



**DRAFT  
VITO MARCANTONIO SCHOOL  
PS/IS 50**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Cynthia Rochez	*Principal or Designee	
Jane Model Rosen	*UFT Chapter Chairperson or Designee	
Judith Reyes-Gonzalez	*PA/PTA President or Designated Co-President	
Desiree Sorano	Parent/Title I Parent Representative ( <i>suggested, for Title I schools</i> )	
	Parent	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Paul Clark	Teacher	
Vanessa Reel	Teacher	
Nola Cooper	Teacher	
Cheryl Moss	Teacher	
	Member/	
	Member/	

	Member/	
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\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

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

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

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The Vito Marcantonio School is a K-8 School located in East Harlem, nestled between 1<sup>st</sup> Avenue and the East River. The school is an award-winning, empowerment school that has made significant progress over the past five years, most recently resulting in a well-developed Quality Review Report and an increase in our school report card grade from a B to an A. P.S./I.S. 50 has showed the steady improvement and solid track record required to be removed from the SINI list, effective fall 2009 after at least one decade of remaining on the list.

The school is unique in it's focus on the whole child-whole community in word and deed as recognized by America's Promise Alliance in June 2007 when they received the first Colin and Alma Powell Legacy Award and \$100,000 to support the innovative academic, personal, and collective work being done school-wide, to rectify the broken institutional systems and repair broken promises that have posed long standing obstacles for our community. Our proactive response to the January, 2007 New York Times article, East Harlem, *The Epicenter of Diabetes*, has grown to include multiple programmatic components such as Cook Shop classes, a Wellness Council, a Life Science Curriculum, and a YOUTHMARKET, all of which provide students, staff and the community with life-giving fresh produce and skill sets to grow healthier, bodies, hearts and minds. The Legacy Award enabled us to grow this into a newly funded project of a city-council funded, rooftop garden. Our rich partnerships with community based organizations such as The Children's Aid Society), City-Year, the New York Center for Autism Charter School, and Stickball Arts form a hub of holistic support for the students and families of our community by providing on-site medical, mental health, and dental care, well organized out of school activities, enriched curriculum, the Arts, Service Learning, and programs that build self-esteem.

Instructionally, teachers and staff are engaged in creative processes that mirror the innovation of the whole-community culture described above. Teachers use state and city standards and the ongoing collection of data to plan cohesive and challenging curriculum in ELA and Social Studies, and are now in year three of designing and using their own periodic assessments to monitor and support student growth. In our most recent Quality Review, the findings state, "The school has constructed a highly successful assessment strategy for reading, enabling good support to be given to students who need it, at all levels. The cabinet uses data analysis well to identify and take action where the performance of grades, classes and groups of students need improvement. Teachers use data well to differentiate learning activities for individual students and groups within their classes."

A major strength of the school is its approach to professional development which has focused on utilizing external support and building capacity in-house which will now be extended through the use

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of a staff designed and approved time and staffing schedule created through the new I-Zone. As part of this scheduling design, the entire community of educators, including the after school/Community Based organization staff will engage in the use of extended collaborative planning time and professional development that utilizes student data, and the creation of individualized student schedules for studio/elective programs, as well as the use of innovative technology platforms such as WIKI-Sites and Google Docs to increase student and teacher performance and progress. The middle school (VMACA) will engage in year 2 of a comprehensive reform effort to improve the performance and progress of our Middle School Students using the research based methodologies of AVID (Achievement via Individual Determination) across classrooms and content areas for all students in Grades 6-8, with a specific focus on Math and Science through the GE Foundation Grant that concludes this year.

### **SECTION III – Cont’d**

#### **Part B. School Demographics and Accountability Snapshot (SDAS)**

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

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. 050 Vito Marcantonio							
<b>District:</b>		4	<b>DBN:</b>		04M050	<b>School BEDS Code:</b>		310400010050	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		√	7		√	11
	K		√	4		√	8		√
	1		√	5		√	9		Ungraded
	2		√	6		√	10		√
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2005-06	2006-07	2007-08	<i>(As of June 30)</i>		2005-06	2006-07*	2007-08
Pre-K		0	0	0			89.3	88.8	88.8
Kindergarten		61	51	36	Student Mobility - % of Enrollment:				
Grade 1		69	61	49	<i>(As of June 30)</i>		2005-06	2006-07	2007-08
Grade 2		69	54	56			90.5	85.8	88.5
Grade 3		70	68	53	Poverty Rate - % of Enrollment:				
Grade 4		82	61	51	<i>(As of October 31)</i>		2005-06	2006-07	2007-08
Grade 5		74	91	62			87.9	85.7	85.2
Grade 6		87	76	82	Students in Temporary Housing - Total Number:				
Grade 7		0	57	70	<i>(As of June 30)</i>		2005-06	2006-07	2007-08
Grade 8		0	0	44			19	19	7
Grade 9		0	0	0	Recent Immigrants - Total Number:				
Grade 10		0	0	0	<i>(As of October 31)</i>		2005-06	2006-07	2007-08
Grade 11		0	0	0			1	5	2
Grade 12		0	0	0	Special Education Enrollment:				
Ungraded		3	0	2	<i>(As of October 31)</i>		2005-06	2006-07	2007-08
Total		515	519	505			11	19	7
Special Education Enrollment:					Suspensions (OORS Reporting) - Total Number:				
<i>(As of October 31)</i>		2005-06	2006-07	2007-08	<i>(As of June 30)</i>		2005-06	2006-07	2007-08
# in Self-Contained Classes		11	19	46	Principal Suspensions		34	87	5
# in Collaborative Team Teaching (CTT) Classes		36	44	48	Superintendent Suspensions		12	37	41
Number all others		26	33	46	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2005-06	2006-07	2007-08
					CTE Program Participants		0	0	0
					Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2005-06	2006-07	2007-08	<i>(As of October 31)</i>		2005-06	2006-07	2007-08
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		38	44	58
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		51	60	58					



## SECTION IV: NEEDS ASSESSMENT

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

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

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

### Student Performance Trends:

Students at PS/IS 50 have historically performed higher in Mathematics than English Language Arts. Although, this past school year the most recent analysis of data from 2009-2010 revealed a decrease in student progress and performance. The percentage of students making at least one year of progress in ELA decreased by 14.2%, and the percentage of students making at least one year of progress in Math, decreased by 7.9% on our last formal data set.

When teachers noticed students were having difficulty with new vocabulary acquisition in their Social Studies content area, based on their under-performance on Social Studies quizzes, they sought support from an Aussie consultant who assessed the situation across grades, and presented several teaching strategies and resources to staff and advised them on how to use these resources in their Social Studies/ELA content area. As a result, teachers have implemented these teaching strategies across grades 3-8, and the work extended into all content areas, specifically Math and Science as part of a comprehensive grant program to strengthen instruction in these core content areas. The Aussie consultant also worked with the staff on teaching strategies for different writing genres. He provided a schedule across the grades on what writing projects should be done throughout the school year, as well as scaffolding resources and assessment guides. With his help in vocabulary and writing, teachers were better able to identify, focus on, and respond to the needs of the students in order to move up in color/level of 100 Book Challenge, based on their IRLA's (Independent Reading Level Assessment).

Teachers also noticed based on the IRLA's and observations of student work along with Social Studies quizzes that students were having trouble answering higher order thinking questions. During 2009 two teachers (one in fourth grade, one in fifth grade) attended a seminar in the teaching philosophy of Shared Inquiry. Shared Inquiry helps students make inferences and form critical opinions about texts through in-depth readings and open discussions of evidence from the text. As a test case, they instituted the teaching method into their classrooms and brought student work back to grade-level teams for discussion. All K-8 teachers then expressed a desire to implement the teaching strategies of this approach across the school. Consequently, all teachers

attended in-house training from consultants at The Great Books Foundation. The program was then introduced in May in every classroom and this work will continue through the next year as an integral component of the curriculum at PS/IS 50.

In grades K-3 teachers continued their work with Students who had significant struggles with spelling based on teacher assessments and standardized measures. The grades will maintain the following goals for their work in the coming year:

- By the midpoint of our intervention, 100% of the students will move at least two points beyond their baseline spelling feature score.
- By the endpoint of our intervention, 100% of students will be able to hear and represent the long vowel sounds in writing. Students will receive credit on the Spelling Inventory for demonstrating this skill.

Our goals will be characterized by a school wide, unified approach to teaching spelling and its related components, which will spring from collaboration between teachers and across grades K-3, continuity of curriculum and expected outcomes across grades K-3, a unified approach to planning, delivering and adapting a curriculum model, and ongoing and measurable improvement in the spelling and language skills of students.

A Vertical Planning needs assessment task conducted by middle school math teachers in June, 2009 revealed that our students' area of greatest need was in writing in Math. While many students understood what to do to solve the problem, they could not provide a complete, precise written response that explained how they arrived at the answer. Therefore, the team has launched this year's focus on writing and vocabulary development school wide that will continue into the next school year.

This year the middle school staff met for 4 periods each week to collaborate and plan within and across grade levels. However, the lower school did not have the same amount of time to plan together. In an effort to provide adequate time for teacher planning and collaboration and to promote student progress, P. S. 50 staff members voted overwhelmingly to become an Innovation Zone School under the Time and Staffing Program which allows more flexibility and creativity in the use of time and resources throughout the school day. There will be staggered scheduling, where teachers will teach 4 core classes in the morning in order to use 2 collaborative/professional periods per day to plan curriculum together, engage in more meaningful assessment of student work, and ensure equity and consistency across classes and grade levels.

Traditionally, our special education population has performed lower in ELA and Math than our regular education population. In informal teacher surveys, teachers noted that although they were aware of some of the different co-teaching models, they were not sure about how to implement them in the most effective manner. In an effort to improve their performance, the middle school staff participated in 30 days of in-house CTT professional development conducted by special education consultants. Emphasis was placed on co-teaching models such as parallel teaching, team teaching, and co-teaching. Special education teachers also received additional training in differentiating and scaffolding instruction. Teachers are now clear about their own professional learning needs and will be able to continue developing their abilities to differentiate instruction and effectively utilize all co-teaching models in the coming school year.

An analysis of student performance data in ELA reveals that students in Grades 3 and 4 across the past three years has been consistently lower than students in Grades 5-8, while the opposite is true

in Math with the exception of Grade 5 and 6 student performance which was in the same range as Grades 3 and 4 in Mathematics in 2008. Special Education students continue to be significantly below grade level on standardized and teacher created assessments across the grades while English Language Learners continue to increase in performance and progress.

### **Our Greatest Accomplishments:**

The PS/IS 50 Community has made significant strides in increasing student achievement over the past few years. Some of the most significant achievements and successes were identified in the well-developed quality review report from 2007-2008 and have continued to be developed and refined since that time:

- Development of Teacher-Driven reform effort (I-zone school based option) that prioritizes Professional Development and teacher improvement and growth.
- Development of cohesive curriculum and assessments within ELA and Social Studies across all grades. Consistent use of differentiation strategies and scaffolded support for students in writing took root this past year across grades 3-8.
- Development of a culture of high expectations for staff and their contributions to the professional community (i.e. tenure portfolio celebrations with the entire school, completion of the nation's most rigorous teacher evaluation program (The National Board for Professional Teaching Standards by three teachers, and the pre-candidacy program by over 20 PS 50 teachers).
- Use of technology that supports ongoing planning and development of staff as well as effective communication among all members of the community (Techtree Wikispaces site, Google Docs)
- Implementation of the AVID program for middle school students including a focus on the integration of Writing, Inquiry, Collaboration, and Reading strategies in all middle school content area classrooms guided by pre-established assessments and regular feedback.
- Removal from the SINI list after more than 10 years as a SINI school.

*Excerpts written by the Reviewer on the most recent SQR: School Quality Review:*

- The school has constructed a highly successful assessment strategy for reading and writing, enabling good support to be given to students who need it, at all levels. Staff and administration use data analysis well to identify and take action where the performance of grades, classes and groups of students need improvement.
- The changes brought about by the principal have created a high level of trust and a climate of collaboration among staff. Professional development has been extremely well thought out, with support carefully matched to the schools' and staff needs. Additional training and resources have been made available to staff as needed and when requested.
- The school's partnerships, particularly linked to those in the community, focus very well on helping parents to support their children's education and well-being. The school is highly reflective on its practices and plans collaboratively for its development, using contributions from staff at all levels.
- The principal's commitment and drive have led to a clear and shared vision for the school's development and a staff with very good capacity to improve further.
- The school increased student performance and progress, and data reflecting the school culture enough to achieve an A on the Progress Report.

**Significant Barriers to Continuous Improvement:**

*The obstacles that pose the greatest obstructions to the continuous improvement and growth of the community are the retention of experienced staff that share the commitment and vision of the school, the challenges faced in creating active parent participation, and student attendance rates. We continue to experience challenges in engaging parents on a consistent basis in our school-world. Chronic absenteeism is a major challenge we face at PS/IS 50. Although we have made significant improvements in this area, we must remain vigilant in our efforts. Our creative work aimed at improving nutrition and health concerns has yielded positive results and we look forward to expanding them as an access point to incorporating parents and community members into our work on an ongoing basis.*

*Our biggest challenge has been finding the time to devote to professional development and collaboration to ensure the kind of intensive training and coaching necessary to ensure the equity and consistency students needed across classrooms. This challenge led to our application to and participation in the Time and Staffing Component of the New York City Innovation Zone.*

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. Within one year to date of this Comprehensive Educational Plan (CEP) general education student performance on the New York State English Language Arts Exam will increase by 5% and special education student performance on the New York State ELA Exam will increase by 3 % ,and the percentage of general education and special education students making at least one year of progress as measured by the New York City Department of Education Metrics by 3% as a result of teachers using data and support from the English Language Arts Inquiry Team, and receiving professional development and support that enables them to use data to provide targeted instruction based on student's needs. Students will demonstrate level three performance on teacher-designed assessments of reading and writing strategies and skills as well as timely progress through the reading levels that correspond to their grade level on the Independent Reading Level Assessment for at least 8 consecutive months as evaluated by the Assessment program administered by teachers that is reported to the community five times each year.

2. Within one year to date of this Comprehensive Educational Plan (CEP), general education student performance on the New York State Math Exam will increase by 5% and special education student performance on the New York State Math Exam will increase by 3 % , and the percentage of general education or special education students making at least one year of progress as measured by the New York City Department of Education Metrics by 4% as a result of teachers using data and support from the Math Inquiry Team, and receiving professional development and support that enables them to use data to provide targeted instruction based on student's needs. Students will demonstrate level three performance on daily work (RSAs) and end of unit exams over the course of 8 consecutive months as evaluated by the ongoing assessments conducted by teachers that are reported to the community five times each year.

3. Within one year to date of this Comprehensive Educational Plan (CEP), the Attendance Committee will increase student attendance school-wide by 3% by monitoring the progress of student's attendance, making outreach to parents/guardians educating them about ramifications of chronic absenteeism/ providing support, and following up with them on a regular basis. Students who are identified as chronically absent will provide a doctor's note after each absence and come to school on time 5 out of 5 days per week over the course of 10 consecutive months as evaluated by attendance

records. The SLT will also monitor the perceptions of safety, respect, and communication to ensure that the rate continues to demonstrate an increase within one year to date of this CEP.

4. Within one year to date of this Comprehensive Educational Plan (CEP), the school community will be able to produce a unified and consistent system of vertically and horizontally aligned curriculum and instruction and effective and timely delivery of targeted AIS services by using a tightly aligned system of shared decision making, a modified schedule for time and staffing developed through the I-Zone which prioritizes the professional development and collaborative planning of all staff, and individualized attention for students. As a result, student and teacher performance will increase as measured in the ELA and Math Goals established above at the end of the school year, and as measured at weekly, monthly and quarterly intervals by the quality and consistency of the content of lesson plans/department plans, grade level plans, AIS results and tracking, and professional development plans as organized and consistently used by all on the school's use of the TECHTREE Wiki-Site and Google Docs.

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Within one year to date of this Comprehensive Educational Plan (CEP) general education student performance on the New York State English Language Arts Exam will increase by 5% and special education student performance on the New York State ELA Exam will increase by 3% ,and the percentage of general education and special education students making at least one year of progress as measured by the New York City Department of Education Metrics by 3% as a result of teachers using data and support from the English Language Arts Inquiry Team, and receiving professional development and support that enables them to use data to provide targeted instruction based on student’s needs. Students will demonstrate level three performance on teacher-designed assessments of reading and writing strategies and skills as well as timely progress through the reading levels that correspond to their grade level on the Independent Reading Level Assessment for at least 8 consecutive months as evaluated by the Assessment program administered by teachers that is reported to the community five times each year.</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>	<p><u>ELA Inquiry Team</u></p> <ul style="list-style-type: none"> <li>• Inquiry Team provides guidance to grade level leaders and every teacher regarding data that provides detailed information regarding student performance on standardized measures ( for testing grades) and using teacher collected and analyzed data ( for K-2) that enables teachers to group students during balanced literacy according to targeted areas of need.</li> <li>• The Inquiry Team is beginning their needs assessment and preliminary results reveal that the school wide focus will likely be on a subset of writing skills that continue to challenge students across grades.</li> <li>• The ELA Inquiry Team will support the maintenance and ongoing improvement of a</li> </ul>

spelling curriculum in grades K-3, that will be monitored to support strategic grouping of students within the four modules of the school year.

- Inquiry team will collect monthly reading levels data provided by classroom teachers to determine student growth and support teachers in designing effective interventions to ensure continuous growth for all students.

#### Professional Development and Support

- Professional coaching and curricular support for teachers. Teachers also receive substantial training and development from consultants on a weekly and monthly basis in ELA and Special Education related needs as it pertains to Literacy Instruction and Learning.
- All professional development and support is geared around a sustainable cycle of REFLECT- PLAN-TEACH –ASSESS. Observations use this framework to provide teachers with specific areas of growth and explicit expectations for their performance and student’s growth. The development of the curricular maps is married to the process of collecting data and thus every support structure for Professional Development exists and falls within each stage of the cycle. The use of the staff designed I-zone schedule will facilitate an alignment of the process with observation and analysis of the progress being made.
- The VMACA Avid Site Team will incorporate an analysis of Middle School Student’s needs in ELA and pilot additional support for targeted needs with the assistance of consultants and the school-based team.
- AUSSIE writing specialist will support teachers in creating a cohesive and incremental writing curriculum across grades K – 8. Using common language, common strategies and writing genres.
- All teachers were trained in the teaching program “Shared Inquiry” by The Great Books Foundation. This instructional method cultivates students’ critical thinking, writing response and text interpretation skills through in-depth discussion of great works of literature. ELA teachers in K-8 have introduced and completed the first module of the Shared Inquiry program. Teachers will continue using the teaching strategy for the following years.
- Special Education Teachers will continue to strengthen and improve their use of co-teaching models and strategies for effective differentiation and modifications for students based on their assessed needs and goals.
- P.S. 50 will have House Leaders who respond to the math-related professional development needs of the teaching staff on an ongoing basis. These staff members

provide curriculum support as well as professional development workshops during specified scheduled times.

- Special Education teachers who received significant amounts of training within the previous six years will turnkey information to new staff and provide peer coaching and feedback through the use of inter-visitations and other professional development models.

#### Using ELA Data

- Year is subdivided into four distinct modules and five distinct assessment periods which enable us to create interim points for assessing and sharing data with teachers and families school-wide.
- School-wide emphasis on student practice and improvement in reading is being facilitated through the use of the 100 Book challenge/American Reading online program called KidPace. Teachers and administration consistently update student proficiency and practice data and compare and analyze across classes and grade levels to provide necessary support for teachers and students.
- Data to be kept in Teacher's Student Assessment Binders (or online as part of the new collaborative pd/planning time) to facilitate regular and ongoing collaboration and discussion of growth trends and areas of identified challenge and weakness. The teachers collect and maintain the data and use it to guide the process of creating vertical and horizontal alignment within content areas and across grade levels.
- During the ongoing and regularly scheduled teacher collaborative planning and PD sessions as part of the I-zone schedule, data is used to regroup students according to areas of targeted need. Teachers create flexible groups using this data and change the groups at specified times that are pre-established at the beginning of the year (in this case once each month after reading assessments are completed) so that they can provide targeted support and enrichment for all students.
- Student progress is also tracked by teachers during bi-weekly reading and writing conferences.
- Students are engaged in the transparent assessment process by working with the teacher to develop their own specific learning goals which are then kept in student folders to enable students to use them as tools on a daily basis for their work.

#### Instructional Focus On ELA

- Entire school has developed an English Language Arts Curriculum Map that integrates Social Studies and ELA Standards. Grade level teams and vertical planning teams continue to use a specific framework and process for revising

	<p>plans and materials that are part of an outcome based, assessment driven approach to designing curriculum. Teachers and staff developers and administration meet regularly at pre-established points of time to discuss progress at interim levels of assessment and how this information can drive the refinement of the next module's plans. (The intervals are more specifically defined in goal # 4)</p> <ul style="list-style-type: none"> <li>• Middle School Vertical Planning Team meets regularly and has module specific goals they work towards to ensure continuous progress for all students. Specific areas of focus include developing sustainable, effective models for differentiating instruction in ELA during each teaching block and designing all experiences to be assessment based for every student.</li> <li>• Special Education Teachers will continue to strengthen and improve their use of co-teaching models and strategies for effective differentiation and modifications for students based on their assessed needs and goals.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I funding is used to provide a variety of the services described above. Scheduling throughout the school was done strategically to enable all grade level team meetings and vertical meetings in the middle school to be accomplished on a daily basis. Moreover, through the Innovation Zone partnership the Middle School day program will run from 9 a.m. to 4 p.m., while the Elementary School program will continue to run from 8 a.m. to 3 p.m. All core courses (Math, ELA, Social Studies, and Science) will be held in the morning with enrichment or Academic Intervention Services offered for students after lunch. This further enables teachers to plan curriculum collaboratively each afternoon. All funds are used through conceptual consolidation as the efforts require the full participation of all staff members throughout all departments. Work of the consultants in Writing, Science, and Math is sponsored through the GE Foundation Grant because it is targeting Middle School student's writing in Math and Science.</p>
<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>	<p><u>ELA Inquiry Team</u>: Pre and post assessments will be given to students in the school-wide inquiry process relating to spelling development. Records of inquiry team and teacher participation and contributions will be reviewed at 4 points throughout the year. The goal for the ELA Inquiry Team is to increase the achievement of 75 % of the targeted group.</p> <p><u>Professional Development and Support</u>: Teachers will be informally surveyed regarding the</p>

support they are receiving at least once each month during grade level meetings and vertical planning meetings. Professional Development and support will also be reviewed based on projected gains for students whose teachers are working towards specific outcomes with staff developers. The process for ongoing review of student progress and teacher performance and progress outlined in Goal # 4 will provide indicators and invaluable assessments of progress at specific intervals throughout the year (Weekly, monthly, quarterly, annually).

Using ELA Data: ACUITY will be reviewed at 3 points throughout the year in the testing grades to observe progress. Student progress across all grades is reviewed each month in Data Talks within grade levels and across grades in the middle school. Interim benchmarks are established within our assessment framework and parents receive information regarding the student's progress towards goals at 5 points throughout the year. Students will be assessed daily, weekly, and monthly in their progress towards achieving ELA state standards and interim benchmarks as established within the IRLA and outlined in our Essential Features Framework for comprehensive school wide structures, curriculum, and pedagogy. We project that 70 % of all students will demonstrate mastery of 70% of identified state standards in Literacy based on this assessment process.

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Within one year to date of this Comprehensive Educational Plan (CEP), general education student performance on the New York State Math Exam will increase by 5% and special education student performance on the New York State Math Exam will increase by 3 % , and the percentage of general education or special education students making at least one year of progress as measured by the New York City Department of Education Metrics by 4% as a result of teachers using data and support from the Math Inquiry Team, and receiving professional development and support that enables them to use data to provide targeted instruction based on student’s needs. Students will demonstrate level three performance on daily work (RSAs) and end of unit exams over the course of 8 consecutive months as evaluated by the ongoing assessments conducted by teachers that are reported to the community five times each year.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Continue an elementary and middle school inquiry team focusing on promoting student achievement in math.</li> <li>• In the Fall of 2010, math inquiry teams will continue to work. Using data, each group of teachers will choose a targeted sub-group and focus of intervention. Special Education students will be one of the first groups targeted for analysis of progress. Periodic assessments will be used to evaluate effectiveness of instructional strategy.</li> </ul> <p><u>Instructional Focus on Math</u></p> <ul style="list-style-type: none"> <li>• Ongoing school-wide initiative to build math literacy through the use of math word walls, daily quick-writes, vocabulary pre- and post-assessments, and visual aids.</li> <li>• In 2010, extended time instructional focus will be balanced based on students needs between ELA and Math. Students will be in small groups (6-10) and work with their classroom teacher on strengthening areas of need in math understanding. All teachers in the school have a small group for extended time sessions, Monday through Thursday.</li> <li>• In 2010, Spatial Temporal (ST) for grades 2 – 3 will focus on providing computerized, visual aids to promote student achievement in Math.</li> <li>• Innovation School Scheduling provides additional math periods each week for all</li> </ul>

students in need. House Managers (K – 2, 3 – 5, and 6 – 8) will provide AIS services using data that all teachers will be collecting.

- The introduction of Singapore Math program in the lower grades as a visual supplement to the EDM program.
- Special Education Teachers will continue to strengthen and improve their use of co-teaching models and strategies for effective differentiation and modifications for students based on their assessed needs and goals.

#### Using Math Data

- ACUITY predictive exams for math will be used to target student needs/weaknesses in math and to group students for intervention strategies/
- Classroom teachers use Everyday Math (K-5), and Impact Math (Gr. 6- 8) to guide instruction and ensure that math instruction is aligned with NYS and NYC standards for math performance. Periodic formal assessments (typically one per month) are used to inform ongoing instruction.
- Teachers will use data from 2010 NYS exams to inform instruction for the school year.
- All teachers of math will meet with their House Leader to discuss testing data and create an action plan for meeting the needs of each of the students in the class.
- Data meetings about math to be held weekly starting in October.
- Administer previous NYS exams every two months and use data to guide instruction.
- The consistent use of data to drive collaborative planning and pd sessions each week will ensure that instructional practices are aligned with the current needs of students and that they are conducted equitably across classes and grade levels.

#### Professional Development and Support

- Innovation scheduling will provide time for professional development and collaboration among staff. This time will be used for teachers to explore math curriculum, the use of manipulatives, and construct teacher – created constructed responses questions, as well as Exemplars.
- P.S. 50 will have House Leaders who respond to the math-related professional development needs of the teaching staff on an ongoing basis. These staff members provide curriculum support as well as professional development workshops during specified scheduled times.
- VMACA AVID Site Team will incorporate an analysis of Middle School Student’s

	<p>needs in Math and pilot additional support for targeted needs with the assistance of A.U.S.S.I.E consultants and the school-based team.</p> <ul style="list-style-type: none"> <li>• Special Education teachers who received significant amounts of training within the previous six years will turnkey information to new staff and provide peer coaching and feedback through the use of inter-visitations and other professional development models.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All funds used through conceptual consolidation as the efforts require the full participation of all staff members throughout all departments.  Title I used to fund professional development for House Leaders, and Teachers as well as future per session offerings for targeted students to receive help on an extended schedule.  Staffing ratio for Middle School must be increased to accommodate additional periods of instruction for targeted students in Math.</p>
<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>• <u>Indicators of Progress:</u> Inquiry team will meet bi-weekly. Team will design appropriate pre and post intervention assessments to monitor progress and adjust intervention strategies accordingly. Goal for the Math inquiry team is to increase student achievement in 75% of targeted population.</li> <li>• <u>Indicators of Progress:</u> Teachers submit math data to house leaders on a monthly basis. ACUITY assessments for math administered twice during the winter and spring months.</li> <li>• <u>Indicators of Progress:</u> House Leaders hold regular consultations with staff members and with other leadership teams within the school as described in the 4<sup>th</sup> goal of this document. Participants in professional development workshops complete exit slips to provide feedback.</li> </ul>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Within one year to date of this Comprehensive Educational Plan (CEP), the Attendance Committee will increase student attendance school-wide by 3% by monitoring the progress of student’s attendance, making outreach to parents/guardians educating them about ramifications of chronic absenteeism/ providing support, and following up with them on a regular basis. Students who are identified as chronically absent will provide a doctor’s note after each absence and come to school on time 5 out of 5 days per week over the course of 10 consecutive months as evaluated by attendance records. The SLT will also monitor the perceptions of safety, respect, and communication to ensure that the rate continues to demonstrate an increase within one year to date of this CEP.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Structures and Systems to accomplish the goal:</u></p> <ul style="list-style-type: none"> <li>➤ Development and use of system that enables close monitoring of K – 6 attendance rosters and middle school attendance throughout the day. Specifically, school aides schedules are arranged to accommodate the timely transport of data, and an absence list is generated by 10 a.m. upon which teachers note any inaccuracies in the data based on their own observations of student attendance which is then rectified. Pupil Accounting Secretary and Attendance Teacher will track K- 8 attendance on a daily basis.</li> <li>➤ The school will also monitor the progress of the students’ attendance by looking at the attendance weekly and ensuring that the following protocols are in place:             <ul style="list-style-type: none"> <li>➤ Blue emergency cards should have correct contact information</li> <li>➤ Students must hand in doctor’s notes.</li> <li>➤ Parents should write a note excusing every absence.</li> <li>➤ Attendance Teacher reviews the attendance data and relates it to the attendance committee to find resolution.</li> </ul> </li> <li>➤ The attendance committee will meet and discuss plans to address attendance issues including the planning of special incentive programs that may include the following:             <ul style="list-style-type: none"> <li>• Public celebration of high attendance for students and classes on the school bulletin board.</li> <li>• Attendance assemblies wherein students receive incentives such as whole class</li> </ul> </li> </ul>

parties/luncheons.

- Additionally CAS has provided student incentives for students who met 85% attendance goals ( Derby Day, trips to Intrepid)

Outreach Efforts to accomplish the goal:

- Follow up letters are sent to parents to ensure the children are present everyday. The attendance coordinator comes in daily to target the needs of the community by making phone calls and home visits.
- It is assumed that the families who are experiencing chronic absenteeism and lateness are also more likely to be out of regular communication with the staff, therefore the team will create informal survey questions for parents and students that they are targeting for attendance that directly assess their perceptions of communication, and safety and respect within the community. The team will relay this information at periodic intervals to the joint leadership team of the school so they can create innovative ways to address the current state.
- The Children’s Aid Society ( our partner as a community school) is devoting special effort to addressing the chronic absenteeism rate with us by utilizing a variety of medical, mental, and social services available through their agency. The work of the DOE Parent Coordinator, the CAS Community Organizer and CAS social workers will be combined in an “all hands on deck” approach that includes conducting home visits, referrals to the social work staff and out of school time programs such as after school, holidays and summer. CAS will also involve the support of other programs with their organization such as the Office of Public Policy and Client Advocacy to assist families that may be in need of support in dealing with external systems such as the Administration of Children Services. PS 50 staff meets with CAS Directors on a weekly basis to provide information regarding families who need additional support after they are targeted through our systemic monitoring and outreach efforts.

<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>	<p>AIDP funding is being used to supplement the costs of creating a comprehensive attendance program. Consolidated funds will be used to fund this work as well as the team is led by an Assistant Principal funded with Tax Levy Funds. The Children’s Aid Society funds a substantial portion of our efforts to address chronic early absenteeism.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of attendance data daily, weekly, and monthly and analysis of trends will indicate a steady increase in the attendance percentage.</li> <li>• Progress on regularly scheduled informal surveys regarding communication and safety and respect will demonstrate growth and improvement across four modules as defined by the team within module 1.</li> <li>• Reports from CAS regarding progress of chronically absent youth.</li> <li>• Teacher observation and data review regarding lateness</li> </ul>

**Whole School Alignment of  
Leadership, Curriculum, PD, and  
AIS**

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Within one year to date of this Comprehensive Educational Plan (CEP), the school community will be characterized by a unified and consistent system of vertically and horizontally aligned curriculum and instruction and effective and timely delivery of targeted AIS services by using a tightly aligned system of shared decision making, a modified schedule for time and staffing developed through the I-Zone which prioritizes the professional development and collaborative planning of all staff, and individualized attention and opportunities for students. As a result, student and teacher performance will increase as measured in the ELA and Math Goals established above at the end of the school year, and as measured at weekly, monthly and quarterly intervals by the quality and consistency of the content of lesson plans/department plans, grade level plans, AIS results and tracking, and professional development plans that will be organized and consistently used by all members of the school community on the TECHTREE</p>
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	Wiki-Site and Google Docs.
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Structures and Systems to accomplish the goal:</u></p> <ul style="list-style-type: none"> <li>➤ Development and use of a schedule created and approved by the faculty through an SBO that prioritizes the individualized scheduling for students as well as professional development and collaboration for teachers. Schedule includes AIS services provided by “House Team Leaders”(Completed by June 2010)</li> <li>➤ Development of an Innovation Zone team that carries out the implementation of the schedule and ensures alignment with the after school/Children’s Aid Society Curriculum (Formed in June 2010- continues throughout the year)</li> <li>➤ Creation of an Essential Features Document through work with Replications PSO that creates a structure for aligning shared decision making/leadership,the schedule, curriculum development, and AIS services vertically and horizontally. (June 2010 and ongoing monitoring by SLT and I-Zone Team).</li> <li>➤ Instructional Cabinet led by administration and “house leaders” creates structured use of the collaborative planning time with clear expectations for what meets the standard for the use of collaborative planning time (Summer 2010). Staff members receive training on the first PD day of the year and implementation is ongoing.</li> <li>➤ Technology resources/platforms to support the collection and use of planning documents and professional resources is tweaked and improved from it’s current status (Summer 2010).</li> <li>➤ Create a structure for ongoing cabinet level meetings with SLT, I-Zone Team, and Inquiry Team(s) to analyze, discuss, and revise approach and structures of the use of collaborative planning time, individualized student scheduling during clusters/studio/electives, and the quality and content of planning and instruction. (Summer 2010 and ongoing throughout the year).</li> <li>➤ Collaboratively develop a peer and coach-led teacher assessment system that enables professional development and coaching to be differentiated based on teacher’s current level of practice and performance and their needs, and establish standards for satisfactory progression across the continuum of best practices.</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>	<p>All funding sources will be used for this goal as it relates to a comprehensive use of professional development resources, the integration of school based support staff, classroom teachers and all staff members who provide studio elective courses as well as any additional staff members who provide out of classroom support. Title I ARRA is specifically being relied upon to create the opportunity to have AIS support as deemed necessary in the aligned system of assessing students and teachers collaborating.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Administration and instructional cabinet members/House Team Leaders will observe teacher collaboration and planning as well as instruction and AIS support on an ongoing basis and meet weekly to discuss the results. Each month, the various teams within the school will conduct their own assessment of the progress observed and measured by the specific lenses they have on the work (SLT/I-Zone/Inquiry Team/Student Assessment Team), and one time at the conclusion of each of the 4 modules, the administration and representatives of each of these teams will meet to review progress of all the above, and make any necessary revisions or updates to the process and structures established. Within the first module of the year, standards will be established to assess the quality of work produced, and teachers will engage in self-assessments and coaching meetings with administration to identify their placement on the continuum of teacher practices. Valid and achievable standards for meaningful progress across the continuum will be collaboratively established by the instructional team and administration.</p>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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



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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
<b>K</b>	16	16	N/A	N/A	10	1	7	2
<b>1</b>	23	23	N/A	N/A	14	6	10	3
<b>2</b>	27	27	N/A	N/A	12	4	9	3
<b>3</b>	45	38	N/A	N/A	26	9	29	7
<b>4</b>	44	41		N/A	24	2	24	4
<b>5</b>	41	32		N/A	40	2	11	1
<b>6</b>	37	32		N/A	22	11	10	3
<b>7</b>	51	44		N/A	41	8	15	4
<b>8</b>	54	57		N/A	54	8	19	3
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<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><b>ELA:</b>            Reading Recovery            Multisensory Phonics Programs            Writing Circle 100 Book challenge/American Reading online            Spelling Groups            Middle School</p>	<p>The forms of AIS services are as follows ( K-5): <b>Reading Recovery</b> using running records discrimination between the child’s use of meaning and visual structure cues; <b>Multisensory Phonics Programs</b> which focus on the child’s sounds , phrases ,and sentences; <b>Writing Circle</b> which helps students brainstorm an oral rendition of what they are going to write before writing a rough draft; <b>100 Book challenge/American Reading online</b> program which provides a hands on intervention to increase students reading strategies in grades k-5; <b>Spelling Groups</b> in grades K-3 which is a unified approach to equip students with the skills they need to hear and represent the long vowel sounds in writing; <b>Wilson</b> (5 times a week for 30 minutes during the school day); and Small Group instruction, (4 days a week targeted instruction) test prep, and small group differentiated instruction for at risk students is offered 5 days a week by special educator.</p> <p><b>Middle School: Wilson</b> (5 times a week for 53 min during school day), Small group targeted instruction, (3 times a week for 53 min during school day), test preparation , Small group differentiated instruction for at risk students is offered 5 days a week by special educator</p>
<p><b>Mathematics:</b>            Small group instructions            Spatial Temporal (ST)            Singapore Math program</p>	<p><b>Small group instructions</b> in group sizes of (6-10) and work with their classroom teacher on strengthening areas of need in math understanding. All teachers in the school have a small group for extended time sessions, Monday through Thursday.</p> <p><b>Spatial Temporal (ST)</b> for grades 2 – 3 which focuses on providing computerized, visual aids to promote student achievement.</p> <p><b>Singapore Math program</b> in the lower grades which will provide students with a consistent and strong emphasis on problem solving through the use of modeled drawing, with a focus on in-depth understanding.</p>
<p><b>Science:</b>            small group            guided reading session</p>	<p>Science AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, students receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Teacher will use previous State Examinations as a resource to focus on key skills that are assessed on the NYS examination. Intervention services for science will also be provided during Saturday Academy through small group and one to one instruction and through the various schools’ partnership during the Saturday Program. During one science period per week in one of the fifth</p>

	grade classes, the student-to-teacher ratio is reduced via instruction with an additional teacher.
<p><b>Social Studies:</b></p> <p>small group guided reading session .</p>	<p>Social studies is embedded within the curriculum created within grade level meetings and implemented during small group instruction 5 days a week for 30 minutes in grades K-5 and 40 minutes for grades 6 through 8.</p> <p>Push-in/Pull Out AIS teacher- small group and one-to-one differentiated instruction; 45 min./wk</p> <p>Extended Day, Saturday Academy- for at-risk students, Levels 1 and 2; needs based additional practice in reading and math skills; performing arts electives available after instruction</p> <p>This is also implemented during guided reading session 5 days a week.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>Individual Counseling Observations Assessments Group Counseling Parent Outreach Community Outreach Workshops Referrals</p>	<p>The School Guidance Counselor collaborates with all members of the school community to develop and deliver a data driven program that supports every student’s academic, career and personal / social development. The At risk services they provide are as follows:</p> <ul style="list-style-type: none"> <li>• supports student success through monitoring development of study and test taking skills;</li> <li>• contributes to improving student attendance;</li> <li>• Supports families in acquiring services from community based organizations (in-house and off-site) that address their specific needs.</li> <li>• ensures students receive Academic Intervention Services ( AIS) ;</li> <li>• assures students and families have knowledge of an access to promotion and graduation requirements by providing support to students and families with middle school and high school process;</li> <li>• focuses on increasing graduation rates;</li> <li>• Uses data informed practice to increase opportunity and promote achievement of IEP Goals that are driven by teacher observations and Guidance Counselor Input.</li> <li>• Supports teachers in their work with students.</li> <li>• Increasing student awareness and prevention with suicidal and homicidal ideations.</li> <li>• Conducting bully prevention workshops with collaboration with teachers, parents, the Children’s Aid Society and students.</li> </ul>
<p><b>At-risk Services Provided by the School Psychologist:</b></p> <p>Individual Counseling</p>	<p>The role of the School Psychologist is to identify possible academic interventions that can be implemented prior to an evaluation. At Risk Services are rendered in the following ways:</p> <ul style="list-style-type: none"> <li>• Review student’s academic records and current classroom based interventions;</li> </ul>

<p>Observations Assessments Group Counseling Parent Outreach Community Outreach Workshops Referrals</p>	<ul style="list-style-type: none"> <li>• Conduct observations of behavior during structured and unstructured activities; Interview with students and school staff regarding the students functioning, and consulting with parents.</li> </ul>
<p><b>At-risk Services Provided by the Social Worker:</b></p> <p>Individual Counseling Observations Assessments Group Counseling Parent Outreach Community Outreach Workshops Referrals</p>	<p>The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline, and learning how to solve peer conflicts.</p> <p>On-going group sessions with grades 3 through 8 grade students to decrease bullying, increase awareness and adaptive strategies to cope with recession, temporary housing, suicidal/ homicidal ideations, peer pressure, and test anxiety.</p>
<p><b>At-risk Health-related Services:</b></p> <p>Immunizations H1N1 Vaccinations Diabetes treatment First Aid Outreach to parents &amp; hospitals Referrals</p>	<p>Students who are identified with asthma are serviced on an on-going basis. The schedules are planned visits based on the severity, compliance, comprehension of medication, and acute exacerbation. Based on the students health needs, they are serviced weekly, bi-weekly, or on a monthly basis. These services have proven to decrease acute visits, school absenteeism, and ER visits.</p> <p>Diabetes treatment provided to students through Children’s Society Medical Treatment Center and the Department of Health Services.</p> <p>H1N1, immunization, flu, and First aid treatment is also provided.</p>

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Part I School ELL Profile**

#### **A. Language Allocation Policy Team Composition:**

The Language Allocation Policy team consisted of:

Principal, Cynthia Rochez,  
Assistant Principal, Ayo Mendez-Swavy, Assistant Principal Dr. Mable Elliot,  
Parent Coordinator Lisette Rios,  
Teaching Coach Noelle Dunn,  
ESL Teacher Leia DeSousa,  
UFT Representative Jane Model Rosen,  
Classroom Teacher Nola Cooper,

Classroom 4<sup>th</sup> grade Teacher Vanessa Reel,  
6<sup>th</sup> Math Teacher Cheryl Moss,  
Parent Association Representative Judith Reyes-Gonzalez,  
Renee Cordova/ 2<sup>nd</sup> grade,  
ESL, Joanna Feliz/ 7<sup>th</sup> humanities,  
Catharina Oerlemans/ Social Wk,  
Iliana Aguirre/4th Special Ed.

### **B. Teacher Qualifications**

During the 2009-2010 school year there were two certified ESL teachers. One ESL teacher also holds Foreign Language certification. Teacher certification is available upon request. One of the ESL teachers and several classroom teachers speak Spanish. They are thus able to provide extra help and guidance to many students who share the same native language.

### **C. School Demographics**

For the 2010-2011 school year, 377 students were enrolled in PS/IS 50. Of those, 41 students are ELLs for a 9 % ELL population.

## **Part II ELL Identification**

**1. Describe how the steps followed for the initial identification of those students who may possible be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).**

Possible English Language Learners (ELLs) are identified through several steps, according to DOE procedure. First, the secretary checks for cumulative records from other schools. Parents who are enrolling students in New York City for the first time are administered the Home Language Identification Survey (HLIS) by the ESL teacher or the parent coordinator, both of whom are trained in administering the survey. Students whose parents record another language on the survey for at least one of the first four questions and two of the last four questions are then given an informal interview. The informal interview is used to determine whether the student speaks a language other than English. All students who have qualifying HLIS forms and who, as determined through the informal interview, speak a language other than English are given the formal initial assessment, the LAB-R. Those students who speak Spanish are also given the Spanish LAB. The LAB-R is administered by a certified ESL teacher. The Spanish LAB is administered by the Parent Coordinator and the ESL teacher, both qualified to administer the test. Those who score within the prescribed range are accepted as ELLs, at either the beginner or intermediate level.

In the spring of each year all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Students are tested in grade level groups for all tests except the speaking test, during which each student is tested individually. All tests are administered according to official testing guidelines. In addition to the certified ESL teacher, other classroom teachers, coaches, and/ or related service providers help to administer the test as necessary according to the official testing schedule. These same teachers evaluate the writing portion of the test,

following the procedures and rubrics given by the Pearson testing company. Teachers who administer the NYSESLAT view all the materials supplied by Pearson to ensure uniform administration of the test. In addition, the lead scorer attends training in the district. The other scorers then receive turn-key training of scoring procedures using materials from Pearson.

**2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, timelines.**

In order to ensure that parents understand all three program choices, the three ESL models are explained in detail during parent orientations. Parents receive the program pamphlet and watch the video in their native language when available. Several parent orientations are offered in both morning and evening sessions throughout the year, according to the parents' schedules. Each orientation is conducted within ten days of a student's initial enrollment. A Spanish and a French speaker are available at every parent orientation for to ensure parents have the opportunity to discuss the program options in their native language. This year there has not been a need for interpreters of any other language to be present.

**3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.**

Parent letters (entitlement and non-entitlement) and brochures detailing the program choices are sent out in both English and the home language in the beginning weeks of school, as eligibility is determined, or within ten days of a new student's enrollment (for those students who enroll late in the year). Parent surveys and selection forms are collected during orientation from those parents who attend the orientation or from the student. In accordance with DOE guidelines, several rounds of entitlement letters are sent out to ensure that all parents select the language program they feel is right for their child. When necessary, multiple rounds of letters are sent home. The ESL teacher and parent coordinator contact parents by phone in addition to sending letters to ensure that parents have received letters, know about the orientation, and that all efforts are made to set up meetings according to parents' availability.

**4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/ communication activities with parents in their native language.**

Although parents are given the opportunity to elect a dual language or transitional language program at another school, only one parent has chosen to do so over the last three years. This parent met with the ESL teacher and the parent coordinator; they discussed the video and pamphlet about the language programs in the parent's native language. As per the parent choice, the ESL teacher and parent coordinator found the student a placement at a school with a dual language program. There has been no need for the default option since parents, excepting the aforementioned case, select the Free- Standing ESL program.

The overwhelming trend in parent selection is the Free-standing ESL program. The program model at our school is aligned with parent requests. When parents request a program other than freestanding ESL, all efforts are made to help fulfill this request. As the majority of parents choose the program offered at this school (and those who do not are aided in finding an appropriate school) there is no present need to change our programs to build alignment.

**5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers)**

In our school, we have yet to see a growing desire for TBE programs. All Home Language Surveys are reviewed by the ESL team and analyzed for patterns and trends. The trend in program selection is for free standing ESL programs only; as such our program model is in aligned with parental

requests. Only one parent has chosen a dual language program (as detailed above) and no parents have chosen Transitional Bilingual Education as first choice.

### **Part III: ELL Demographics**

#### **A. ELL Programs**

There are 6 self-contained pull-out ESL classes with students of the same proficiency level meeting in mixed grade-level groups. One certified ESL teacher is a classroom teacher. Her students, therefore, are served by ESL methodologies in all subjects within their mainstream class.

#### **B. ELL Years of Service and Programs**

During the 2009-2010 school year there was one SIFE student in 5th grade. There were 8 newcomers. There were 24 Special Education ELLs. There were 22 ELLs receiving service 4-6 years and 5 long-term ELLs.

#### **C. Home Language Breakdown and ELL programs**

The predominant language group is Spanish. Two students speak Bengali, two speak Chinese, one speaks Arabic, and three speak other languages. All students are in a Free-standing English as a Second Language program.

### **Programming and Scheduling Information**

#### **1. How is instruction delivered?**

##### **a. What are the organizational models?**

There is one classroom teacher with ESL certification. ELLs in this class receive structured ESL/ELA time in homogeneous groups. ESL methodologies are used across the curriculum to support these students. The other ESL classes are pull-out. Pull-out classes meet for 50 minute periods in groups of 4-12 students.

##### **b. What are the program models (e.g., block, ungraded, heterogeneous, homogeneous)?**

ESL groups are ungraded, and heterogeneous. Students are grouped within grade-level bands. Most groups are composed of beginner and intermediate students or advanced students. There is one group where advanced students meet with students of other proficiency levels several days a week. The beginning and intermediate students meet in both small groups without and larger groups with the aforementioned advanced students, they are thus able to benefit from both homogenous and heterogeneous grouping at different times.

#### **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?**

##### **a. How are explicit ESL, ELA, and NLA instructional minutes delivered?**

The ESL pull-out schedule is designed to ensure that students receive the mandated number of ESL instruction hours. The ESL teacher coordinates with the classroom teachers to ensure that students receive explicit ESL, ELA, and content-area instruction each day. In the class where the teacher is ESL certified, students receive small group and targeted instruction during the ESL and ELA blocks as well as in math instruction. In this way the teacher ensures that the mandated number of instructional minutes are met.

#### **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.**

All ESL classes are conducted in English. Content is structured into thematic units. Targeted vocabulary instruction, the use of realia and visuals to scaffold material, collaborative work, project-based learning and balanced literacy exploring a variety of genres ensure that content is rich, varied, and accessible to ELLs. Students work on all four modalities- reading, writing, speaking, and listening to ensure that language development is well-rounded.

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

Differentiation is an important component of helping all ELLs make maximum progress. ESL classes are differentiated for all student abilities, with special care taken in considering the groups below.

##### **a. Describe your instructional plan for SIFE.**

For SIFE students materials are carefully selected. Materials including visual representations, realia, and audio-visuals are used to scaffold texts. In addition classes use TPR, partner work, and focused word study to build literacy in the target language. As much as possible units are structured around topics that all students have background knowledge with or that deal with non-fiction topics which are more readily accessible to ELLs. This provides a basis for understanding more complex reading and listening materials, and developing expressive language, both written and oral.

##### **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.**

Similarly, newcomers are offered a lot of visual support for activities and materials. Newcomers have the opportunity to express their understanding of topics in a variety of ways while their productive language capabilities develop. Due to the strict requirements of NCLB for ELA testing after one year of instruction, students are given extra support to understand and feel comfortable with the ELA test. Focused test preparation instruction is integrated by both classroom teachers and the ESL teacher during the regular school day and during extra after-school and weekend sessions.

##### **c. Describe your plan for ELLs receiving service 4 to 6 years.**

For ELLs receiving service for between 4 and 6 years, the ESL teacher reviews test data and speaks with classroom teachers to determine the specific areas of difficulty for each student. Instruction is focused on these skills and modalities. These students are especially encouraged to attend after-school programs to receive more focused instruction and practice on these skills. In general writing and reading provide the most difficulty for this group of ELLs. School-wide students take part in the 100 Book Challenge program. This program focuses on the practice of reading comprehensible books and utilizing reading strategies specific to each developmental level. Teachers conference with individual students and hold guided reading groups to develop the skills and vocabulary students need to move to higher levels of reading. The program specifies an hour of reading each day for most grade levels. The program makes use of high-interest books at all levels to engage students. In ESL and across all classes in the upper grades teachers are focusing this year on developing writing skills. By engaging students in activities that develop writing stamina and practice in a variety of genres in all subjects, students are immersed in this skill. As they practice writing for a variety of purposes throughout the day students will be prepared not only for the NYSESLAT and ELA tests, but also for the variety of authentic writing tasks they will face in high school and college.

##### **d. Describe your plan for Long-Term ELLs (completed 6 years).**

To support long-term ELLs all teachers use the same methods described above for extended service ELLs: intense reading and writing programs across all grade-levels and subjects, integrated test preparation throughout the year, and after-school programs that are aligned with and extend the

regular school day while providing increased small-group and individual support. In addition the ESL teacher, related service providers, and classroom teachers work closely to communicate and address the needs of these students.

**e. Describe your plan for ELLs identified as having special needs.**

Based on close coordination with the Special Education team the ESL teacher further differentiates instruction for “dually-designated” ELLs based on their IEPs.

**5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.**

For ELA, math, and other content areas, ELLs are supported through the incorporation of curriculum in ESL lessons. English Language Arts across all grade levels is taught around social studies topics using Text Savvy methodology. All ELLs receive targeted intervention through small-group work throughout the day in classroom programs such as Words Their Way and the 100 Book Challenge in addition to state mandated curriculum. Classroom and SETTs teachers participate in Professional development and confer with the ESL teacher to ensure alignment between methodologies use in both classrooms to create consistency for SIFE, Special Education, and Long-term ELLs as wells as ELLs who have received 4-6 years of service.

**6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.**

Continuing transitional support will be provided for ELLs who have tested as proficient (within the last two years) through small-group instruction during regular classes, extended day and after-school programs.

**7. What new programs or improvements will be considered for the upcoming school year?**

As part of a grant from Innovations, PS 50 will create a new staggered schedule in the upcoming school year, designed to optimize time during the school day. The new schedule has three main goals: to increase common planning and professional time for teachers, to restructure and refocus academic time, and to work with partner organizations to creative dynamic elective periods for smaller groups of students. By increasing the time teachers have to plan and engage in professional development together, we will foster stronger collaboration and connections across content areas and ensure improvements in pedagogy with continued, rigorous professional development. Students will focus on the core academic classes in the morning. Grants will offer per session opportunities for teachers to work extra hours in the morning to allow small group work. With the help of City Year, the Children's Aid Society, the hours after lunch will be devoted to electives and clusters. Volunteers and employees from partner organizations will give students opportunities to explore diverse electives and receive plenty of personalized attention.

**8. What programs and services will be discontinued for ELLs and why?**

**Have we discontinued any?**

There are no programs or services that will be discontinued for ELLs this year.

**9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.**

We ensure that ELLs are encouraged to participate in all school programs by first communicating with parents in their native languages whenever possible. Within after school and supplemental programs ELLs are given targeted programs and small-group options with the help of City Year volunteers and the Children's Aid Society.

**10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?**

ELLs are supported through materials such as books on tape, cd, and iPod, shared reading which integrates language arts and social studies topics, homogeneous spelling groups, technology courses exploring computer programs and research. Teachers use overhead and multimedia projectors to provide images to support shared reading materials in content areas. Bilingual glossaries and books in Spanish and Spanish and English are available in classrooms (including content areas such as math workbooks).

**11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)**

Due to the diverse language backgrounds of the students native language support is provided in a variety of ways. Students are often engaged in comparing words and ideas in their native languages with English, which they are encouraged to share with the class. Bilingual books with both English and Spanish are often used; students literate and fluent in Spanish are given the opportunity to be experts and teach the other students the meaning of Spanish words. Students make use of bilingual glossaries. The materials and resources use are varied in level and content, so as to be appropriate for students of all ages and grade levels. Students are also given opportunities to work with partners using their native language when necessary to support and show understanding of concepts. Several teachers and school staff speak other languages including Spanish, French, and Arabic.

**Professional Development and Support for School Staff**

**1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)**

Our professional development plan includes outside training for the ESL teacher as well as training for classroom teachers of ELLs not certified in ESL. Within the two past years, including each summer, the ESL teacher has attended professional institutes held by QTEL and AVID and workshops offered through the DOE and BETACs. In addition, professional training in programs such as Words Their Way, 100 Book Challenge, and from AUSSIE consultants to teachers of all grade levels provides training on reading, writing and word-study instruction, all of which are invaluable elements of teaching ELLs. Teachers who collaborate in the after school program for ELLs participate in additional professional development as part of the Title III plan.

**2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?**

Over the past year the staff has worked to develop a strong shared reading structure for the humanities curriculum, incorporating ELA and Social Studies instruction. Maintaining a similar structure across grade levels helps students to understand and decode the material as they transition from elementary to middle school. Being a K-8 school we are a smaller community. Teachers across grade levels communicate to share strategies and experiences to best support ELLs as they transition to higher grades.

**3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.**

In order to ensure that all teachers of ELLs have access to the tools and techniques most effective for supporting ELLs, professional development is offered throughout the year. Professional development includes turnkeys of new professional development sessions attended by the ESL teacher. Professional development also focuses time on the development and sharing of materials teachers use to scaffold learning for ELLs across the curriculum throughout the school day.

**Parental Involvement**

**1. Describe parent involvement in your school, including parents of ELLs.**

Parents are encouraged to be actively involved in their child's education. Family events put on by the school and community organizations as well as PTA meetings and events occur regularly throughout the school year. The parent coordinator and/ or several other Spanish-speaking teachers and staff are always available at these events. DOE-issued posters are displayed informing parents of their right to translated materials. Letters and flyers home are translated into parents' native language as much as possible. In addition to the initial parent orientation, there are ELL parent nights throughout the year to provide parents with information about school programs, testing, and ways and resources to help their children succeed in school.

**2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?**

Several community-based organizations partner with the school to provide services to ELL parents. The Children's Aid Society (CAS) has an office within the school. They provide an after school program for students whose parents cannot pick them up until after work. They also provide free health services, including flu shots and, in prior years, eye examinations and glasses. City Year also works with the school. Volunteers are in the school throughout the week and provide tutoring and activities focused around literature, such as reader's theater and "Bringing Books to Life". In the upcoming year TASC\* will partner with the school to provide small group attention during elective activities led by experts from outside of the school. Our school also enjoys programs for the 4th and 5th grades\* by Rosie's Broadway kids.

**3. How do you evaluate the needs of the parents?**

Parent needs are determined, as much as possible, through direct correspondence with parents. The DOE's Teachers and related service providers maintain regular contact with parents throughout the year. Several members of the staff are bilingual and able to provide translation for meetings with teachers. When a translator or interpreter is not available to be present, the DOE's over-the-phone interpretation services are used, to ensure that parents' needs and concerns are addressed.

**4. How do your parental involvement activities address the needs of the parents?**

Parental involvement activities inform parents and provide resources to ensure that they have the resources and knowledge they need to help their children succeed in school.

**Part IV: Assessment Analysis**

**A. Assessment Analysis**

On the 2009 NYSESLAT, administered in the spring, 6 students tested as proficient. In September, breakdown of student scores on the NYSESLAT or LAB-R is as follows: In Kindergarten one student tested at the beginner level, one at the intermediate level. In first grade 3 students tested as beginners on the NYSESLAT, 2 tested as intermediate. Two first-graders took the LAB-R and tested as proficient. In second grade 3 students tested as intermediate, and 2 tested as advanced on the NYSESLAT. In 3<sup>rd</sup> grade 4 students tested as intermediate and 7 tested as advanced on the NYSESLAT. In 4<sup>th</sup> grade 2 students tested as intermediate, 3 students tested as advanced on the NYSESLAT. In 5<sup>th</sup> grade 1 student tested as beginner, one as intermediate, and one as advanced on the NYSESLAT. One student in 5<sup>th</sup> grade tested as beginner on the LAB-R. In 6<sup>th</sup> grade 2 students tested as intermediate and 5 as advanced on the NYSESLAT. In 7<sup>th</sup> grade, 2 students tested as intermediate and 4 tested as advanced on the NYSESLAT. In 8<sup>th</sup> grade 1 student tested as advanced on the NYSESLAT. Data shows that in 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, most ELLs are advanced. Most students scoring at the beginner level have attended school in the US for one year or less. Students quickly achieve the intermediate and then advanced levels, and then take longer to score proficiency. Across the grade levels, many students scored proficient on the listening and speaking sections of the test. Similarly, more students scored advanced on the listening and speaking section than on the reading and writing section of the test. This data shows us that students rapidly progress in the early years from beginner to intermediate. While the service hours for advanced students drops, we must strategically plan the time they spend in ESL and collaborate with classroom teachers to ensure that ELLs at the advanced level continue to receive strong support to help them attain proficiency. The scores of students who test at the advanced level are further analyzed by modality to address areas of weakness (see item B below).

**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, Founas 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.**

To assess the early the early literacy skills of ELLs teachers use the WRAP (Writing and Reading Assessment Program) and IRLA (Independent Reading Level Assessment of the 100 Book Challenge program). These assessments, paired with teacher observations, provide insight about students understanding of basic literacy concepts and stage of literacy development. This informs each teacher's lessons and the differentiation provided in classes. In response to the variety of literacy skills and levels our school has introduced the 100 Book Challenge reading program to give individuals reading practice at their skill level.

**2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?**

The NYSESLAT data shows that, particularly in the higher grades, significantly more students scored as advanced. Students generally score higher on the speaking and listening section of the NYSESLAT than on the reading and writing sections. In fact, a large percentage of our students across grades score proficient in listening and speaking. As it takes longer to acquire reading and writing skills (Cognitive Academic Language) than it does listening and speaking skills (Basic Interpersonal Communication) student test data matches contemporary language learning theory and data.

**3. How will patterns across NYSESLAT modalities- reading/ writing and listening/speaking- affect instructional decisions?**

Patterns across NYSESLAT modalities are used to tailor instruction to students' needs. This information is shared with classroom teachers, special education teachers and related service providers so as to inform instruction in all content area and special education classes as well as extended day, after school programs. Specifically, the data shows that teachers need to provide extra scaffolding and opportunities for reading and writing practice.

**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?** The results on the NYSESLAT have been analyzed. The results are broken down by grade level and modality. In general, our NYSESLAT data show that the majority of our students test as advanced in all four modalities. After first grade only .05 % of the students placed at the beginning level on the NYSESLAT. Across all grades no students tested as beginners in listening and speaking. In fact, nearly 90% of our students scored an entire level higher on the listening/ speaking section than on the reading/ writing section. Seventy-two percent of 3<sup>rd</sup> graders are currently at the advanced level, but 81% of 3<sup>rd</sup> graders tested proficient in listening and speaking. Similarly, sixty percent of 4<sup>th</sup> graders are at the advanced level, the other 40% at the intermediate level, while 80% of those students scored proficient in listening and speaking. After first grade, the number of students who test as beginners and intermediates in reading and writing drops dramatically. The number of advanced students in reading and writing has remained relatively consistent throughout fourth through eighth grades. This indicates that our long-term and middle school ELLs have difficulty progressing from the advanced level to proficiency in reading and writing.

These patterns across the four modalities affect instructional decision-making. ESL instruction targets reading and writing skills at all grade levels. A large portion of class time is devoted to literacy development through activities such as word study, writer's workshop, reading workshop, and independent reading. Also, heterogeneous grouping is employed to utilize overall class strengths to bolster class weaknesses. Students who are weak in one modality are paired with others who are stronger in that modality. Reading and writing instruction is paired with humanities curriculum to integrate and reinforce reading and writing skills development across subjects. In addition, ESL and mainstream classroom teachers meet to collaborate on instruction of specific skills and to discuss individual students' needs. During extended day and after school programs students receive guided reading instruction in homogeneous groups. With these various techniques we assure that students receive reading and writing support throughout the school from all instructors.

**b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.**

The results of the ELL interim assessments, including the RAP, Reading A-Z, the IRLA reading conferencing and teacher made assessments are used to track student progress in reading and writing and target the specific skills and strategies teacher will use to guide further instruction. The ELA ACUITY testing results are used in grouping students for differentiated guided instruction prior to taking the state ELA exam. Kindergarten through fifth grade are also using the Words Their Way/Spelling program to target spelling and phonics skills through homogenous groupings. Last year three assessment systems- The Everyday Math Program (RSAs), unit assessments, and the ACUITY Fall predictive- were used to track student progress in math. Based on findings the school piloted the Voyager Math Program with fourth and seventh graders. The positive results of this program have led to school-wide implementation. Students are selected based on need according to assessments. Students work in small groups with a specially trained teacher three to four periods a week. In these groups student progress is carefully monitored.

**c. What is the school learning about ELLs from the Periodic Assessments?**

The interim assessments have shown that students do not rapidly progress from one level to the next in reading and writing across all grade levels. In the third and fourth grades there is a dramatic deceleration in reading level advancement. This trend is consistent with that of the general education student population. In order to effectively combat this trend, the school has introduced a school-wide program targeting independent reading and skills monitoring. These programs are delivered both in the ELA classroom and mirrored and extended in ESL pull-out classes and the after school program.

**d. How is the Native Language used?**

In addition, in order to further support ELLs, several techniques are employed to use students’ native language to support English language instruction. Native languages are used in peer groups and by teachers to provide support and clarification when needed. Bilingual materials, including books and glossaries are used in the ESL classroom.

**5. Describe how you evaluate the success of your program for ELLs.**

Success of our program for supporting ELLs will be determined through both informal and formal assessments. The ability of students to understand lessons, participate in class and complete assignments will be evaluated through teacher anecdotes and analyses of student portfolios. Student performance on interim assessments as well as state tests will continue to be examined to evaluate the effectiveness of school and support programs.

**Section I. Student and School Information**

Grade Level(s) 3-5 \_\_\_\_\_ Number of Students to be Served: 18 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2 Other Staff (Specify) \_\_\_\_\_

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

**Section II. Title III, Part A LEP Program Narrative**

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

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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### **Proposed Supplemental Instructional Activity**

The proposed supplemental instructional activity is an after school program. The program will be team taught by Leia DeSousa, licensed K-12 ESL teacher and Noelle Dunn, Lead Teacher/ House Coordinator, common branch license. The program will be held after school from 3:00-5:00 on Tuesday and Thursday, from October to May, running 24 weeks. The program is designed to build vocabulary and literacy skills through creative projects which integrate literacy with cross-curricular activities. Analysis of NYSESLAT data shows that vocabulary development and writing are high needs areas for ELLs. The program aims to simultaneously develop creative thinking and language skills through thematic units integrating art and theater with writing and vocabulary practice. The activity will serve beginning, intermediate, and advanced students in grades three through five. These students need additional support with their reading and writing to ensure that they do not fall farther behind their native English speaking peers as they move into the higher grades. Developing creative thinking along with reading and writing skills, will help students build the foundation for academic success and create confident, articulate students. Giving students opportunities to explore ideas and art through museum visits and workshops will help broaden their experiences, which will make language learning engaging and more concrete. Eighteen ELLs will be invited to the program.

### **Professional Development Program**

The proposed professional development activity is centered on a book study of *Understanding by Design* by the two teachers delivering the after school program. This activity is needed because it is important that curriculum for ELLs is carefully designed with clear objectives in mind. A variety of approaches and techniques have been used by teachers from year to year. We feel that reexamining curriculum and lessons using *Understanding By Design* will help ensure that lessons focus on concrete language objectives. Study of this book will allow the two teachers not only to maximize lessons in the regular ESL and after school programs, but also prepare them to collaborate with other classroom and cluster teachers to improve lessons throughout the school.

### **Parental Involvement**

Parental involvement activities will be held throughout the school year at no additional cost to Title III.

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

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10      A-2**

School District:       04      

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

School Building       050      

**(Complete this form for each school building with LEP students in grades K-6 during 2009-10)**

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL																		
Arabic (ARB)										1		1									
Bengali (BEN)							1		1	1		1									
Bosnian (BOS)																					
Chinese (CMN)				1		1								1		1					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					

Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	1		1	3		3	4		4	9		9	4		4	4		4	6		6
Vietnamese (VIE)																					
Hungarian																					
Malay																					
other	1		1																	1	1
<b>SUB TOTALS</b>	2		2	4		4	5		5	11		11	5		5	4		4	7		7

**Attach additional sheets if necessary.**

Total Number of LEP students in grades K-6  
**Identified** in the Building in **2009-10**  
 (Do not include long-term LEPs)

39

Total Number of LEP students in grades K-6 **Served**  
 in the Building in **2009-10**

**39**

(Do not include long-term LEPs)

Bilingual

ESL



**This page has been provided to add additional languages, if necessary. Copy as needed.**

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10 A-2(a)**

School District: 04

School Building 050

**(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2009-10)**

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL															
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian																					

(RUS)																				
Spanish (SPA)	6		6	1		1														
Vietnamese (VIE)																				
<b>SUB TOTALS</b>	6		6	1		1														

Total Number of LEP students  
**Identified** in the Building in 2009-10  
 (Do not include long-term LEPs)     7

Total Number of LEP students **Served**     7  
 in the Building in 2009-10       
 (Do not include long-term LEPs)     Bilingual     ESL



This page has been provided to add additional languages, if necessary. Copy as needed.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,975.8	24 weeks of after school (2 hrs/ day, 2 days/ week for 2 teachers) = 192 hrs. 8 hours of added time for 4 field trips = 200 hours x 49.89 (per session rate with fringe) = \$9,978 20 hours per session for professional development for 2 teachers = \$997.80
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$650	Arts and craft supplies including construction paper, foam photo frames, t-shirts, embroidery thread, needles, quilting fabric, iron-on photo transfers, cardstock, glue, plastic frames (shadowboxes), mod-podge, tissue paper, water color paints, bank books, printer ink  Text: <i>Understanding By Design</i> \$24.78
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>	\$3,374.20	Workshop at CMA Artist's Studio \$190 Tour and Art workshop at Museo del Barrio \$150 Book Making workshop at ICP \$513

		Striking Viking Story Pirates writing and acting workshop for 8 sessions \$2,300
<b>Parent Involvement</b>		Parent Involvement activities will be held throughout the year at no cost to Title III
<b>TOTAL</b>	\$15,000.00	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

---

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

In order to address our school's translation and interpretation needs, we embarked on an extensive data collection exercise late last year. We acknowledged the fact that even if a student's OTELE language code is NO on the ATS system, indicating English, their parents or other care providers often speak languages other than English. We also solicited the services of the Department of Education Translation Unit to translate for parents during IEP meetings, parent teacher conferences, and translate documents such as IEPs and report cards.

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.

From the data we collected, we were able to determine that there are seven languages other than English spoken by our students' parents or caregivers: Spanish, French, Wolof, Cantonese, Mandarin, Hungarian, Bengali, & Malay. We found that many of our teachers and other service providers were proficient in Spanish two were proficient in French and one was proficient in Fukanese and intermediate in Cantonese and Mandarin. We also found that the majority of our parents were primarily proficient in Spanish and Chinese.

#### **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.

Parents choose the language they wish to receive all of the school's documents. Document translation is taken care of through the New York City Department of Translation and Interpretation Services. We currently provide translation of all letters in Spanish which is the primary language used by our parents. However, all other documents that require additional translation are rendered upon parent and / or teacher request.

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.

Oral interpretation services are provided both in house by teachers and service providers as well as through the Office of Translation and Interpretation's phone service. Parents are made aware of their rights to translation for all meetings. This includes both informal meetings and formal parent teacher conferences.

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>.

As stated above, parents are made aware of their rights to have all pertinent documents translated both through the prominent posting of the Translation and Interpretation Services informational poster as well as a copy of the parents' bill of rights which is sent out each year. The in school translation unit consists of the parent coordinator and the ESL department. Teachers are informed of where to go and what to do if they need additional translation 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 Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	<b>396,363.00</b>	<b>89,864.00</b>	<b>486,227.00</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>3963.00</b>	<b>n/a</b>	<b>3963.00</b>
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>19,822.00</b>	*	
4. Enter the anticipated 10% set-aside for Professional Development:	<b>17,813.00</b>	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     **35**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**High-quality and ongoing professional development seminars will be provided for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards. Teachers on each grade level/content area have weekly, 120-minute professional development sessions that are both teacher and contract facilitator led sessions. The purpose of these seminars is to cover a wide array of pedagogical topics, that positively impact and correlate with teacher professional practices. Coaches and Administrators consistently monitor individual teacher professional development to provide assistance in all areas of mandated expertise. Monies have been set aside to contract facilitators who will help to provide quality Professional Development sessions**

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

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

The Parent Association will create an outreach team to bring new families into the school.

The school will create a slogan "Parent Involvement is Parent Investment." Order pins with the school's logo and the slogan on them and pass them out to parents as a reminder that they should get involved within the community as well as their child's education. Monthly meetings have been created with specific themes in which parent/ guardians are kept abreast of the various educational trends as well as ARIS training is offered.

- o The PTA will host a family movie night once per module. This will encourage a cohesive relationship between faculty and parents.
- o The SLT will solicit one parent from each module(4 modules) to join the School Leadership team.
- o The PTA and School Administrators will host a family tea per module.
- o There will be at least one teacher present at all monthly PTA meetings.
- o Each teacher will adopt ten (10) students and assume the responsibility of contacting parents with issues relating to their children. This will allow parent to build trust and confidence in the faculty.

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

### **School-Parent Compact**

PS / IS 50 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

#### School Responsibilities

PS / IS 50 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Schedule monthly parent meetings, workshops and conferences for Title I parents; encourage active parental involvement, and to keep parents informed of all school programs, including the specific performance criteria for students receiving Title I/PCEN services
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: During parent-teacher conferences in the Fall.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Reports will be provided during parent-teacher conferences and during appointments made with teachers.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available for consultation with parents during monthly workshops. They can also call and make appointments to meet with them during school hours.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Volunteering for school events, such as book fairs, and school clubs. Becoming a Class Parent. Attending school functions, such as monthly conferences, and class book publishing, Poetry festival.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. ( Please see Pages 10-13)
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

(Please see pages 17-30)

3. Instruction by highly qualified staff.

All staff members are highly qualified or in the process of becoming so according to the BEDS Survey.

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.

(Please see pages 17-21, 21-24, 26-30)

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - a. Principal will form a Hiring Committee. Members will perpetually seek out qualified candidates through referrals, job fairs, and collaborations with local universities and colleges of education.
  - b. The committee will present candidates they deem as high quality whom they wish to place on our team with a menu of all available professional and extra curricular opportunities available for the P.S. 50 staff ( i.e., a “What it means to be in the P.S. 50 Family Fact Sheet”).
  - c. The committee will ask each candidate to conduct a demonstration lesson so that we may see their practice in action. Observing a candidate sets the standard for the kind of professionalism we as a staff will exhibit and expect them to exhibit should they be selected for our team.

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

Please see pages 17-21 and in addition: In the past, families at PS 50 have been supported through training in the Leveled Reading System through 100 Book Challenge using Title I Funds, and this practice should continue.

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.

The Principal, Parent Coordinator, and PTA members will host a welcome event for entering kindergartners in summer. While students are shown around to their classrooms, families will receive orientation materials and have the opportunity to ask questions, voice concerns, and receive a welcome packet with helpful transition activities and suggestions.

The Guidance Counselor, Social Worker, and Principal will coordinate workshops for Kindergarten Teachers prior to the beginning of the year on how to effectively introduce children to P.S. 50

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.

Please see pages 17-30.

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.

Please see pages 17-30.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS/IS 50 is community school that involves every agency and program serving our community within Federal, State, and local service guidelines to the greatest extent possible. We offer a variety of programs that address the needs of our community at large. East Harlem families send their children to our school expecting that they will acquire the skills needed to overcome the many obstacles that prevent academic and social achievement. The coordination and integration of Federal, State, and local services are provided through the following school based services:

- The Children's Aid Society provide medical, dental, and mental health services, after school programming (both recreational and academic ), parent workshops
- IEP Team assists with crisis intervention, turning 5 evaluations, child abuse awareness and prevention, at-risk counseling, evaluations for special education services
- Guidance Counselor provides mandated and at-risk counseling services, suicide and violence prevention program, referrals to community based programs
- Parent Coordinator responsible for pre-kindergarten referrals, job training referrals, inform parents of No Child Left Behind tutoring, liaison between parents and school staff
- Teaching Staff general and special education formal staff conferences and weekly mini meetings. They provide on-going feedback on the targeted school population, the quality of delivery of services, and the overall impact on classroom environment and school community

PS/IS 50 team strives to coordinate the above services in order to provide an equal opportunity to achieve higher levels of academic and social-emotional success for all our students.

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

### *Explanation/Background:*

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized

Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			396,363.00	✓	17-30
Title I, Part A (ARRA)	Federal	✓			89, 864.00	✓	17-30
Title II, Part A	Federal	✓			135, 245		17-21, 21-24, 26-30
Title III, Part A	Federal			✓			

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

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

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

Title IV	Federal			✓		
IDEA	Federal	✓			23,654.00	17-30
Tax Levy	Local	✓			3,032,968.00	17-30

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED**

**Status:**

**SURR<sup>3</sup> Phase/Group (If applicable):**

\_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

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

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

*All SURR schools must complete this appendix.*

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

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

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

<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: 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.) 18.
2. Please describe the services you are planning to provide to the STH population.

Our STH Team, which is comprised of Social Workers and Guidance Counselors, meets on a weekly basis to review our roster of Students in Temporary Housing. From this list we divide up the students and each team member is asked to outreach to their assigned students. Outreach includes interfacing with teachers, the students themselves as well as their parents. We use a checklist of items to address all academic and social – emotional needs of the student and their families. If we discover their needs are not being met we brainstorm ideas of how to reach their needs. We offer tangible needs like school supplies and uniforms as well as emotional support, including counseling. This year, we also added after school support services. The support staff consisted of teachers, a social worker, and Paraprofessional. Our sole purpose was to interface with families to assess their needs, network with educational shelter liaisons, and CBO's to support the students to the fullest extent possible.

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 050 Vito Marcantonio					
<b>District:</b>	4	<b>DBN:</b>	04M050	<b>School</b>		310400010050

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.1	91.3	89.2
Kindergarten	31	29	22				
Grade 1	35	34	22				
Grade 2	57	29	30				
Grade 3	64	66	28				
Grade 4	53	54	71				
Grade 5	55	51	50				
Grade 6	59	45	36				
Grade 7	70	57	44				
Grade 8	61	72	57				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	1	2				
<b>Total</b>	<b>486</b>	<b>438</b>	<b>362</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	88.5	88.3	88.1

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	85.2	90.9	90.9

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	7	27	45

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	5	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	55	49	63	Principal Suspensions	59	60	159
# in Collaborative Team Teaching (CTT) Classes	46	45	40	Superintendent Suspensions	44	66	55
Number all others	30	28	23				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	58	53	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	15	8
# receiving ESL services only	49	41	TBD				
# ELLs with IEPs	4	24	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	3	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	11	% fully licensed & permanently assigned to this school	100.0	100.0	97.6
				% more than 2 years teaching in this school	39.7	50.9	71.1
				% more than 5 years teaching anywhere	39.7	50.9	60.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	69.0	85.0	91.1
American Indian or Alaska Native	0.0	0.2	0.3		85.9	100.0	98.6
Black or African American	38.3	35.2	33.7				
Hispanic or Latino	57.4	60.3	63.3				
Asian or Native Hawaiian/Other Pacific	2.1	2.1	2.2				
White	1.4	1.4	0.6				
<b>Male</b>	55.3	55.9	54.4				
<b>Female</b>	44.7	44.1	45.6				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	27.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	17.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



## **Proposed Supplemental Instructional Activity**

The proposed supplemental instructional activity is an after school program. The program will be team taught by Leia DeSousa, licensed K-12 ESL teacher; Noelle Dunn, teaching coach, common branch license; and Josephine Boudreaux, 3<sup>rd</sup> grade classroom teacher, special education and elementary 1<sup>st</sup>-6<sup>th</sup> grade license. The program will be held after school from 3:30-5:00 on Tuesday, Wednesday and Thursday, from November to June. On each day there will be two teachers, with the ESL teacher always present. The program is designed to strengthen writing skills and boost literacy. Analysis of NYSESLAT data shows that reading and especially writing are the modalities that students have most difficulty with. The program aims to simultaneously develop creative thinking and language skills through thematic units integrating art and theater with reading and writing. The activity will serve beginning, intermediate, and advanced students in grades three through five. These students need additional support with their reading and writing to ensure that they do not fall farther behind their native English speaking peers as they move into the higher grades. Developing creative thinking along with reading and writing skills, will help students build the foundation for academic success and create confident, articulate students. Seventeen ELLs will be invited to the program. The program will begin with a short snack provided by the Children's Aid Society. After this, students will begin work on a variety of projects in thematic units. Thematic units include the individual, the neighborhood, and theater arts.

The first unit in the after school program will be a photojournalism project on the individual. Students will write about themselves and take pictures to create their own books about their individuality. The second Photojournalism project will be about the neighborhood. Students will produce two books of writing and photographs and collages. The materials to be purchased for these units are a photo printer to print the photos that will be in the books, black ink refills, three digital cameras, and new memory cards for the digital cameras (three to be purchased this year, five already owned.) In addition, students will attend a digital photography workshop run by the International Center of Photography's education department. This will help students develop their visual literacy skills and provide valuable opportunities for exploration of and discussion about photographs. Other field trips will be taken at no cost to Title III.

One unit of the after school program will involve theater. It is important that ELLs learn fluency as well as basic phonics and vocabulary. To help build reading fluency as well as comprehension and critical thinking about literature, we will integrate theater with reading and writing. To help us, we will purchase time with the Striking Viking Story Pirates. This group runs writing workshops, acts out the plays written by students, and helps them create performances of their writing.

## **Professional Development Program**

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The proposed professional development activity is centered on a five-part workshop series on teaching ELLs at the elementary level by Hunter College BETAC and study groups based on the workshops for the ESL teacher, the general education teacher and the teaching coach participating in the After School program.

This activity is needed because it is important that all teachers working with ELLs explore current research on learning English as a Second Language, and develop best classroom practices based on this research collaboratively.

The ESL teacher will attend the workshop series and turnkey the learning and strategies to the two teachers working with the After School program. In the study groups all three teachers will use this information to create a best practices tool kit to be shared with the entire school. Therefore, while this series will be open to the three teachers working with the After School students, the benefits, tools and strategies of the professional development will reach far beyond the after school program. The general education teacher will be able to apply the strategies learned with the English Language learners in her classroom. Additionally, the teaching coach and the ESL teacher collaborate with the other teachers in the school and will help all classroom teachers integrate the strategies and techniques learned into their classrooms.

The focus of the series will be emergent literacy and language development in English in English language learners. The program will connect research with effective instructional practices for ELLs to provide a strong foundation for later academic achievement. The workshop sessions occur between January and June. The turnkey sessions will follow directly after the workshops. Teachers will therefore build and develop their teaching strategies throughout the year. The products at the end of the PD will include lesson plans, tools, and strategies that can be used by all classroom teachers. The workshops will take place from 10am – 1pm on 5 Saturdays. The study group sessions will occur after school the week following each PD, for a total of five 1-hour sessions. It is anticipated that attendance at these workshops and the subsequent turnkeys will yield materials and best practices to be used in the ESL classroom, the after school program, and general education classes.

### **Parental Involvement**

Parental involvement activities will be held throughout the school year at no additional cost to Title III.

### **ADDENDUM FOR 2011:**

For the 2010-2011 school year we will be adding \$250 to the budget for refreshments for parents. Parent Involvement activities, including shared reading and NYSESLAT workshops will be offered throughout the year, as in previous years. Last year we felt the only thing missing was refreshments.



**Form TIII – A (1)(b)**

School: 050 BEDS Code: M04050

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$12,048.44	<p>91.5 hours of per session for direct instruction in after school program for ELLs x 49.89 (current teacher per session rate with fringe) x 2 teachers per day= \$9,129.87</p> <p>15 hours per session for ELL workshops at Hunter BETAC x 49.89 (current teacher per session rate with fringe) for one ESL teacher = \$748.35</p> <p>5 hours professional development (workshop study group) x 49.89 x 3 teachers (1 ESL teacher and 2 Gen. Ed teachers working with ESL After School) = \$ 748.35</p> <p>9.5 hours of curriculum development for after school program x 49.89 (current teacher per session rate with fringe) x 3 teachers = \$1,421.87 (12,048.44)</p>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$941.57	<p>Epson Artisan 710 Printer \$169.95</p> <p>Black Ink Refill jars x 10 = \$140.50</p> <p>Sandisk 2GB Ultra II Memory cards- 14.50 x 8 = \$116.00</p> <p>Epson Glossy Photo Paper for Inkjet, 250 sheets (1) = \$65.26</p> <p>Canon PowerShot Digital Camera- \$149.95 x 3 = \$449.85 (\$876.30)</p>

<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Parent Involvement</b>		Parent Involvement activities will be held throughout the year at no cost to Title III.
<b>Other</b>	\$2,010	Digital Photography Workshop at the International Center of Photography \$450 Striking Viking Story Pirates writing and acting workshop for one week \$1,560
<b>TOTAL</b>	\$15,000.00	