>For All Program models</b>			
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





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

<b>2</b>	To: 9:35					
<b>3</b>	From: 9:35 To: 10:20	Literacy	Literacy	Literacy	Literacy	Literacy
<b>4</b>	From: 10:25 To: 11:10	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	From: 11:15 To: 12:00	Literacy/Math	Literacy/Math	Literacy/Math	Literacy/Math	Math
<b>6</b>	From: 12:05 To: 12:50	Math	Math	Math	Math	Math
<b>7</b>	From: 12:50 To: 1:35	Gym	Science	Social Studies	Social Studies	Science
<b>8</b>	From: 1:35 To: 2:20	Writing	Writing	Writing	Writing	Gym
<b>9</b>	From: 2:20 To: 3:10	X	Writing	Writing	Social Studies	X

**Professional Development and Support**

- The ESL Coordinator will serve as facilitator for Collaborative Parent-Teacher Workshops for English Language Learners. The ESL Coordinator will serve as facilitator and consultant to ESL providers as they plan appropriate ESL lessons for students who are Limited English Proficient.
- The Literacy/Math Coach and the ESL Coordinator collaboratively plan professional development activities which will serve to provide all staff members with reading strategies that address the needs of all English Language Learners. MONDO, Read Well, and Princeton Review consultants will assist ESL educators to learn best practices to use in the ELL’s classroom.

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

- Teachers will receive training on the Stages of Language Acquisition and the impact upon the students' receptive language skills.
- All staff members will receive training on the skills and strategies to better assist our students in meeting grade-appropriate proficiency levels on the NYSESLAT.
- All ESL teachers and classroom teachers with a high number of ELLs receive profession development from the Leadership Learning Support Organization (LSO)
- Professional Staff Development for ESL teachers and regular education teachers who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition and strategies.
- NYSESLAT Staff Development that is data driven
- New York City Writing and Mathematics Projects at Lehman College, and Aussies to assist ESL educators to learn best practices to use in the ELL's classroom.
- Professional Staff Development for teachers who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition and strategies such as scaffolding instructional strategies, academic language to support content area participation, "teacher-talk" repertoire awareness, metalinguistic skills, such as sound-to-symbol correspondence, linguistic functions within the context of a lesson, and differentiated instruction.
- Staff members (Principals, Assistant Principals, Common Branch Teachers, Paraprofessionals, Guidance Counselors, Special Education Teachers, and Parent Coordinator) attend scheduled staff development sessions.

\* Agendas and sign-in sheets are maintained in the school building.

### **Parental Involvement**

At the onset of the school year, the ESL Coordinator attends to all parental issues and concerns via phone call and in office enrollment support, prior to the first day of school. Parent orientations are conducted in English and Spanish by the ESL coordinator on an as-needed basis. Sessions consist of a viewing of the parent orientation followed by a question and answer session, after which parents will be asked to complete a program selection form, indicating their choice of ELL programs. The school's Parent Coordinator attends the sessions to provide information as to the services available to parents at our school and to provide general support for the parents. Additional orientations, counseling, and support are offered to parents by staff developers. We ensure that adequate information is distributed to the extent possible in various languages at all parent activities and meetings.

Community based organizations such as Phipps partners with our school. They provide our students with services such as counseling and after-school support that includes tutoring, gardening, dance, music, and literacy-based activities. Phipps also invites parents to educational and leisure excursions.

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

Members of the Parent Association will take courses on School Leadership Team participation. The ESL Coordinator provides weekly workshops to parents on ESL for Adults. In addition, the Literacy/Math Coach and Assistant Principals conduct seminars on Literacy and The Home, Mathematics, Curricular Mandates, and Preparing Your Child for NYS Assessments.

### **Assessment Analysis**

Overall analysis of the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT) results for the school 2009-2010 school year reveal 36 students performing at level B (Beginner); 32 level I (Intermediate), and 25 attaining level A (Advanced). Academic fluency consideration in addition to NYSESLAT or LAB-R data is used to group students homogeneously or heterogeneously for targeted area instruction. NYSESLAT modality analysis reveals that student's strengths lie in the areas of listening and speaking. Enhancing reading and writing modality student performance across all grades is a targeted area for further development. Of note, 2009 test data reveals that 22 out of 99 ELLs enrolled in the 2008-2009 school year passed the 2009 NYSESLAT.

Our goal is to develop proficient learners as quickly as possible and support the exit out process. To do this we are using multiple data assessment tools. For instance, last year's in-house scoring of the NYSESLAT reveals K-1 grade band students performing poorly when it came to sentence writing. They also had a difficult time providing written descriptions about a picture. The upper grades generally completed their pre-writing graphic organizers appropriately. Yet, some had difficulty transferring their pre-planning ideas onto a well-developed essay and were determined to be partially proficient on a rubric scale, rather than attaining exemplary scores.

Data reveals that 56.0% of English Language Learners made exemplary proficiency gains on the 2008-2009 New York State English Language Arts assessments. Mathematics assessment performance data reveals 22.2% exemplary proficiency gains.

School Leaders and are using ELL Periodic Assessment results to drive instruction. Periodic assessment data reveals that grades 3-5 need additional assistance in the areas of reading and writing. For example, ELLs performed low when it came to determining the main idea of a passage and making inferences.

Teachers work with specialists to analyze the data. Once collectively reviewed, summative and formative data sets up targeted strategies and *SMART Goals (Specific, Measurable, Attainable, Results-Oriented, and Time-Bound)* that focus on grade-level instructional practices for improvement. Interventions are aligned with New York State standards, school-curricula, and area content-specific. A briefing is then provided to the students who received individual assessment results. Students are then met individually in order to address the

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

individual strengths and needs of students. In addition, parents are made aware of their child’s assessment performance by means of personal telephone communication, in-house conferences, or through the mail.

**Additional Data Assessment Tools**

All students in Grades K-5 receive Everyday Math instruction for 3 forty-five (45) to sixty (60) minutes daily. All students are assessed at the end of each Unit of Study and groupings are changed according to data. ESL teachers utilize a push in model and provide additional oral language support for the development of Academic English in all content areas. ELLs are included in all cluster programs, Extended Time tutoring (Grades 2-5), after school (Grades 3-5).

All students, including ELLs , are assessed twice yearly in Grades K-3 with ECLAS2 and DRA in Grades 4-5 to determine guided reading instructional levels and groupings. ESL teachers utilize a push in model during the Balanced Literacy Block in order to provide high quality ESL instructional support according to the child’s stage of language acquisition. Running records determine movement between levels based upon growth and/or interventions.

Overall NYSESLAT* Proficiency Results (*lab-r for new admits)							
	K	1	2	3	4	5	TOTAL
Beginner(B)	6	15	4	4	4	3	36
Intermediate(I)	9	7	4	7	1	4	32
Advanced (A)	1	0	7	11	3	3	25
Total	16	22	15	22	8	10	93

NYSESLAT Modality Analysis								
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	
Listening/Speaking	B	0	0	0	0	0	1	
	I	1	5	0	2	0	1	
	A	0	9	4	5	2	3	
	P	0	5	7	14	4	3	
Reading/Writing	B	1	12	5	3	2	2	
	I	0	6	2	8	0	3	
	A	0	0	3	10	4	3	
	P	0	0	1	0	0	0	



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

**Assurance**

With this document it is stressed that The Language Allocation Policy’s goals and implications are responsibly adhered to and referenced alongside the supplemental focused activities and reviews that are considered throughout the school term, with individual ELL’s needs in mind.

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**Mr. Edsel Philip, Principal**

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**Date**

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

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

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

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Type of Program: \_\_\_ Bilingual X\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2009-2010

**I. Instructional Program for ELLs**

Our school applies a system-wide language principle for our ESL program that promotes data driven differentiated instruction with ongoing intervention strategies that provide language acquisition and vocabulary support through push-in instruction. ESL instruction is in accordance with CR Part 154 mandates. Based on student proficiency levels, weekly time instruction is allotted as follows: a minimum of 360 ESL minutes for Beginning and Intermediate levels; 180 minimum weekly ESL minutes for Advanced level students.

English as a Second Language educators make use of The Point of Entry Model (POEM). Instruction is planned and implemented to ensure student engagement and productivity, real world connection, and multiple assessments. POEM components include reading, writing, academic discourse, academic language, academic rigor, contextualization and accountable talk.

We assist the ELL make a rapid transition into higher performance levels by means of: Mathematics/English Language Arts-based (AIS) for ELLs deemed “at risk” and or Student with Interrupted Formal Education (SIFE); needs-based explicit small group instruction; assessment/data driven instruction; Math and Literacy extended day and Saturday academies; additional materials that employ or feature foundations, theories, and methodologies for ELLs; supplementary NLA materials and activities that bring culture awareness; such as scaffolding instructional strategies, academic language to support content area participation, “teacher-talk” repertoire awareness, meta-linguistic skills, such as sound-to-symbol correspondence, linguistic functions within the context of a lesson, and differentiated instruction. Our school also includes a literacy/math coach, an ESL Coordinator, MONDO consultants, and Early Childhood and Upper Grade instructional Assistant Principals.

The NYSESLAT assessment window is open between April and May of each school year for all students in grades K-5.

**V. Support services provided to LEP students**

**Curricular:**

All students, including ELLs , are assessed twice yearly in Grades K-3 with ECLAS2 and DRA in Grades 4-5 to determine guided reading instructional levels and groupings. ESL teachers utilize a push in model during the Balanced Literacy Block in order to provide high quality ESL instructional support according to the child's stage of language acquisition. Running records determine movement between levels based upon growth and/or interventions.

A forty-five (45) minute block has been scheduled first period each morning in every kindergarten class to provide additional oral language support. All kindergarten teachers utilize the Rigby *On Our Way to English* reading strategy cards, with pictorial support during guided reading activities. Additional F-status AIS small group instruction is provided for children determined to be at-risk of academic failure. All children in Grades K-1 are provided and additional forty-five minute Read Well Intervention block, which includes whole group and small group reading support. Students in Grade 2 are instructed in Reading Streets, a literacy based program that contains a large vocabulary development component.

**Extracurricular:**

VI. Name/type of native language assessments administered (bilingual programs only): **DOES NOT APPLY**

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010**

School District: \_\_\_\_\_ 12 \_\_\_\_\_

Type of Program: ESL  Bilingual \_\_\_\_\_ Both \_\_\_\_\_  
(Check one only)

School Building \_\_\_\_\_ CS 57X \_\_\_\_\_

(Complete this form for each school building with LEP students in grades K-6 during 2006-07)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL															
Spanish (SPA)	11		11	22		22	10		10	15		15	6		6	8		8
French (FR)	1		1															
Twi (TW)	1		1	1		1	1		1	2		2						
Fulani (FU)										1		1						
Soninke (SQ)	1		1				1		1	1		1				1		1
Arabic													1		1			
<b>SUB TOTALS</b>	14		14	23		23	12		12	19		19	7		7	9		9

Attach additional sheets if necessary.



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

**ADDITIONAL LANGUAGES**

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

## Number of Teachers and Support Personnel for 2009-2010

School Building: CS 57X District 12

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

School Building	Number of Teachers 2009-2010				Number of Teaching Assistant Paraprofessionals		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers		Bilingual	ESL	
Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Rolando Perez		X				0	1
Laurence Sachs		X				0	1
Elizabeth Addison		X				0	1
<b>TOTALS</b>		3					3

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher.

Attach additional sheets if necessary

**Include schedules for three different students in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all**

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

**1. SAMPLE STUDENT SCHEDULE 2009-2010 ESL**

ESL Program Type:            \_\_\_ Free-Standing     x  Push-in            \_\_\_ Pull-out  
 Indicate Proficiency Level:     x  Beginning             x  Intermediate            \_\_\_ Advanced

School District:  12

School Building:  C.S. 57

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:50	Math	Math	Math	Math	Math
<b>2</b>	From: 8:50 To: 9:35	ESL	ESL	ESL	ESL	ESL
<b>3</b>	From: 9:35 To: 10:20	Literacy	Literacy	Literacy	Literacy	Literacy
<b>4</b>	From: 10:25 To: 11:10	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	From: 11:15 To: 12:00	ESL	ESL	ESL	ESL	Math
<b>6</b>	From: 12:05 To: 12:50	Math	Math	Math	Math	Math
<b>7</b>	From: 12:50 To: 1:35	Gym	Science	Social Studies	Social Studies	Science
<b>8</b>	From: 1:35 To: 2:20	Writing	Writing	Writing	Writing	Gym
<b>9</b>	From: 2:20 To: 3:10	X	Writing	Writing	Social Studies	

**SAMPLE STUDENT SCHEDULE 2009-2010 ESL**

ESL Program Type:            \_\_\_ Free-Standing      x   Push-in            \_\_\_ Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning            \_\_\_ Intermediate              X   Advanced

School District:     12    

School Building:     C.S. 57    

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:50	Math	Math	Math	Math	Math
<b>2</b>	From: 8:50 To: 9:35	ESL	ESL	ESL	ESL	ESL
<b>3</b>	From: 9:35 To: 10:20	Literacy	Literacy	Literacy	Literacy	Literacy
<b>4</b>	From: 10:25 To: 11:10	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	From: 11:15 To: 12:00	Literacy/Math h	Literacy/Math h	Literacy/Math h	Literacy/Math h	Math
<b>6</b>	From: 12:05 To: 12:50	Math	Math	Math	Math	Math
<b>7</b>	From: 12:50 To: 1:35	Gym	Science	Social Studies	Social Studies	Science
<b>8</b>	From: 1:35 To: 2:20	Writing	Writing	Writing	Writing	Gym
<b>9</b>	From: 2:20 To: 3:10	X	Writing	Writing	Social Studies	X

**Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:**

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

**Grade Level(s):** K                      **Number of Students to be Served:**   84   LEP        Non-LEP

**Number of Teachers:** Two (2) Certified ESL Teachers                      **Other Staff:** Supervisor (Principal)

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

The Crescent School-CS 57X's Title III funds will ensure that ELLs develop English proficiency, academic achievement, and attain New York State and New York City standards in accordance with the No Child Left Behind (NCLB) Act through additional enrichment services.

**CS-57X will ensure that:**

- Teachers selected are certified.
- An on-site supervisor oversees instruction.
- ELLs are provided with standard-based instruction that is data driven.

Our targeted population are ELLs in grade One who have not met standards and/or are new comers.

**Goals:**

- ELLs will attain proficiency.
- ELLs will develop high levels of academic attainment in core academic subjects and meet the same challenging standards all children at CS 57X are expected to meet by means of high-quality, scientifically-based language instructional programs that include: social and academic language development; linguistic objectives; spiraling academic coursework; scaffolding; academic rigor; Second Language Strategies and ESL methodologies.
- ELLs will make content area gains.

**Targeted Population & Materials**

Twenty-three students receive small group instruction in Literacy and Math. A certified ESL instructor will provide multiple opportunities for oral language development and hands-on mathematics manipulative experiences.

**Parent and Community Participation**

Parents of targeted ELLs who have not met NYS/NYC standards or have been identified at risk, will be invited to participate and observe instruction that detail specific goals, strategies, and approaches that will assist the child's language and academic development growth.

**This entire section must be completed for each budget submitted.**

**SECTION XVII**

**BUDGET NARRATIVE**

School District 12 For Title III

BEDS Code 3212000010057

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
<i>Code 15 Professional Salaries</i>	<i>Direct ESL small group instruction by a certified ESL teacher. Instruction is data driven and is scientifically based. It includes social and academic language development, linguistic objectives, spiraling, scaffolding and academic rigor.  \$3168.00 = 100%</i>
<i>Code 16 Support Staff Salaries</i>	<i>N/A</i>
<i>Code 40 Purchased Services</i>	<i>N/A</i>
<i>Code 45 Total</i>	<i>N/A \$3168.00</i>

### **REVIEW 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.

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

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

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Type of Program:  Bilingual  ESL  Both      Number of LEP (ELL) Students Served in 2009-2010

**II. Instructional Program for ELLs**

Our school applies a system-wide language principle for our ESL program that promotes data driven differentiated instruction with ongoing intervention strategies that provide language acquisition and vocabulary support through push-in instruction. ESL instruction is in accordance with CR Part 154 mandates. Based on student proficiency levels, weekly time instruction is allotted as follows: a minimum of 360 ESL minutes for Beginning and Intermediate levels; 180 minimum weekly ESL minutes for Advanced level students.

English as a Second Language educators make use of The Point of Entry Model (POEM). Instruction is planned and implemented to ensure student engagement and productivity, real world connection, and multiple assessments. POEM components include reading, writing, academic discourse, academic language, academic rigor, contextualization and accountable talk.

We assist the ELL make a rapid transition into higher performance levels by means of: Mathematics/English Language Arts-based (AIS) for ELLs deemed “at risk” and or Student with Interrupted Formal Education (SIFE); needs-based explicit small group instruction; assessment/data driven instruction; Math and Literacy extended day and Saturday academies; additional materials that employ or feature foundations, theories, and methodologies for ELLs; supplementary NLA materials and activities that bring culture awareness; such as scaffolding instructional strategies, academic language to support content area participation, “teacher-talk” repertoire awareness, meta-linguistic skills, such as sound-to-symbol correspondence, linguistic functions within the context of a lesson, and differentiated instruction. Our school also includes a literacy/math coach, an ESL Coordinator, MONDO consultants, and Early Childhood and Upper Grade instructional Assistant Principals.

The NYSESLAT assessment window is open between April and May of each school year for all students in grades K-5.

**V. Support services provided to LEP students**

**Curricular:**

All students, including ELLs , are assessed twice yearly in Grades K-3 with ECLAS2 and DRA in Grades 4-5 to determine guided reading instructional levels and groupings. ESL teachers utilize a push in model during the Balanced Literacy Block in order to provide high quality ESL instructional support according to the child's stage of language acquisition. Running records determine movement between levels based upon growth and/or interventions.

A forty-five (45) minute block has been scheduled first period each morning in every kindergarten class to provide additional oral language support. All kindergarten teachers utilize the Rigby *On Our Way to English* reading strategy cards, with pictorial support during guided reading activities. Additional F-status AIS small group instruction is provided for children determined to be at-risk of academic failure. All children in Grades K-1 are provided and additional forty-five minute Read Well Intervention block, which includes whole group and small group reading support. Students in Grade 2 are instructed in Reading Streets, a literacy based program that contains a large vocabulary development component.

**Extracurricular:**

VII. Name/type of native language assessments administered (bilingual programs only): **DOES NOT APPLY**

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010**

School District: \_\_\_\_\_ 12 \_\_\_\_\_

Type of Program: ESL  Bilingual \_\_\_\_\_ Both \_\_\_\_\_  
(Check one only)

School Building \_\_\_\_\_ CS 57X \_\_\_\_\_

(Complete this form for each school building with LEP students in grades K-6 during 2006-07)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL															
Spanish (SPA)	11		11	22		22	10		10	15		15	6		6	8		8
French (FR)	1		1															
Twi (TW)	1		1	1		1	1		1	2		2						
Fulani (FU)										1		1						
Soninke (SQ)	1		1				1		1	1		1				1		1
Arabic													1		1			
<b>SUB TOTALS</b>	14		14	23		23	12		12	19		19	7		7	9		9

Attach additional sheets if necessary.



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

**ADDITIONAL LANGUAGES**

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

## Number of Teachers and Support Personnel for 2009-2010

School Building: CS 57X District 12

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

School Building	Number of Teachers 2009-2010				Number of Teaching Assistant Paraprofessionals		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers		Bilingual	ESL	
Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Rolando Perez		X				0	1
Laurence Sachs		X				0	1
Elizabeth Addison		X				0	1
<b>TOTALS</b>		3					3

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher.

Attach additional sheets if necessary

**Include schedules for three different students in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all**

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

**2. SAMPLE STUDENT SCHEDULE 2009-2010 ESL**

ESL Program Type:            \_\_\_ Free-Standing     x  Push-in            \_\_\_ Pull-out  
 Indicate Proficiency Level:     x  Beginning             x  Intermediate            \_\_\_ Advanced

School District:  12

School Building:  C.S. 57

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:50	Math	Math	Math	Math	Math
2	From: 8:50 To: 9:35	ESL	ESL	ESL	ESL	ESL
3	From: 9:35 To: 10:20	Literacy	Literacy	Literacy	Literacy	Literacy
4	From: 10:25 To: 11:10	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 11:15 To: 12:00	ESL	ESL	ESL	ESL	Math
6	From: 12:05 To: 12:50	Math	Math	Math	Math	Math
7	From: 12:50 To: 1:35	Gym	Science	Social Studies	Social Studies	Science
8	From: 1:35 To: 2:20	Writing	Writing	Writing	Writing	Gym
9	From: 2:20 To: 3:10	X	Writing	Writing	Social Studies	

**SAMPLE STUDENT SCHEDULE 2009-2010 ESL**

ESL Program Type:            \_\_\_ Free-Standing      x   Push-in            \_\_\_ Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning            \_\_\_ Intermediate              X   Advanced

School District:     12    

School Building:     C.S. 57    

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:50	Math	Math	Math	Math	Math
<b>2</b>	From: 8:50 To: 9:35	ESL	ESL	ESL	ESL	ESL
<b>3</b>	From: 9:35 To: 10:20	Literacy	Literacy	Literacy	Literacy	Literacy
<b>4</b>	From: 10:25 To: 11:10	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	From: 11:15 To: 12:00	Literacy/Math h	Literacy/Math h	Literacy/Math h	Literacy/Math h	Math
<b>6</b>	From: 12:05 To: 12:50	Math	Math	Math	Math	Math
<b>7</b>	From: 12:50 To: 1:35	Gym	Science	Social Studies	Social Studies	Science
<b>8</b>	From: 1:35 To: 2:20	Writing	Writing	Writing	Writing	Gym
<b>9</b>	From: 2:20 To: 3:10	X	Writing	Writing	Social Studies	X

**Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:**

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

**Grade Level(s):** K                      **Number of Students to be Served:** 84 LEP        Non-LEP

**Number of Teachers:** Two (2) Certified ESL Teachers                      **Other Staff:** Supervisor (Principal)

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

The Crescent School-CS 57X's Title III funds will ensure that ELLs develop English proficiency, academic achievement, and attain New York State and New York City standards in accordance with the No Child Left Behind (NCLB) Act through additional enrichment services.

**CS-57X will ensure that:**

- Teachers selected are certified.
- An on-site supervisor oversees instruction.
- ELLs are provided with standard-based instruction that is data driven.

Our targeted population are ELLs in grade One who have not met standards and/or are new comers.

**Goals:**

- ELLs will attain proficiency.
- ELLs will develop high levels of academic attainment in core academic subjects and meet the same challenging standards all children at CS 57X are expected to meet by means of high-quality, scientifically-based language instructional programs that include: social and academic language development; linguistic objectives; spiraling academic coursework; scaffolding; academic rigor; Second Language Strategies and ESL methodologies.
- ELLs will make content area gains.

**Targeted Population & Materials**

Twenty-three students receive small group instruction in Literacy and Math. A certified ESL instructor will provide multiple opportunities for oral language development and hands-on mathematics manipulative experiences.

**Parent and Community Participation**

Parents of targeted ELLs who have not met NYS/NYC standards or have been identified at risk, will be invited to participate and observe instruction that detail specific goals, strategies, and approaches that will assist the child's language and academic development growth.

**This entire section must be completed for each budget submitted.**

**SECTION XVII**

**BUDGET NARRATIVE**

School District 12 For Title III

BEDS Code 3212000010057

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
<i>Code 15 Professional Salaries</i>	<i>Direct ESL small group instruction by a certified ESL teacher. Instruction is data driven and is scientifically based. It includes social and academic language development, linguistic objectives, spiraling, scaffolding and academic rigor.  \$3168.00 = 100%</i>
<i>Code 16 Support Staff Salaries</i>	<i>N/A</i>
<i>Code 40 Purchased Services</i>	<i>N/A</i>
<i>Code 45 Total</i>	<i>N/A \$3168.00</i>

# 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.

#### A. Language Allocation Policy Team Composition

SSO/District <b>District 12</b>	School <b>CS 57X</b>
Principal <b>Edsel Philip</b>	Assistant Principal <b>Gretta Gallas &amp; Maureen Howard</b>
Coach <b>Brenda Vera –Literacy/Math</b>	Coach <b>Rolando Perez –ESL Coordinator</b>
Teacher/Subject Area <b>G. Johnson/Special Education</b>	Guidance Counselor <b>Linda Egefeld</b>
Teacher/Subject Area <b>J. Maban/General Education</b>	Parent <b>Jessica Navarro</b>
Teacher/Subject Area <b>E. Addison/ESL</b>	Parent Coordinator <b>Lina Giumarra</b>
Related Service Provider <b>A. Scasso/Speech</b>	SAF <b>Gretta Gallas</b>
Network Leader	Other

#### B. Teacher Qualifications

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

Number of Certified	<b>3</b>	Number of Certified	<b>0</b>	Number of Certified	<b>0</b>
ESL Teachers		Bilingual Teachers		NLA/FL Teachers	
Number of Content Area Teachers	<b>0</b>	Number of Special Ed. Teachers	<b>0</b>	Number of Teachers of ELLs without	<b>0</b>
with Bilingual Extensions		with Bilingual Extensions		ESL/Bilingual Certification	





Haitian Creole																					0	
French																						0
Korean																						0
Punjabi																						0
Polish																						0
Albanian																						0
Yiddish																						0
Other																						0
<b>TOTAL</b>	<b>0</b>																					

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

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

Ethnic breakdown of EPs (Number)

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	13	20	13	18	7	8				79
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic	1					1				2
Haitian Creole										0
French	1									1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	1	2	2	4	1	1				11
<b>TOTAL</b>	<b>16</b>	<b>22</b>	<b>15</b>	<b>22</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>93</b>

### 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
<b>For All Program models</b>			
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
<b>For TBE /DL programs</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- 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

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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

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

### Parental Involvement

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

## 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)	6	15	4	4	4	3				36
Intermediate(I)	9	7	4	7	1	4				32
Advanced (A)	1	0	7	11	3	3				25
Total	16	22	15	22	8	10	0	0	0	93

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening/Speaking	B	0	0	0	0	0	1			
	I	1	5	0	2	0	1			
	A	0	9	4	5	2	3			
	P	0	5	7	14	4	3			
Reading/Writing	B	1	12	5	3	2	2			
	I	0	6	2	8	0	3			
	A	0	0	3	10	4	3			
	P	0	0	1	0	0	0			

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

8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		1		4				6
5	1		4	2	2	1			10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	4		2				7
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7		1		4				8
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile					# of EPs (dual lang only) scoring at each			

	(based on percentiles)				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)								
Chinese Reading Test								

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

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

**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)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

### **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.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)****Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

Type of Program:  Bilingual  ESL  Both      Number of LEP (ELL) Students Served in 2009-2010

**III. Instructional Program for ELLs**

Our school applies a system-wide language principle for our ESL program that promotes data driven differentiated instruction with ongoing intervention strategies that provide language acquisition and vocabulary support through push-in instruction. ESL instruction is in accordance with CR Part 154 mandates. Based on student proficiency levels, weekly time instruction is allotted as follows: a minimum of 360 ESL minutes for Beginning and Intermediate levels; 180 minimum weekly ESL minutes for Advanced level students.

Upon enrollment all students are screened in accordance with mandates. The ESL coordinator routinely oversees Home Language Identification Surveys as well as computerized system-wide reports to identify current or potential ELLs. This process entails testing with LAB-R, parental orientations, as well annual program selection procedures.

English as a Second Language educators make use of The Point of Entry Model (POEM). Instruction is planned and implemented to ensure student engagement and productivity, real world connection, and multiple assessments. POEM components include reading, writing, academic discourse, academic language, academic rigor, contextualization and accountable talk.

Collaborative planning access is arranged and available to ESL teachers and their pertinent grade level team members. School-wide curriculum guides and math pacing calendars are adhered to and offer a structure or lens for instruction. Moreover, teachers are encouraged to keep articulation logs.

We assist the ELL make a rapid transition into higher performance levels by means of: Mathematics/English Language Arts-based (AIS) for ELLs deemed “at risk” and or Student with Interrupted Formal Education (SIFE); needs-based explicit small group instruction; assessment/data driven instruction; Math and Literacy extended day and Saturday academies; additional materials that employ or feature foundations, theories, and methodologies for ELLs; supplementary NLA materials and activities that bring culture awareness; such as scaffolding instructional strategies, academic language to support content area participation, “teacher-talk” repertoire awareness, meta-linguistic skills, such as sound-to-symbol correspondence, linguistic functions within the context of a lesson, and differentiated instruction. Our school also includes a literacy/math coach, an ESL Coordinator, MONDO consultants, and Early Childhood and Upper Grade instructional Assistant Principals.

The NYSESLAT assessment window is open between April and May of each school year for all students in grades K-5.

**II. Parent/community:**

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

At the onset of the school year, the ESL Coordinator attends to all parental issues and concerns via phone call and in office enrollment support, prior to the first day of school. Parent orientations are conducted in English and Spanish by the ESL coordinator on an as-needed basis. Sessions consist of a viewing of the parent orientation followed by a question and answer session, after which parents will be asked to complete a program selection form, indicating their choice of ELL programs. The school's Parent Coordinator attends the sessions to provide information as to the services available to parents at our school and to provide general support for the parents. Additional orientations, counseling, and support are offered to parents by staff developers. We ensure that adequate information is distributed to the extent possible in various languages at all parent activities and meetings.

Members of the Parent Association will take courses on School Leadership Team participation. The ESL Coordinator, the Literacy/Math Coach, and Assistant Principals will provide workshops on ESL for Adults, Literacy and The Home, Mathematics, Curricular Mandates, and Preparing Your Child for NYS Assessments.

### **III. Project Jump Start: DOES NOT APPLY**

### **IV. Staff Development**

- The ESL Coordinator will serve as facilitator for Collaborative Parent-Teacher Workshops for English Language Learners. The ESL Coordinator will serve as facilitator and consultant to ESL providers as they plan appropriate ESL lessons for students who are Limited English Proficient.
- The Literacy/Math Coach and the ESL Coordinator will collaboratively plan professional development activities which will serve to provide all staff members with reading strategies that address the needs of all English Language Learners. MONDO, Read Well, and Princeton Review consultants will assist ESL educators to learn best practices to use in the ELL's classroom
- Teachers will receive training on the Stages of Language Acquisition and the impact upon the students' receptive language skills.
- All staff members will receive training on the skills and strategies to better assist our students in meeting grade-appropriate proficiency levels on the NYSESLAT.
- All ESL teachers and classroom teachers with a high number of ELLs will receive profession development from the Leadership Learning Support Organization (LSO)
- Professional Staff Development for ESL teachers and regular education teachers who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition and strategies.
- NYSESLAT Staff Development that is data driven

**V. Support services provided to LEP students**

Plans and efforts are made to secure achievement for long term ELLs, newcomers, and for those in need of alternative placement in Special Education. In addition to observations and data collection, students falling in the indicated categories are discussed at length by the Academic Intervention Services (AIS) Team, upon where alternative services such as: Extended Day School, AIS ELA/Math support services, peer tutoring, one-to-one tutoring, weekly ESL parental literacy coaching sessions, counseling, Intensive ESL, and support or focus on weak linguistic modalities are considered and assigned to targeted ELLs. In addition, ELLs who have been designated to receive at least five alternative Special Education placement interventions may be given a Special Education referral if interventions appear unsuccessful.

**Curricular:**

The curriculum at CS 57X includes a daily 90 minute Balanced Literacy Block in all classes Grades K-5. Teachers implement the Lucy Calkins Teachers College Writing Units of Study in Grade K-5, a 45-60 minute Everyday Math Block, including Math Steps daily every morning. All teachers are held to the New York City mandated Science and Social Studies Units of Study. Cluster periods include Art, Music, Technology, Physical Education, and Science.

All students, including ELLs, are assessed twice yearly in Grades K-3 with ECLAS2 and DRA in Grades 4-5 to determine guided reading instructional levels and groupings. ESL teachers utilize a push in model during the Balanced Literacy Block in order to provide high quality ESL instructional support according to the child's stage of language acquisition. Running records determine movement between levels based upon growth and/or interventions.

A forty-five (45) minute block has been scheduled first period each morning in every kindergarten class to provide additional oral language support. All kindergarten teachers utilize the Rigby *On Our Way to English* reading strategy cards, with pictorial support during guided reading activities. Additional F-status AIS small group instruction is provided for children determined to be at-risk of academic failure. All children in Grades K-1 are provided and additional forty-five minute Read Well Intervention block, which includes whole group and small group reading support. Students in Grade 2 are instructed in Reading Streets, a literacy based program that contains a large vocabulary development component.

All students in Grades K-5 receive Everyday Math instruction for 3 forty-five (45) to sixty (60) minutes daily. All students are assessed at the end of each Unit of Study and groupings are changed according to data. ESL teachers utilize a push in model and provide additional oral language support for the development of Academic English in all content areas. ELLs are included in all cluster programs, Extended Time tutoring (Grades 2-5), after school (Grades 2-5) and Saturday (Grades 3-5) Programs.

Our school-specific curriculum maps have been infused with ESL activities to support our ELLs.

To ensure success, all English Language Learners are held to the same standards as the general education population. This is accomplished using an array of instructional materials that are comprised of and provide ESL foundations, theories, and methodologies. ESL-based materials include: Rigby on Our Way to English, Santillana Intensive English, Houghton Mifflin Leveled Readers, Getting Ready for the NYSESLAT, Rosetta Stone Language Learning Success (Software), and Shutterbug. ELLs are also exposed to mainstream classroom math (Everyday Math) and science texts that take ELLs language development needs into consideration. Charts, realia, manipulatives, and other approaches or tools

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

such as field trips are employed in order to support language development. The principal and assistant principals provide ongoing supervisory support for the ESL program.

**Extracurricular:**

All students in Grades 3-5, inclusive of ELLs are invited to join Chorus. Students in Early Childhood classes receive a period of art and music at least once a week. All children participate in at least one auditorium presentation per year which showcases the art of students, musical theatre, songs, and appropriate speaking roles.

VIII. Name/type of native language assessments administered (bilingual programs only): **DOES NOT APPLY**

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010**

School District: \_\_\_\_\_ 12 \_\_\_\_\_

Type of Program: ESL \_\_\_X\_\_\_ Bilingual \_\_\_ Both \_\_\_  
(Check one only)

School Building \_\_\_\_\_ CS 57X \_\_\_\_\_

(Complete this form for each school building with LEP students in grades K-6 during 2006-07)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL															
Spanish (SPA)	11		11	22		22	10		10	15		15	6		6	8		8
French (FR)	1		1															
Twi (TW)	1		1	1		1	1		1	2		2						
Fulani (FU)										1		1						
Soninke (SQ)	1		1				1		1	1		1				1		1
Arabic													1		1			
<b>SUB TOTALS</b> →	14		14	23		23	12		12	19		19	7		7	9		9

Attach additional sheets if necessary.



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

**ADDITIONAL LANGUAGES**

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

## Number of Teachers and Support Personnel for 2009-2010

School Building: CS 57X District 12

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

School Building	Number of Teachers 2009-2010				Number of Teaching Assistant Paraprofessionals		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers		Bilingual	ESL	
Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Rolando Perez		X				0	1
Laurence Sachs		X				0	1
Elizabeth Addison		X				0	1
<b>TOTALS</b>		3					3

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher.

Attach additional sheets if necessary

**Include schedules for three different students in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all**

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

**3. SAMPLE STUDENT SCHEDULE 2009-2010 ESL**

ESL Program Type:            \_\_\_ Free-Standing     x  Push-in            \_\_\_ Pull-out  
 Indicate Proficiency Level:     x  Beginning             x  Intermediate            \_\_\_ Advanced

School District:  12

School Building:  C.S. 57

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:50	Math	Math	Math	Math	Math
2	From: 8:50 To: 9:35	ESL	ESL	ESL	ESL	ESL
3	From: 9:35 To: 10:20	Literacy	Literacy	Literacy	Literacy	Literacy
4	From: 10:25 To: 11:10	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 11:15 To: 12:00	ESL	ESL	ESL	ESL	Math
6	From: 12:05 To: 12:50	Math	Math	Math	Math	Math
7	From: 12:50 To: 1:35	Gym	Science	Social Studies	Social Studies	Science
8	From: 1:35 To: 2:20	Writing	Writing	Writing	Writing	Gym
9	From: 2:20 To: 3:10	X	Writing	Writing	Social Studies	

**SAMPLE STUDENT SCHEDULE 2009-2010 ESL**

ESL Program Type:            \_\_\_ Free-Standing      x   Push-in            \_\_\_ Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning            \_\_\_ Intermediate              X   Advanced

School District:     12    

School Building:     C.S. 57    

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:50	Math	Math	Math	Math	Math
<b>2</b>	From: 8:50 To: 9:35	ESL	ESL	ESL	ESL	ESL
<b>3</b>	From: 9:35 To: 10:20	Literacy	Literacy	Literacy	Literacy	Literacy
<b>4</b>	From: 10:25 To: 11:10	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	From: 11:15 To: 12:00	Literacy/Math h	Literacy/Math h	Literacy/Math h	Literacy/Math h	Math
<b>6</b>	From: 12:05 To: 12:50	Math	Math	Math	Math	Math
<b>7</b>	From: 12:50 To: 1:35	Gym	Science	Social Studies	Social Studies	Science
<b>8</b>	From: 1:35 To: 2:20	Writing	Writing	Writing	Writing	Gym
<b>9</b>	From: 2:20 To: 3:10	X	Writing	Writing	Social Studies	X

**Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:**

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

**Grade Level(s):** K                      **Number of Students to be Served:** 84 LEP        Non-LEP

**Number of Teachers:** Two (2) Certified ESL Teachers                      **Other Staff:** Supervisor (Principal)

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

The Crescent School-CS 57X's Title III funds will ensure that ELLs develop English proficiency, academic achievement, and attain New York State and New York City standards in accordance with the No Child Left Behind (NCLB) Act through additional enrichment services.

**CS-57X will ensure that:**

- Teachers selected are certified.
- An on-site supervisor oversees instruction.
- ELLs are provided with standard-based instruction that is data driven.

Our targeted population are ELLs in grade One who have not met standards and/or are new comers.

**Goals:**

- ELLs will attain proficiency.
- ELLs will develop high levels of academic attainment in core academic subjects and meet the same challenging standards all children at CS 57X are expected to meet by means of high-quality, scientifically-based language instructional programs that include: social and academic language development; linguistic objectives; spiraling academic coursework; scaffolding; academic rigor; Second Language Strategies and ESL methodologies.
- ELLs will make content area gains.

**Targeted Population & Materials**

Twenty-three students receive small group instruction in Literacy and Math. A certified ESL instructor will provide multiple opportunities for oral language development and hands-on mathematics manipulative experiences.

**Parent and Community Participation**

Parents of targeted ELLs who have not met NYS/NYC standards or have been identified at risk, will be invited to participate and observe instruction that detail specific goals, strategies, and approaches that will assist the child's language and academic development growth.

**This entire section must be completed for each budget submitted.**

**SECTION XVII**

**BUDGET NARRATIVE**

School District 12 For Title III

BEDS Code 3212000010057

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
<i>Code 15 Professional Salaries</i>	<i>Direct ESL small group instruction by a certified ESL teacher. Instruction is data driven and is scientifically based. It includes social and academic language development, linguistic objectives, spiraling, scaffolding and academic rigor.  \$3168.00 = 100%</i>
<i>Code 16 Support Staff Salaries</i>	<i>N/A</i>
<i>Code 40 Purchased Services</i>	<i>N/A</i>
<i>Code 45 Total</i>	<i>N/A \$3168.00</i>

## **REVIEW 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.
    - a. Based upon parental requests for Curriculum Maps, all maps will be available on the school website for parental review.
    - b. Although we have a parent translating at School Leadership Team meetings, parents have requested that we provide non-English speaking participants with a copy of the Comprehensive Education Plan (CEP) in Spanish.
    - c. We will distribute a Parent Handbook in English and in Spanish based upon many requests from parents for a Spanish translation of the Handbook.
    - d. Review of parent attendance at Parent Workshops reveals inconsistent parental involvement at Parents Association Meetings. Spanish-speaking parents have also expressed an interest in workshops that are aligned with the educational goals of the city as well as Standards that are set forth by New York City and New York State. Although the Parent Coordinator translates most of the information at meetings into Spanish, parents appear to feel that their needs are not being optimally addressed.
    - e. Due to a large influx of parents from non-Spanish-speaking countries ( Ghana, Nigeria, Yemen, Albania, Senegal< etc) and the diversity of languages, many parents are experiencing a disconnect from the school community
  
  2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
    - a. An analysis of feedback response forms and parents' comments at Parent Workshop and School Leadership Team Meetings revealed that we need to post a sign in Spanish that informs parents that Spanish-speaking staff members are available to translate during meetings/conferences with teachers and at Parent Workshops. All letters, notices, and calendars ARE translated into Spanish and we will continue to do so.
    - b. We discuss these findings at the School Leadership Team minutes and speak to the Parent Coordinator at Professional Development Team Meetings.
-

## **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.
  - We will email the Comprehensive Education Plan and the Parent Handbook documents to Department of Education for translations and distributed to parents. The Parent Handbook has already been translated into Spanish and dates and program information will be updated this summer by a staff member and will be copied and distributed to all parents who require a Spanish version.
  - By providing copies of pertinent school documents to parents in Spanish, we will be better able to communicate information about the school's academic programs as well as expectations about parental involvement and student performance. We will thereby increase parents' capacity to improve their children's achievement.
  - Principal purchased a translation machine to assist parents in hearing translations at workshops.
  - Parent Coordinator/Assistant Principal pairs parents who speak similar dialects to form a support network.
  
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.
  - Monthly Parent Workshops on data, curriculum, literacy and mathematics provide parents with opportunities to learn more about academic expectations and assessments and to understand their role in helping their children to succeed.
  - A translator ( Parent Coordinator, teacher, staff member, another parent) will translate all pertinent information at all Parent Workshops, Parents' Association Meetings, School Leadership team meetings, Parent Conferences, etc. for all parents who require information to be in Spanish.
  - Signs have been posted in Spanish in strategic common areas of the school (main entrance foyer, main Office, Parent Coordinator's Office, Parents' Room) informing parents that translation services are available in our school.
  
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>.
  - Signs have been posted in Spanish in strategic common areas of the school (main entrance foyer, Main Office, Parent Coordinator's Office, Parents' Room) informing parents that translation services are available in our school.
  - All parents will receive a copy of "Important Notice for Parents Regarding Language Assistance Services" during the first week of school. The school contact person will be the Parent Coordinator.

- Parent Coordinator, Tech Specialist, and the Principal will address parents in a workshop on all translation services offered by NYCDOE and how to access online resources and information.
- The School Safety Plan will be amended to include all information and procedures outlined in this appendix.
- A copy of this appendix will be discussed and reviewed at a Parent Workshop and at School Leadership Team Meetings.
- The School Leadership Team will regularly address parental issues and concerns regarding translation of services.

**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:	\$479,752	\$116,159	\$596,511
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,797		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,162	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,983		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,808	
6. Enter the anticipated 10% set-aside for Professional Development:	\$47,975		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$11,616	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100% Based upon BEDS Survey December 15, 2009.
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website. C.S. 57X agrees to implement the following statutory requirements:

- C.S. 57X will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. (*School Leadership Team, Literacy and Math Workshops, Standards-based Curriculum, Summer Success, Oral Language Development, Parenting Skills, Health/Nutrition Workshops, Understanding our Promotional Criteria, Understanding Our Assessments-ECLAS, Data and NYS Assessments, Learning Leaders Volunteer Program, Navigating Technology, Navigating Our Curriculum Maps, & Communicating School-Wide Policies(Attendance, School Safety, Programming)*)
- C.S. 57 X will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. *\*(A copy of our School-Parent Compact is attached).*
- C.S. 57X will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, C.S. 57X will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. *A Translator-Parent Coordinator, PA President, Teacher/Staff Member, and Fellow Parent-will translate all pertinent information at all Parent Workshops, Parent Association Meetings, School Leadership Meetings, and Parent Conferences. Signs have been posted in both English and Spanish in the strategic-common areas of the school. The Comprehensive Education Plan and the Parent Handbook were both submitted to the NYC Department of Education for translations that will be available to parents. The Parent Handbook will be translated into Spanish and will be available with the pertinent updates.*
- C.S. 57X will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. (*The School Leadership Team, The C.S.57X Parent’s Association*)

- C.S. 57X will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - C.S. 57X 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. C.S. 57X will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: *C.S.57X will develop a parent survey that is disseminated by the parent coordinator, PA president, and administrative personnel/staff developers. The survey will elicit ideas from our parents as to the types of workshops and programs to be initiated that address the needs and concerns of our parents. School Leadership Team Meetings and Parent Association involvement are critical components of the drive to institute the joint development of our parental involvement plan.*
2. C.S. 57X will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: *Parents will participate in School Leadership Team Meetings and have input during Quality Reviews..*
3. C.S. 57X will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 

*Parents of students in grades 3-5 will participate in workshops especially designed to target the importance of standardized testing, data analysis, and instructional skills and strategies specific to students in those grades. There will be a Monthly Calendar of Parental Activities and a Parent Newsletter in both English and Spanish. Ongoing monthly workshops will provide parents insight into academic expectations for all students.*
4. C.S. 57X will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: *(Learning Leaders and Parents As Partners)*
5. C.S. 57X will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will proceed as follows:
  - *The evaluation will be conducted by the School Leadership Team under the direction of the School Leadership Chair and the Parent Association President.*

- *The evaluation questionnaire will be made available to all of our parents in both English and Spanish. The Parent's Association will create a sub-committee to review and present the findings to the School Leadership Team. The findings and any subsequent recommendations will be distributed to the entire school community.*
6. C.S. 57X will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
    - *C.S.57X will provide parent workshops which will serve as an introduction to the academic content standards and academic achievement standards of the New York City Public School System. Our school's administrative staff, our literacy coach, and our math staff developer will work to address the needs of parents by holding grade specific work-sessions that target the academic expectations and promotional standards for each grade. Parents of students in grades 3-5 will receive training on the State and New York City Pilot Assessments that affect their students. They will also receive materials and gain instructional strategies which they can employ at home with their children. Our Parent Handbook also includes information regarding assessment and accountability, state and city academic content standards, and serves to outline the role that parents may play in fostering student ownership of their educational experiences.*
    - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, through:
      - *Literacy Training-(Grades Pre-K-5: Understanding Balanced-Literacy)*
      - *Mathematics Training-(Grades Pre-K-5: An Introduction to Everyday Mathematics)*
      - *Computer Technology Training-Computer Lab and Mobile Units (All Grades)*
      - *Literacy Book Fair Free Giveaways*
      - *Everyday Mathematics Games*
      - *New York State Learning Standards*
      - *Understanding the New York State Assessments*
      - *Understanding ECLAS, GMADE, and GRADE data*
      - *Oral Language Development*
      - *ESL Training*
      - *Parent Workshops-Community Based Organizations (Phipps Community Development Corp. and St. Barnabas Hospital)*
      - *PBIS: Positive Behavioral Incentives and Supports*
  - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents,

and in how to implement and coordinate parent programs and build ties between parents and schools, by implementing the following work-sessions:

- *School Leadership Team Meetings: Development of the Comprehensive Education Plan*
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities which include: *Learning Leaders and Parents-as-Partners.*
  - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: *A translator-Parent Coordinator, PA President, Teacher/Staff Member, and fellow parents will serve to translate all relevant information during all Parent Association Meetings, Parent Workshops, School Leadership Meetings, and Parent/Teacher Conferences. Signs have been posted in both English and Spanish in the strategic common areas of our school. The Comprehensive Education Plan and the Parent Handbook will be submitted to the NYC Department of Education for translations that will be available to parents*

### **III. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by principal, Edsel Philip and the Executive Cabinet of the Parent's Association. This policy was adopted by C. S. 57X On October 29, 2009 and will be in effect for 2009-2010 school year. The school distributed this policy to all parents of participating Title I, Part A children on November 2, 2009. Translated versions will be provided as required.

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

School Name: \_\_\_\_\_

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

<b>THE SCHOOL AGREES</b>	<b>THE PARENT/GUARDIAN AGREES</b>
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school-district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"><li>• Parent-teacher conferences at least annually</li><li>• Frequent reports to parents on their children's progress</li><li>• Reasonable access to staff</li><li>• Opportunities to volunteer and participate in their child's class</li><li>• Observation of classroom activities</li></ul> <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.</p> <p>To work with his/his child/children on schoolwork; read for 25 to 30 minutes per day to kindergarten through 1<sup>st</sup> grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day.</p> <p>To monitor his/her child/Children's:</p> <ul style="list-style-type: none"><li>• Attendance at school</li><li>• Homework</li><li>• Television watching</li></ul> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

***We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.***

\_\_\_\_\_  
Signature of Principal/Teacher

Date: 10/29/09

\_\_\_\_\_  
Signature of Parent/Guardian

Date: \_\_\_\_\_

**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 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.**

Reference CEP Pages 9-12

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.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
  - o Are consistent with and are designed to implement State and local improvement, if any.

Reference CEP pages 21-25

3. **Instruction by highly qualified staff.**

All teachers hired will be NYS certified. Professional Development will support NYS, NYC Standards, Balanced Literacy and Every Day Math. Three (3) experienced “F” Status teachers will provide Academic Intervention in small group settings targeting Grades K-5. After school Programs reflect two hours of instruction in literacy and math, while targeting those students in need in grades 2-5, inclusive of Special Education and ELL’s. Saturday Academy will target third, fourth, and fifth graders with literacy, math, social studies, and science skills. Academic Intervention Services (AIS) will target at risk students with a focus on literacy and math

**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.**

Professional Development will be ongoing, based upon staff needs and feedback. Bi-weekly review of Curriculum Maps, differentiated professional development based upon the needs of experienced staff and new teacher Quarterly needs Assessments will also drive professional development topics. Members of the Professional Development will meet bi-weekly and will consist of administration, Staff Developer, ESL Coordinator. Members of the Professional Development Team will provide ongoing support by means of Model lessons, in class support, peer coaching, inter-visitations and continuous feedback. MONDO consultants will provide ongoing professional development and support.

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

A school brochure will be available at All Job Fairs. Administrative staff will attend all Job Fairs presenting the school in the greatest light. Prospective teachers will be given an opportunity to tour the school, meet with parents and staff, and interview with a school committee comprised of parents, teachers, and administration. School website is updated regularly.

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

- a. Ongoing Workshops for parents: Topics to include Math and Literacy, Informational Sessions about NYS Assessments
- b. Oral Language Development Workshops for parents in Grades Pre-K-2 will aid parents in learning how to develop a rich and varied verbal repertoire in order to facilitate the child’s oral language experiences in the classroom.
- c. All parents who attend workshops are given books as gifts in order to build a home library for their child(ren) .
- d. All parents who attend morning or all day workshops are provided with breakfast and lunch.
- e. All parents who attend workshops are given incentives and gifts at the end of the workshops.

**7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**

Parent Coordinator, Early Childhood Social Worker, and Family Assistant will provide support for parents, (resources, on-going monthly workshops) for transitioning students into the all day Kindergarten program. Early Childhood Assistant Principal, as representative for the Early

Childhood cohort has, and will continue, to meet with leaders of neighboring pre-school programs and provide information for parents during orientation sessions.

**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.**

Teachers will have an opportunity to examine all critical data (ECLAS2, , E-PAL, Predictive and Interim Assessments, NYS Assessments, etc) during staff conferences, Common Planning meetings and block planning sessions and plan for appropriate instruction for all students. Teachers will have input in grouping students for AIS After School Programs. Teachers will examine the data and engage in conversations with administration, support staff, and colleagues in order to determine the appropriate course of action to help all students meet NYC and NYS benchmarks. Teachers will also have input in determining the best small group strategies that will help students attain proficiency. The Staff Developer will provide input on available resources that will be used for small group instruction and AIS programs. Teachers will have input in identifying the students who will receive intervention services. Data Inquiry Team will meet regularly to examine assessments and plan strategies for all focus groups.

**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.**

Reference CEP pages 21-24

**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.**

Title I/School Wide Projects, Title I ARRA, Fair Student Funding, FED Program Title IIA, EGSR STAE Title IIA, NYSTL. Title III, Part 154, Universal Pre-K, IDEA

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS: DOES NOT APPLY**

**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.*

**DOES NOT APPLY**

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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<sup>1</sup> School Under Registration Review (SURR)

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

**DOES NOT APPLY**

*All SURRE schools must complete this appendix.*

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

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

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

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

**APPENDIX 7: 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.

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**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)<sup>2</sup> 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

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<sup>2</sup> 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school has been at the forefront of creating Curriculum Maps that are not only horizontally aligned, but also vertically aligned and references New York State Learning Standards. All teachers are given Curriculum Maps and the Maps are on the table during all Common Planning sessions. Administrators check in at Common Planning meetings monthly in order to address any curricular discrepancies and to ensure that all teachers are meeting the Standards monthly. All teachers, at the time of writing the Maps, had input into the creation of the Curriculum Maps. Our maps also cover more than just content—they outline the expected student outcomes for each subject and unit of study. We have also included the Blueprint for the Arts, Performance schedules and Library standards for each grade.

Additionally, an AUSSIE Data Consultant has met, and will continue to meet with all teachers in grade-level horizontal and vertical cohorts, in order to address the New York State Grade-Level Performance Indicators, and how to ensure all are being met throughout the year.

Over the past six years, a Literacy Resource Room has been created and expanded with over \$350,000 worth of Literacy resources, from Big Books, books and tapes, sets of guided reading books from Levels A-V, content area literature, ESL guided reading books ( Rigby and Houghton-Mifflin), and Santillana ESL materials. The room has an Open Access policy and all staff are invited to borrow materials as needed. A Literacy Coach and Assistant Principal are available throughout the day for any assistance in using materials. All staff are invited to have input with ordering of materials. There are also high interest books for struggling readers. MONDO literacy consultants have supported and will continue to support teachers with demo/model lessons, and follow up articulation. The Literacy Coach provides in class mentoring and support for new and struggling teachers, and provides the support needed to arrange for inter-visitations.

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

Applicable X 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?

We have closed the achievement gap as measured by our Progress Report. We have increased the percentage of students at proficiency to 63.8% in ELA.

In addition, 79.4% of our students made at least one year of progress in ELA, while 73.3% of our lowest third made one year of progress in ELA.

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. N/A

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

Everyday Mathematics has been revised by New York City and all revised materials were purchased for all classes. New York City Department of Education aligned the EDM pacing calendar to the New York State Standards. All teachers in our school adhere to this calendar and a review of lesson plans by all supervisors supports the fact that classroom instruction in Mathematics is aligned to New York State Standards. Additionally, we purchased supplemental materials that are recommended by Everyday Math (Math Steps) as an early morning thirty (30) minute remediation and basic skills block. Teachers in Grades 1-5 are provided with a CD-ROM assessment resource in order to create assignments and to assess for differentiated instruction.

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?

We have closed the achievement gap as measured by our Progress Report. We have increased the percentage of students at proficiency to 86.5 % in Mathematics.

In Mathematics, 73.1% of our students made at least one year of progress, while 73.3% of the students in the lowest third made at least one year of progress.

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.

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**KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

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

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

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

Formal and informal observations and walkthroughs by Supervisors and the Literacy Coach reveal that teachers at C.S. 57X plan, utilizing the Point of Entry lesson planning model for the ninety minute Literacy Block in which a whole class mini-lesson addresses a major strategy, through read aloud or shared reading, followed by guided practice with the class. Students are then divided into groups for guided reading, partner work, independent work (grade-appropriate literacy center activities). Finally, the class comes together to share successful completion of work and to celebrate students who have been observed to practice the strategy successfully. Best practices are modeled by MONDO consultants, ESL Coordinator, and the Literacy Coach and inter-visitations to model classrooms are arranged for new and struggling teachers. Guided reading groups are flexible and change according to the results of bi-monthly running records. ESL teachers utilize a push in model and provide small group guided reading and oral language development.

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?

We have closed the achievement gap as measured by our Progress Report. We have increased the percentage of students at proficiency to 86.5 % in Mathematics.

In Mathematics, 73.1% of our students made at least one year of progress, while 73.3% of the students in the lowest third made at least one year of progress.

Additionally, the Computer Tech Specialist oversees the administration of the Scantron Performance Series of assessments in ELA to all students in Grades 3-5 over two weeks. The online assessment data provides the teacher with three Suggested Learning Objectives determined by incorrect answers. These Suggested Learning Objectives are all aligned to New York State Standards and teachers are able to write personalized student goals in order to target students for differentiated instruction. This data also drives groupings for Extended Time tutoring groups as well as all Academic Interventions and after school programs.

The ACUITY ITAs and Predictive Data provided by the New York City Department of Education are also used to guide instruction and to identify areas of strength and weakness in both ELA and Math.

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. N/A

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

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

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

Formal and informal observations and walkthroughs by Supervisors and the Math Coach reveal that teachers at C.S. 57X plan, utilizing the Point of Entry lesson planning model for the sixty minute Math Block in which a whole class mini-lesson addresses a mathematics skill, and students have the opportunity to work in partnerships, and to use manipulatives in order to solve mathematics problems.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school. Kindergarten children work in groups at Everyday Math Center activities every six days. Additionally all classroom teachers in Grades 1-5 utilize Math Steps as an additional Math lesson at the beginning of the school day.

The Math Coach provides in class demonstration lessons for new and struggling teachers. Inter-visitations are arranged for teachers to observe model teachers implementing EDM lessons.

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?

In Mathematics, 56.9% of our students made at least one year of progress, while 73.1% of the students in the lowest third made at least one year of progress. We have increased the percentage of students at proficiency to 76.1 % in Mathematics. .

Additionally, the Computer Tech Specialist oversees the administration of the Scantron Performance Series of assessments in Mathematics to all students in Grades 3-5 over two weeks. The online assessment data provides the teacher with three Suggested Learning Objectives determined by incorrect answers. These Suggested Learning Objectives are all aligned to New York State Standards and teachers are able to write personalized student goals in order to target students for differentiated instruction. This data also drives groupings for Extended Time tutoring groups as well as all Academic Interventions and after school programs

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

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

It has been our experience that Teach for America teachers tend to leave after the two year commitment. New York Teaching Fellows, however, remain at our school for many years.

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?

Review of staff records reveals that Teach for America teachers leave after the two year commitment.

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.

We have committed to hiring "local" (Bronx/New York City) teachers who we hope will remain at our school for many years to come and expressed a desire and commitment to their local community.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

An ESL Coordinator oversees Common Planning and professional development of the ESL teachers at our school. Two ESL staff members out of three have received QTEL training and Learning Leadership Support Organization (LLSO) personnel have supported our ESL teachers, as well as classroom teachers by providing ongoing professional development throughout the year on Oral Language Development and Using Academic English in the Classroom.

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?

Formal and informal observations by supervisors reveal that monitoring of ESL instruction needs to be ongoing vigilant.

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.

ESL teachers and classroom teachers who have a large number of ELLs in the class will be included in all LLSO ESL training and support. Classroom teachers are receiving LLSO training on "Developing Oral Language for ELLS" and will turnkey all information to peers. ESL Coordinator will provide professional development opportunities on Oral Language Development and will turnkey all pertinent information to ESL teachers and classroom teachers.

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#### **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 has or will engage in to assess whether this finding is relevant to your school's educational program. Our ESL Coordinator is responsible for tracking the data of our ELL population from Kindergarten to Grade 5. The ESL Coordinator is a standing member of both the Principal's Cabinet and the Data Inquiry Team. The Coordinator also meets regularly with teachers to inform ESL instruction and promote test-taking strategies that target the modalities of our ELL population. One of the target populations for our Data Inquiry Team is the ELL students in Grades 4 and 5. These students are participating in a specialized language develop program which targets curriculum goals that increase student competencies in the area of English Language Arts. These students are being monitored through ACUITY predictive and diagnostic assessments, forma/informal inference classroom observations, as well as New York Standardized assessments, including both the ELA and an analysis of the NYSESLAT results. During the 2008-2009 school year, there was a movement to share best practices for ELL students through faculty conferences and Data Inquiry work sessions.

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?

Our Progress Report indicates that 56% of English Language Learners made "Exemplary Proficiency Gains" in ELA and we received extra credit for these gains. 22.2% ELLs also made "Exemplary Proficiency Gains" in Mathematics and we received extra credit also for these gains.

Additionally, the Computer Tech Specialist oversees the administration of the Scantron Performance Series of assessments in ELA and Mathematics to all English Language Learners in Grades 3-5 over two weeks. The online assessment data provides the teacher with three Suggested Learning Objectives determined by incorrect answers. These Suggested Learning Objectives are all aligned to New York State Standards and teachers are able to write personalized student goals in order to target students for differentiated instruction. This data also drives groupings for Extended Time tutoring groups as well as all Academic Interventions and after school programs

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.

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

A Needs Assessment, created by the IEP teacher in consultation with the Special Education Assistant Principal, will be distributed to all Special Education teachers and classroom teachers who have students with IEPs in their classes. The results of this Needs Assessment will provide information in order to determine our Next Steps for creating a professional development plan of action.

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?

Integrated Co-Teaching Grades 1-2 teachers have attended or will attend professional development at the LLSO on the topic of "ICT: Partnerships that Work" in order to better meet the needs of students with an IEP, but this information has not been shared with colleagues.

Teachers have been trained in the use and interpretation of Scantron Performance Series online assessment data provides the teacher with three Suggested Learning Objectives determined by incorrect answers. These Suggested Learning Objectives are all aligned to New York State Standards and teachers are able to write personalized student goals in order to target students for differentiated instruction. This data also drives groupings for Extended Time tutoring groups as well as all Academic Interventions and after school programs and all Special needs students are invited to attend these programs.

New Special Education teachers have been trained in writing IEPs using IEP Direct online resource and, on Election Day, all Special Education teachers were re-trained in using IEP Direct and time was provided for updating page 6 of the IEP so parents would receive ongoing reports of the child's progress.

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.

The Special Education Liaison/IEP Teacher attends all ISC Compliance Meetings and debriefs with the Special Education Assistant Principal, who turnkeys all relevant information to the staff. The IEP teacher will attend Professional Development Team and discuss issues relevant to teachers of students with Special Needs. IEP Teacher will attend meetings on Modifications and share all information with the teachers.

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

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

Please respond to the following questions for Key Finding 7:

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

A review of all IEPs this September by the Special Education Assistant Principal and the new IEP teacher revealed that general education teachers needed to be aware of each child's IEP. Students who receive Counseling did not have had "Goals" for Counseling in the IEP. However, Counseling Goals have been added. Students who have behavior that interferes with classroom instruction and/or integration in to the school community will have a Functional Behavioral Assessment conducted by the School Psychologist, with input from all staff who are involved with the child's education.

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?

This year, we have made impressive advances ensuring that all teachers, Special Education as well as General Education teachers, have a copy of each Special Needs child's IEP. Currently, we only have three (3) self-contained classes. One child is mainstreamed into a general education fifth grade class for the ninety minute Literacy Block, lunch, the sixty minute Math Block and Gym. Another child is mainstreamed into a fourth grade General education class for the sixty minute math Block. There are also two (2) Integrated Co- Teaching classes (one on first grade and one second grade). All Cluster teachers, related service providers, and general education teachers have a binder with each child's IEP.

In spite of these discrepancies, 81.5% of Special Education students made "Exemplary Proficiency Gains" in ELA and 40.7% made "Exemplary Proficiency Gains" in Mathematics for which we received extra credit.

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.

We wish to have support from Central in order to address the diverse special educational needs of our 3R Kindergarten class. Children who are Down's Syndrome are classified as "mentally retarded" and students who are autistic are designated as "speech and language impaired" and all are placed in the same class with a child with "drop seizure disorder. We wish to receive training for the teacher and paraprofessionals on handling children with serious developmental disabilities and who have not been toilet trained or have serious physically impairments.

**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>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
**As of October 21, 2009, ATS has identified eleven (11) students as living in “temporary housing”.**
2. Please describe the services you are planning to provide to the STH population.  
**Students in Grades 3-5 are invited to attend an after school program on Tuesdays and Wednesdays. Community-based organization PHIPPS has an at risk counseling program on site (CAPS) and children are invited to participate in CAPS counseling sessions and curricular-related activities throughout the school day. Students in Grades K-2 are invited to attend an enrichment after school program which assists students with homework, as well as addressing some extra-curricular enrichment activities, such as gardening, wellness, and healthy cooking. Children who attend PHIPPS after school also are invited to special field trips.**

### **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.